

RELATIONSHIP AND SEX EDUCATION (RSE) POLICY

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Rationale

We recognise that Relationship and Sex Education is lifelong learning about physical, moral and emotional development. It is about the importance of stable and loving relationships for family life, and about respect, love and care. Relationship and Sex Education provides students with factual knowledge and an understanding of the influences on young people, encouraging them to be aware of the options open to them and to take charge of decisions about their own behaviour. It encourages the development of personal and interpersonal skills, the awareness and respect of self and others and encourages reflection and responsibility.

Moral and values framework

The school believes that RSE should be delivered within the following framework and the RSE programme will, therefore, promote:

- self respect;
- respect and tolerance towards others who may have different backgrounds, cultures, feelings, views and sexuality;
- taking account of other people's feelings;
- mutual support and co-operation;
- honesty and transparency;
- accepting responsibility for the consequences of actions;
- the right of people to hold their own views;
- not imposing views on other people;
- the right not to be abused by other people or taken advantage of;
- the right to receive accurate information about sex and relationship issues.

The school ensures that effective RSE is available to all students and that the RSE programme responds to the needs of individual students with additional educational needs and takes students' cultures, faiths and family backgrounds into consideration.

Purpose

According to Government guidance RSE is:

“The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what is acceptable and unacceptable behaviour in relationships.” (Relationships and Sex Education Statutory Guidance, 2019)

The school's approach to RSE will be conducted within a clear morals and values framework based on the above principles. It will also aim to equip all students with accurate, unbiased knowledge about relationships and sex and give students the opportunity to acquire life skills that will help them make good use of this knowledge. The programme will enable students to explore and respect their own and others' opinions, attitudes and values.

The RSE programme ensures that students will revisit topics in order to build upon their existing knowledge and skills throughout their time at the school. It is intended that RSE will be taught through interactive learning activities as appropriate. Wherever appropriate, parents/carers will be informed and invited to support the RSE programme.

The aim of this policy is to provide a working document that gives clear guidance to staff, parents, carers and governors so that all staff are aware of how to deal with RSE related issues in line with the policy.

Implementation

For Years 7, 8 and 9, a scheme of work detailing the content of RSE within Health lessons is available on request; lessons are one per fortnight.

For Years 10 and 11, event days, outside agency speakers and lessons will be planned throughout the year to enable content to be given.

Our programme provides knowledge about the processes of reproduction and human growth as part of the National Curriculum in Science. All students must follow this programme.

The Health Education programme deals with the nature of sexuality and relationships. It encourages the acquisition of skills and attitudes that allow students to manage their relationships in a responsible and healthy manner and provides them with parenting skills for later in life. The programme is carefully structured and shows continuity between the years. The programme is delivered within a moral framework. As well as knowledge and information, students are encouraged to consider the importance of the components of the school's value system.

Throughout the programme students practise life skills such as assertiveness, self awareness and decision making and consider all aspects of relationships and what affects them. The programme also provides many opportunities for students to explore their own and others' attitudes, values and opinions. The content is developmental with many topics being revisited and built upon.

The students are taught by named staff, who, within the context of the school, are best qualified to deliver RSE. To the best of the school's ability, a selection of the lead teachers who teach RSE have undertaken HYP HOP¹, 7 Cs and other continuous relevant training to keep them up to date with changes relevant to the subject.

The HYP HOP training course responds to the training needs of professionals involved with young people in order to provide the best possible health education for young people and includes:

- Relationships and Sex Education (RSE) Framework;
- key issues including consent and confidentiality;
- communicating effectively about relationships and sex with young people;
- developing a multi-agency approach to health education;
- condom competency training (C-Card);
- the delivery of the HYP HOP model of RSE.

Content

The content was decided in consultation with staff and students. However, ultimately, the Health Department agreed on the content of the final programme and it was reached by consensus. The students' social, physical and emotional maturity was considered during the development of the programme with guidance, once again, from the Sexual Health Outreach Nurse.

Outline of what is covered in the RSE programme

Year 7:	Puberty, Family and Friendships (curriculum time)
Year 8:	Relationships, Consent and Sexual Bullying (curriculum time)
Year 9:	Contraception/Pornography and Sexting/Consent (curriculum time)
Year 10:	Sexually Transmitted Diseases
Year 11:	Parenting

There will be a degree of flexibility in delivering the programme to enable the teacher to respond appropriately to students' needs and address issues that might be raised in lessons.

¹ HYP HOP is not an acronym, but the name of an organisation that provides health education training

Organisation of the RSE programme

The school has a named RSE Co-ordinator who has responsibility for overseeing the tuition of RSE. The RSE Co-ordinator collaborates with other health professionals to ensure that all content is relevant and suitable for different age groups.

Teaching methods

Ground rules will be developed during RSE lessons based on respect. The only additional considerations specific to RSE ground rules (as opposed to basic class rules) will be a need to prevent personal questions and the need to explain to students that if a teacher suspects that they are at risk from harm, then they will need to tell another adult. This policy will be inextricably linked to Child Protection, Confidentiality and Bullying Policies.

Active learning techniques such as role play, games, drama, prioritising exercises, paired and group discussion, interviewing and presentations, are used in the teaching of RSE as much as possible. Students will also be given many opportunities to reflect on what they have learnt in RSE lessons.

How resources are selected

The RSE Co-ordinator thoroughly reviews any potential resource to ensure that there is no stereotyping, bias or prejudice and that they are suitable for the age group of the audience. The Co-ordinator conducted a full reworking/updating of the resources for Year 7 to 9, in preparation for the new RSE statutory guidelines, which commence in September 2020.

How the programme will be evaluated

Evaluation of topics has been written into the schemes of work and will be used to adjust the programme in future course reviews.

The programme will be regularly evaluated by the RSE Co-ordinator. The views of students and teachers who deliver the programme will be used to make changes and improvements on an ongoing basis. Monitoring and evaluation can be informed by the Ofsted Framework for the Inspection of Schools. Whilst it is difficult and often inappropriate to assess attitudes and students' personal lifestyle choices, much of the RSE programme of study is capable of formal assessment, particularly the knowledgeable components.

A number of evaluation tools contained within the context of the HYP HOP programme are suitable for assessment and evaluation of students' learning. These include group exercises, quizzes, brainstorming exercises and scenarios for discussion and debate. A formal method of evaluation will also be undertaken at the end of each workshop to assess how much the students have learnt, to correct any misconceptions and for the teacher's own personal reflection. This is in the form of end-of-term assessments, which will be given written feedback in line with the school's marking policy (WWW, EBI, NDT).

It will be the responsibility of the teacher to create a "safe" classroom environment to reduce anxiety and embarrassment and eliminate unintended personal disclosures. Establishing ground rules at the beginning of a lesson will help to facilitate a safe environment, which will benefit the scope and contributions to the topics under discussion. The key ground rule is that no personal questions will be asked.

Teachers will be careful to ensure that their personal beliefs and attitudes do not influence the teaching of relationships and sex. To this end, a common values framework has been agreed where there are clear parameters as to what will be taught in a whole class setting and what will be dealt with on an individual basis.

- Students will be given preparation so that they will know how to minimise any embarrassment they feel.
- No one (student or teacher) should be expected to answer a personal question.
- No one will be forced to take part in a discussion.
- Only the correct names for body parts will be used, unless otherwise agreed by the whole class.
- Meanings of words will be explained in a sensible and factual way.

Dealing with sex-related disclosures/incidents

All staff will receive training in dealing with sex-related pastoral incidents. Staff know that in dealing with any other incident they should:

- consider whether the reported incident is a child protection matter or not (if in doubt, they should refer to the Child Protection and Safeguarding Policy and/or seek advice from the designated person);
- not rush into anything that they might regret later;
- not panic;
- assess the seriousness of the situation sensitively and sensibly, take everything into account but not exaggerate or overreact;
- keep the welfare of the students as the focus;
- consider the full range of options available;
- consider and anticipate both the positive and negative consequences of any actions;
- consult and get support from other colleagues;
- if necessary, refer to experts such as the School Nurse.

Specific issues statements

Language

This explains the terminology used in RSE lessons.

During all RSE lessons, the correct terms for all body parts and functions are used unless otherwise agreed by the whole class. The students are invited to brainstorm all sex-related slang words that they may have heard. The meanings of all words are clarified in a factual way by staff, with students agreeing the terminology.

Using visitors to deliver RSE

External experts are occasionally used to deliver aspects of RSE, but, as their availability cannot be relied upon, the RSE programme is taught with no assumption of support from external speakers.

Whenever an external speaker is going to be used to deliver a lesson or activity that is related to RSE, we encourage a planning session with the speaker and a member of the teaching staff to ensure that the input will be worthwhile and also to check the suitability of the content (especially if there is concern that there might be a bias in the delivery). All visitors are made aware of the RSE policy. Visitors will be supervised by a member of teaching staff at all times.

Confidentiality

Students' confidentiality is respected in all RSE lessons and students are made aware of the fact that what they say in RSE lessons will not be repeated to anyone else unless a member of staff suspects that the student or anyone else is at risk from harm. Staff, therefore, cannot promise absolute confidentiality if approached by a student for help and this must be made clear to students. Child protection procedures must be followed when any disclosures are made.

It is very rare for a student to request absolute confidentiality. If they do, in situations other than those involving child protection issues, staff must make a careful judgment about whether or not a third party needs to be informed. This judgment will be based upon:

- the seriousness of the situation and the degree of harm that the student may be experiencing;
- the student's age, maturity and competence to make their own decisions.

Where it is clear that a student would benefit from the involvement of a third party, staff should seek the consent of the student to do so. If appropriate, staff might inform the third party together with the student. Unless clearly inappropriate, students will always be encouraged to talk to their parent/carer.

Child protection procedures

The school has an appointed member of staff who is responsible for child protection procedures. If a teacher suspects that a child is at risk from harm or neglect, they need to inform this person and record any evidence that supports their concerns.

As part of RSE ground rules, teachers need to make it clear to students that if they suspect that anyone is at risk from harm, they will need to tell another adult.

Informing parents/carers of the right to withdraw the student

Upon enrolment at Sandwich Technology School parents/carers are informed of the RSE programme and parents/carers are also invited to view all teaching resources that will be used in the delivery of the students' RSE. The policy is also available to view on the website at all times. Parents have the right to withdraw their children from the sex education part of the PHS programme and alternative arrangements will be made for the student's supervision. However, students cannot be withdrawn from the relationships education. The request to withdraw from sex education must be made in writing to the Headteacher.

Parents can withdraw the child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school will make arrangements to provide the child with sex education during one of those terms.

Procedures for students who are withdrawn from sessions

Provision is made for students whose parents/carers wish the student to be removed from RSE lessons to work in another classroom while their class is being delivered RSE. Parents/carers do not have the right to withdraw their children from sex education classes which are part of the Science Curriculum or any other National Curriculum subject.

If questions and discussions about sexual matters arise spontaneously in classes that are outside the National Curriculum, teachers will answer students' questions and will not exclude students who have been withdrawn from RSE.

Controversial and sensitive issues

All staff are aware that everyone has views on RSE related issues. However, while it is respected that everyone has the right to their own viewpoint, all RSE issues are taught without bias. Topics are presented highlighting all viewpoints so that students are able to form their own, informed opinions, but are also encouraged to respect the fact that others may have quite different viewpoints.

Sexuality

On average, approximately five per cent of students will go on to define themselves as gay, lesbian or bisexual (GLB). Students may also have LGBTQ+ (Lesbian, Gay, Bisexual, Transgender and Queer) parents/carers, brothers or sisters, other family members and/or friends. All our students will meet and work with LGBTQ people within society. Our approach to RSE will include sensitive, honest and balanced consideration of sexuality. We shall actively tackle homophobic bullying.

Laws surrounding Relationships and Sex

In all schools, teaching should reflect the law (including the Equality Act 2010) as it applies to relationships, so that young people clearly understand what the law allows and does not allow, and the wider legal implications of decisions they may make. The laws surrounding Relationships and Sex are discussed throughout the RSE curriculum.

SEND

It is the responsibility of the school to provide RSE to all students, making sure that is accessible. Resources were carefully planned to provide differentiated activities and ensure accessibility. The RSE Co-ordinator will continue to make changes/improvements throughout the year to make sure that all students receive well-delivered RSE.

Dealing with sexually explicit questions

After discussions with parents/carers, governors and staff, the following policy was determined for dealing with sexually explicit questions:

- it will be made clear to students by means of ground rules that personal questions should never be asked by students or the teacher;
- if several students start to ask questions about a particular topic (perhaps due to media coverage) then the RSE programme can be adapted to deal with this issue so as to prevent students from becoming misinformed or receiving biased information.

Teachers' embarrassment

If a member of staff is extremely uncomfortable teaching RSE, then provision will be made for another teacher that is known to the students to deliver RSE. The school feels that this course of action is justified as the member of staff that is uncomfortable with RSE is unlikely to do an effective job or to give positive messages about sexuality and/or body functions.

Contraceptive advice to students

Contraceptive advice to students will be taught, in the context of sexual intimacy and safer sex, that intercourse should always involve using a condom. Students will be made aware that latex condoms can cause an allergic reaction in some individuals and polyurethane condoms are available as an alternative. Questions about forms of contraception will be answered accurately and honestly within the student's ability to understand. If students need further personal advice about contraceptive use, counselling and support will be sought from appropriate agencies and personnel. The student may also be referred to the Health Drop-In Clinic which is run by a Specialist Nurse.

Dissemination of the policy

Staff within the Health Department have actively been involved in reaching consensus on the content of the RSE policy and are aware of its content through discussion of the final draft. Parents/carers will be kept informed of any developments or opportunities in RSE. Governors have responsibility for approving the RSE policy and have been involved in the reviewing process.

Any changes in the policy will be available to parents/carers through the website when appropriate.

Arrangements for monitoring and evaluation

The RSE Co-ordinator will be responsible for reacting to the responses of the Health Department, the students themselves and feedback from parents and carers. An evaluation exercise will be completed by staff every year.

Policy review and development plan

The RSE policy will be reviewed by the Social Sciences Department with assistance from the RSE Co-ordinator and take account of teaching experiences, questionnaires and observations.

This policy has drawn upon:

- 'Sex and Relationship Education Guidance' (DfES 2000)
- 'Relationships Education, Relationships and Sex Education (RSE) and Health Education (DFE 2019)
- Optimus Training - Delivering Statutory Relationships and Sex Education (2019)
- "Equality Act 2010" – Government Equalities Office/Equality and Human Rights Commission (2010)
- 'Diverse Communities: Identity and Teenage Pregnancy, a resource for practitioners' (Department of Health – September 2002)
- 'Sex and Relationships Education' National Healthy Schools Standard, London. NHSS (2001)
- 'Sex and Relationships' Office for Standards in Education, London. Ofsted (2002)
- 'Teenage Pregnancy Strategy' Social Exclusion Unit, London. Social Exclusion Unit (1999)
- National Strategy for Sexual Health and HIV (Department of Health 2001)
- The United Nations Convention on the Rights of the Child (1989)

Other relevant policies and procedures

- Alcohol and drug abuse guidelines
- Anti-bullying policy
- Attendance policy
- Behaviour policy
- Child protection and safeguarding policy
- Collective worship policy
- Governors' Delegation of Functions (Function 3)

The HYP HOP Approach

The National Teenage Pregnancy Strategy (Department of Health 1999), which is inextricably linked to the National Strategy for Sexual Health and HIV (Department of Health 2001), states that evidence suggests that young people lack the information that enables them to make decisions regarding their sexual health and that it is time to re-examine the traditional approaches to solve these problems. Recommendations from the Ofsted Report (2002 and 2005) suggest that schools and colleges should broaden their coverage and their definition of achievement in sex and relationships education to include the development of young peoples' values, attitudes and personal skills in addition to the acquisition of factual knowledge.

Traditional sex and relationship education provides knowledge and to some extent skills but there is little research into values and attitudes. There also appears to be a deficiency in sex and relationships education programmes that have been designed with input from adolescents. The HYP HOP model will be adopted as it challenges the "normal" ways of sexual health by involving young people and demonstrates how health professionals, educationalists and young people can work creatively together to make positive use of their unique skills and expertise. The HYP HOP SRE programme is a unique educational resource developed with significant input from young people and a wide range of experienced professionals.

The HYP HOP Programme includes:

COMMUNICATION 'Let's Talk' discusses how we can communicate effectively in order to enable young people to be empowered to make informed choices and to raise awareness of the issues facing young people today such as attitudes and perceptions.

LOVE AND RELATIONSHIPS 'Love – What's It All About' aims to increase awareness of the mysteries and the meaning of love by using stories and music to explore love and relationships and to encourage an understanding that everyone is different and that we all experience strong positive and negative emotions and feelings.

SELF-ESTEEM AND PERSONAL VALUES aims to increase an awareness of self-esteem and self-image and how this can affect the individual's self-confidence and to facilitate discussion on personal values and the effects friendships can have on the life of an individual.

CONTRACEPTION aims to dispel myths and misinformation about contraception and will provide students with up to date and accurate information on the various methods of contraception including emergency contraception. This session will also explore related issues including consent and confidentiality and access to services.

SEXUALLY TRANSMITTED INFECTIONS will identify the key facts about the most common sexually transmitted infections including HIV. This session will also provide students with information regarding access to local services.

MEDIA AND PEER PRESSURE students will explore the effects of media and peer pressure on young people's sexual behaviour in order to increase knowledge, understanding and confidence.

HYP HOP will use music as a vehicle for safer sex and health messages. The session will discuss and debate lyrics and the particular messages to young people from music such as rap. Students will be asked to compose a rap as a final evaluation of the HYP HOP programme.