

## **RELATIONSHIP AND SEX EDUCATION POLICY**

### **Policy Statement**

The governors' policy is that Rugby High School students should receive accurate information about human growth and development and undertake a programme of sex education which encompasses all aspects of relationships, feelings and behaviour.

All teachers involved in this work will have received appropriate training. Parents will be kept informed about the programme and given the opportunity to discuss its content beforehand.

### **The consultation process has involved:**

- Teachers of PSHE
- Consultation with wider school community; school nurse team
- Governors

### **What is Relationship and Sex Education?**

Relationship and Sex Education is "lifelong learning about physical, sexual, moral and emotional development" (DfES, 2000). "It should equip children and young people with the information, skills and values to have safe, fulfilling and enjoyable relationships and to take responsibility for their sexual health and well-being" (Sex Education Forum, 2010). Research has demonstrated that effective RSE does not encourage early sexual experimentation but does teach human sexuality and respect for themselves and others.

### **Ethos (Principles and Values)**

RSE is an integral part of the lifelong learning process, beginning in early childhood and continuing into adult life.

RSE is considered as part of a whole-school approach whereby classroom learning is supported by the schools values and ethos, staff training and the involvement of pupils, staff, parents/carers, governors and the wider community which includes health professionals, peer educators and other mentors or advisors.

Students should be encouraged to appreciate the value of 'stable family life, marriage and the responsibilities of parenthood' (Education Act 1986). Family is a broad concept; not just one model e.g. nuclear family. It includes a variety of types of family structure, and acceptance of different approaches. We are aware of different approaches to sexual orientation, without promotion of any particular family structure. The important values are love, respect and care for each other.

The school's RSE policy ensures that issues are taught in a way that does not subject students to discrimination. Sensitivity will be shown to acknowledge those students who may

not come from backgrounds which reflect the moral values above. RSE topics cover equality and diversity based subjects including gender equality and non-violent, respectful relationships.

## **Aims**

The aim of RSE is to provide balanced factual information about human reproduction, together with consideration of the broader emotional, ethical, religious, and moral dimensions of sexual health. Our RSE program aims to:

- support students in order for them to make responsible and well informed decisions about their lives
- develop positive values and a moral framework that will guide their decisions, judgements and behaviour; have the confidence and self esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationship they want.
- develop the skills to avoid and resist unwanted experiences and develop strategies for coping with them.
- enable students to determine their own values within a moral framework within an atmosphere where discussions can take place without stigmatisation.
- avoid being exploited or exploiting others or being pressured into unwanted or unprotected sex.
- develop awareness of their sexuality and understand human sexuality 'challenge sexism and prejudice, and promote equality and diversity.

## **Teaching and Learning**

Relationship and Sex Education is taught through national curriculum science and as part of the PSHE programme within the school. Teachers of PSHE are supported in their delivery by health professionals and other agencies where appropriate and have access to training surrounding the delivery of relationship and sex education for continual professional development.

During Key Stage 3 students learn through National Curriculum Science: Reproduction; what reproduction means, reproductive organs, fertilisation, menstrual cycle, pregnancy, birth, changes during puberty. Students explore through weekly PSHE lessons: relationships, loss and change, risks, recognising and resisting unwanted pressures, prejudice and discrimination, the media, basic contraception, the law and how marriage and family life support children.

During Key Stage 4 students learn through National Curriculum Science: Hormones; the way in which hormonal control occurs, medical uses of hormones including promotion and control of fertility, defence mechanisms of the body and how sex is determined in humans. Students explore through an off-timetable PSHE Health Day: influences and pressures around sexual behaviour, managing emotions, assertiveness, contraception, sexually transmitted infections and risk.

## **Inclusion**

### *Ethnic and Cultural Groups*

We intend our policy to be sensitive to the needs of different ethnic groups. When discussing issues relating to different cultures or religions, individuals or groups should not be allowed to denigrate the beliefs of others.

### *Students with special needs*

We will ensure that all young people receive sex and relationship education, and we will offer provision appropriate to the particular needs of all our students, taking specialist advice where necessary.

### *Sexual Identity and Sexual Orientation*

We aim to deal sensitively with issues of sexual orientation, answer appropriate questions and offer support. Young people whatever their developing sexuality need to feel that Relationship and Sex Education is relevant to them.

## **Confidentiality**

Teachers cannot offer unconditional confidentiality. There are occasions when teachers have to exercise their discretion and professional judgement when confronted with an issue where they feel there is cause for concern and must follow the guidelines in the Child Protection Policy.

In a case where a member of staff learns from a student under the age of 16, that they are contemplating or having sexual intercourse:

- The teacher should approach the student sensitively on an individual basis to share their concerns and if necessary discuss further. The young person will be persuaded, wherever possible, to talk to their parent/carer and if necessary to seek medical advice
- Child Protection issues will be considered, and referred if necessary to the person responsible for Child Protection under the schools procedures (see Child Protection Policy)
- The young person will be encouraged to access services from a health professional e.g. school nurse where they can access information about contraception and sexual health issues.

In any case where Child Protection procedures are followed, the teacher will ensure that the student understands that if confidentiality has to be broken, they will be informed first wherever possible. Health professionals in school are bound by their codes of conduct in a one-to-one situation with an individual student, but in a classroom situation they must following the school's policy.

## **Involvement of Health Professionals and other visitors**

The involvement of visiting professionals is welcomed whereby their expertise contributes to the effective delivery of Relationship and Sex Education. The visitors should liaise with the PSHE co-ordinator or a member of the PSHE team and the aims and contents of the sessions should be agreed. A copy of this policy should be made available to visitors to ensure they understand and work within it. Visitors are supervised/supported by a member of staff at all times. The school uses a variety of agencies including the school nurse team, RoSA and Loudmouth.

## **Working with Parents**

Copies of this policy statement are available for parents of registered students. The policy informs parents so they are better able to make decisions about their child's involvement in the programme. Parents have the right to withdraw their children from all or part of the sex and relationship education except for those parts included in the statutory National Curriculum. We would make alternative arrangements in such cases. Parents are encouraged to discuss their decisions with staff at the earliest opportunity.

## **Monitoring and evaluation**

It is the responsibility of the PSHE Coordinator to oversee and organise the monitoring and evaluation of PSHE, in the context of the overall school plans for monitoring the quality of teaching and learning. Teachers evaluate individual lessons, programmes of work and off-timetable days and feedback to the PSHE coordinator which informs future planning. Students also contribute to the evaluation of off-timetable days and visitors.

The governors are responsible for overseeing, reviewing and organising the revision of the Relationship and Sex Education policy. Ofsted is required to evaluate and report on spiritual, moral, social and cultural development of students.