

Policy No 14:

Relationships & Sex Education Policy



Rationale

We believe that effective Relationships and Sex Education (RSE) is essential if our pupils, as they grow, are to make responsible and well-informed decisions about their lives. It contributes to promoting the spiritual, moral, social, cultural, emotional, mental, and physical development of our pupils, preparing them for the opportunities, responsibilities, and experiences of adult life.

We believe RSE should not be delivered in isolation, but be firmly rooted in our Personal, Social and Health Education, and ICT, during oral interaction as part of tutorial one-to-one sessions and embedded in the wider curriculum. We seek to enable our pupils to feel positive about themselves, manage relationships and access the infrastructure of support available.

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1. Aims and Objectives

We aim to provide our pupils with an age appropriate RSE programme that is tailored to their physical and emotional maturity. It should enable them to make positive choices about their sexual and emotional health, both now and in the future. We aim to achieve this by having three main elements to our programme:

1.1 Attitudes and values

- learning to care about other people and being sensitive towards their needs and views.
- learning the importance of values, and individual conscience and moral considerations
- accepting the difference between people and learning not to exploit them.
- learning the value of family life, parenthood, and the importance of stable, loving, and caring relationships for the nurture of children
- learning the importance and responsibilities of the family unit for all its members
- learning to respect oneself and others and being honest, loyal, and trustworthy in relationships.
- learning to take responsibility for one's actions in all situations.
- exploring, considering, and understanding moral dilemmas; and developing critical thinking as part of decision-making

1.2 Personal and social skills

- learning to manage emotions and relationships confidently and sensitively.
- developing self-respect and empathy for others
- learning to make choices based on an understanding of difference and with an absence of prejudice.
- learning how to make well informed and responsible decisions about their lives and developing an appreciation of the consequences of the choices made.
- managing conflict
- learning how to recognise and avoid exploitation and abuse.

1.3 Knowledge and understanding

- learning and understanding physical development at appropriate stages

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- understanding human sexuality, reproduction, sexual health, emotions, and relationships
- learning about contraception and the range of local and national sexual health advice, contraception, and support services
- learning the reasons for delaying sexual activity and the benefits to be gained from such a delay.
- the avoidance of unplanned pregnancy

By delivering much of the RSE programme through informal discussion we feel that Pupils will feel safe, relaxed, not intimidated, but focussed and where they have confidence and trust in the knowledge, ability, and skills of their teachers.

2. Moral framework

Pupils will be taught RSE within a framework, which models and encourages the following values:

- Being honest with themselves and others
- Tolerance, respect and understanding of the rule of law.
- Developing a critical awareness of themselves and others
- Learning to show tolerance, understanding, respect and care for others.
- Acknowledging the rights, duties and responsibilities involved in sexual relationships.
- Developing an awareness and belief in one's own identity.
- Having a positive attitude towards the value of stable relationships for the upbringing of children
- Acknowledging and understanding diversity regarding religion, culture, and sexual orientation
- Having self-discipline regarding their sexuality
- Understanding of self-protection and risk evaluation

3. Working with parents, carers, and external agencies

Our schools are committed to working in close partnership with parents and carers who are the key people in teaching their children about sex and relationships.

A parent or carer, who is concerned about any element of this policy or is unhappy about their child's participation, should discuss their feelings with the Head of School/School

Manager. Parents have the right to withdraw their children from all or part of those aspects of the RSE programme, which are NOT part of the statutory National Curriculum Science Orders. If requested, alternative arrangements will be made for individual Pupils, but it is hoped that this will not be necessary. If so, parents/carers should consult with the Head of School to discuss appropriate arrangements.

Bespoke programmes of education can be provided to tackle specific issues or concerns raised by parent, carers, or external agencies.

4. Content and Organisation

Our intention is for all our pupils to achieve the age-related learning outcomes recommended by OFSTED.

Aspects of RSE are encompassed within the ethos of the school and may be delivered through:

- PSHE lessons
- ICT lessons
- Core and foundation subjects
- Focus days e.g., World AIDS Day, LGBT
- Current affairs sessions
- Informal discussions during one-to-one tutorials

The RSE programme will be delivered by PSHE/ science teachers and individual tutors.

5. **Equal Opportunities**

RSE is inclusive of all Pupils; they have an equal entitlement to good quality RSE. The whole school community will support an approach, which ensures that no individual will be discriminated against on the grounds of gender, race, disability, culture, ethnicity, age, religion, or sexual orientation.

If a pupil is absent from school and does not participate in the RSE programme, we will ensure that teaching material is made available.

Resources selected to support the programme will be free from cultural bias wherever possible and will avoid gender, race, disability, or sexual orientation stereotyping. The programme will be sensitive to the needs of all Pupils in the centre.

The school will not discriminate against any member of the school community who is infected or affected by HIV, or any other blood borne virus.

6. Specific Issues

6.1 Personal Beliefs

The personal beliefs and attitudes of teachers will not influence their teaching of RSE.

6.2 Language and Ground Rules in Lessons

All team members teaching RSE will set ground rules for their classes. For example:

1. No-one (teacher or Pupil) will have to answer a personal question.
2. No-one will be forced to take part in a discussion.
3. The only language used will be easily understood and acceptable to everyone in the class
4. Meanings of words will be explained in a sensible and factual way.

Pupils will be involved in the negotiation/setting of these rules. Distancing techniques will also help to avoid the inappropriate disclosure of information. These may include case studies, role-play and speaking in the third person.

6.3 Dealing with difficult questions.

- If a question is too explicit or is inappropriate, the teacher will attend to it later, on an individual basis and a decision will be taken whether to inform the child's parents/carers.
- If a child makes a disclosure that causes the teacher concern, they will refer this to the Designated Safeguarding Lead at the earliest opportunity and within that school day.

7. Confidentiality

Parents/carers are informed of the school's confidentiality policy. The school will be acting in loco parentis. Whenever a pupil makes a disclosure, they will be encouraged to talk to their parents or carers, as appropriate. Safeguarding issues will be addressed as necessary; but if not necessary, the wishes of the pupils will be considered.

Information about local advice and support is available to Pupils.

All team members and visitors must follow safeguarding guidelines. Team members who are not trained must not give individual contraceptive advice. It is also appropriate to remind Pupils of information about access to support that is available in the school or had been outlined in lessons. These actions do not involve a requirement to inform parents/carers. Similarly, as Pupils under 16 can access doctors or clinics for contraceptive advice, where a team member advises Pupils to seek medical advice at a GP's surgery or clinic there is not a requirement to inform parents/carers. However, Pupils will always be encouraged to talk to their parent/carer and will be supported in so doing. In each circumstance the best interests of the young person will be seen as paramount.

Advice for Pupils regarding sexual health, orientation and contraception is available in public areas in the school main building.

8. Legislative framework

This policy has been drawn up based on law and guidance, namely:

The national curriculum in England Framework document, DfE, December 2014

Promoting fundamental British values as part of SMSC in schools' Departmental advice for maintained schools, DfE, November 2014

Improving the spiritual, moral, social, and cultural (SMSC) development of pupils: supplementary information Departmental advice for independent schools, academies, and free schools, DfE, November 2014

The Prevent duty Departmental advice for schools and childcare providers, DfE, June 2015
Equality Act, 2010

Human Rights Act, 1998

The Equality Act 2010 and schools' Departmental advice for school leaders, school governing bodies, and local authorities, DfE, May 2014

Working together to safeguard children A guide to inter-agency working to safeguard and promote the welfare of children, DfE, March 2015

Keeping Children Safe in Education, DfE, 2023

SEND Code of Conduct, DfE, January 2015

Promoting the education of looked after children, DfE, July 2014

Obscene Publications Act 1959

Computer Misuse Act 1990, amended by the Police and Justice Act 2006

Defamation Act 1996

Protection from Harassment Act 1997

Data Protection Act 1998

Freedom of Information Act 2000

Regulation of Investigatory Powers Act (RIPA) 2000

Safeguarding Vulnerable Groups Act 2006

Common law duty of Confidentiality

Information Sharing Guidance