

Queen Elizabeth's Grammar School Horncastle



Relationships & Sex Education Policy

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QEGS

Relationships and Sex Education Policy

- **Defining Relationships and Sex Education (RSE)**

RSE is lifelong learning about physical, sexual, moral and emotional development. It involves acquiring knowledge and information, developing skills and forming positive beliefs, values and attitudes. It is about the understanding of the importance of stable and loving relationships, respect, love and care, for family life.

Our comprehensive programme of RSE gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline. It also provides accurate information about the body, reproduction, sex, and sexual health.

- **Principles and Values**

High quality RSE helps create a safe school community in which our students can grow, learn, and develop positive, healthy behaviour for life.

Children and young people have a right to good quality education, as set out in the United Nations Convention on the Rights of the Child. Children and young people want to learn about relationships and be prepared for the physical and emotional changes they undergo at puberty.

We believe that RSE should:

- Be an integral part of the lifelong learning process, beginning in early childhood and continuing into adult life
- Be an entitlement for all young people, irrespective of gender, sexuality, religious or cultural tradition, physical, emotional or learning difficulties or social or economic background
- Be set within the wider school context and supports family commitment and love, respect and affection, knowledge and openness. RSE should acknowledge that family is a broad concept and not just one model. It includes a variety of types of family structure, and acceptance of different approaches should be recognised
- Encourage students and teachers to share and respect each other's views. Students should be aware of different approaches to sexual orientation and family structures without prejudice
- Generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment
- Recognise that parents/carers are the key people in teaching their children about relationships, sex and growing up. We aim to work in partnership with parents/carers and students, consulting them about the content of programmes where appropriate
- Recognise that the wider community has much to offer and we aim to work in partnership with health professionals, outside agencies, social workers, peer educators and other mentors or advisers

- **Aims of RSE**

We seek to offer a curriculum which is balanced and broadly based and which:

- **promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society**
- **prepares pupils at the school for the opportunities, responsibilities and experiences of later life.'**

These duties are set out in the 2002 Education Act and the 2010 Academies Act.

The overall aim of the RSE elements of the PHSE (Personal, Health & Social Education) programme is to support the personal and social development of all students, ensuring that they have the ability to enjoy relationships based on mutual respect and responsibility, free from any abuse, and to accept their own and others' sexuality in positive ways. RSE is taught with regard to moral and legal considerations and with explicit values of family life and supportive relationships

All students have the right to experience a programme of sex education and personal development at a level that is commensurate with their age and physical development that will prepare them for adult life.

- We believe that effective RSE can make a significant contribution to the personal development needed by students in order to establish and maintain healthy relationships. It also enables young people to make responsible and informed decisions about their health and well-being.
- We recognise that RSE is a lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings (Sex Education Forum 1999).
- We will regularly consult the students regarding their views of their relationship and sex education and contact parents/carers via letter/email to inform them of the time and nature of the lessons. At this point parents/carers have the opportunity to opt their child out of RSE lessons (see 'Partnerships with parents/carers' section) .
- We will regularly review the schemes of work relating to RSE to ensure the content and style of delivery is appropriate for the students involved.
- We aim to promote self-esteem, self-confidence, informed decision making and development of positive values through RSE education.
- Where appropriate external agencies will be invited to contribute to the RSE programme.

- **Objectives of RSE**

The RSE elements of our PHSE programme prepare students for an adult life and are included to achieve the following:

- To discover what students know, understand, think and feel about their sexuality and to identify their needs.to create a spiral curriculum for progressive and differentiated learning sensitive to individuals and groups.

- To promote the ethos of caring and loving relationships which value and respect self and others.
- To develop the ability to form positive, non-exploitative relationships
- To promote an understanding of the responsibilities and consequences of one's actions in matters relating to sexual activity and parenthood.
- To enable students to accept variations in rates of growth and development physical, emotional and social.
- To understand the arguments for delaying sexual activity and the reason for having protected sex.
- To 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
- To communicate effectively by developing appropriate terminology for relationship & sex issues
- To understand the processes of human reproduction
- To be aware of personal, psychological, emotional and physical changes in themselves and others
- To have sufficient information and skills to protect themselves and, where they have one, their partner from uninvited/unwanted conceptions and sexually transmitted infections.
- To develop positive values and a moral framework that will guide their decisions, judgements and behaviour.
- To avoid being exploited or exploiting others or being pressured into unwanted or unprotected sex.
- To enable students to develop awareness of their sexuality and to be informed in order to challenge sexism and prejudice in society in relation to gender, race, disability or sexual orientation and to promote equal opportunities.
- To be aware of sources of help and acquire the skills and confidence to access confidential health advice, support and treatment if necessary.
- To know what is and what is not legal in matters relation to sexual activity & relationships.
- To understand the impact of external factors, such as the media, internet, peer groups and remain independent decision-makers.

- **Organisation and Content of RSE**

See appendix for the curriculum content .

Curriculum

All students follow the PHSE programmes of study. The social, moral, spiritual and cultural implications of different decisions in relationships is considered across all year groups. The PHSE curriculum will promote marriage as being the ideal stable relationship to be in when starting a family while recognizing that this is not always possible.

As well as knowledge and understanding students will be encouraged to consider the importance of the following values which are derived from our school ethos:

- learning the importance of values, individual conscience and moral choices;
- learning the value of family life, stable and loving relationships, and marriage;
- learning about the nurture of children;
- learning the value of respect, love and care;
- exploring, considering and understanding moral dilemmas;
- developing critical thinking as part of decision-making

Students will also be helped to develop the following skills

- developing self-respect and empathy for others;
- learning to make choices with an absence of prejudice;
- developing an appreciation of the consequences of choices made;
- managing conflict;
- empower students with the skills to be able to avoid inappropriate pressures or advances (both as exploited or exploiter)
- learning to manage emotions and relationships confidently and sensitively;

- **Delivery of RSE**

There are two ways that the key elements are delivered:

- By specialist teachers within National Curriculum Science at KS3 (Y7-9) and KS4 (Y10-11)
- The majority of RSE is provided through the PHSE Programme by form tutors, teaching staff, specialist staff and outside speakers. Specialist teachers are used to deliver some specific areas of the curriculum where appropriate.

RSE is viewed as an integral part of the school curriculum and is taught in context with other relevant material. It is seen both as part of the school's PHSE and Citizenship Education and as a cross-curricular theme within subject areas. The content for Science is clearly defined in the National Curriculum Science Order. Informally, students learn about RSE through the values and ethos of our school and through contact with other young people.

Much of the RSE takes place within PHSE lessons. PHSE is taught mainly by tutors with support from other teaching staff and outside professionals where appropriate. RSE lessons are set within the wider context of the PHSE curriculum and focus more on the emotional aspects of development and relationships, although the physical aspects of puberty and reproduction are also included.

The Science National Curriculum is delivered by the Science Department. These lessons are more concerned with the physical aspects of development and reproduction.

Any RSE lesson may consider questions or issues that some students will find sensitive. Before embarking on these lessons ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson. When students ask questions, we aim to answer them honestly, within the ground rules established at the start of the sessions. When it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the students, the question may be dealt with individually at another time. Specialists support staff with the teaching of certain aspects of the curriculum. These specialists may include outside agencies, health professionals and theatre groups.

7. Inclusion

All students are entitled to a RSE programme that encourages the understanding, tolerance and valuing of different views and beliefs as well as providing information and knowledge and encouraging the development of personal skills.

Ethnic and Cultural Groups

We intend our policy to be sensitive to the needs of different ethnic groups and we will respond to parental and/or student queries in order to allay any concerns that may exist about the RSE curriculum.

Students with Special Needs

We will ensure that all young people receive RSE, 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 and honestly with issues of sexual orientation, answer appropriate questions and offer support. Young people, whatever their developing sexuality need to feel that sex and relationship education is relevant to them.

8. Partnerships with parents/carers

Parents/Carers are key figures for their child's learning about RSE; the school's RSE programme aims to complement and support the role of parents/carers. At the start of each academic year, parents/carers are informed of the arrangements for PHSE including RSE for the forthcoming year. Parents/Carers wishing to know more about the work undertaken in RSE are welcome to contact the school whereby the Deputy Head (DH) or the PHSE Coordinators will be pleased to answer their questions. Should they feel that they wish to withdraw their child from RSE, a request should be made in writing to the Headteacher. Alternative arrangements will be made for any student withdrawn from RSE sessions. However, parents/carers may not withdraw their child from RSE delivered within Science lessons as part of the National Curriculum. Where discussion of aspects of sexual behaviour occurs in curriculum areas other than within the RSE programme,

students will not normally be withdrawn from the lesson, provided that the discussion is set within the context of the subject concerned.

9. Pastoral Support

Form tutors and class teachers will continue to offer individual pastoral care, advice and guidance. Where appropriate a student may be referred to Head of Year (HOY), a DH or outside agencies such as the School nursing team or CAMHS for further support. In addition, pastoral staff are available during PHSE lessons in 'The Hub' to support students if they are directly affected or disturbed by the content of a particular PHSE lesson.

Advice to U16s

Teachers will offer advice and support to students in line with the school's policies. All young people are entitled to confidential sexual health and contraception advice. The school nursing team provides a drop in 'Clinic in the box' session at least once per term but can be contacted to request additional appointments/support if required.

Where an individual pupil asks for specific advice on contraception or other aspects of sexual behaviour, they should be signposted to seek advice from health professionals, e.g. their G.P., the School Nurse and/or their parents/carers. Should a student under the age 12 report being involved in any sexual activity, the member of staff must refer it to the DH as a matter of child protection. In situations where younger students, particularly those within KS3, disclose sexual activity, a teacher should seek advice from the DH in the first instance.

Confidentiality

Within the RSE programme teachers should advise their teaching groups that confidentiality has to be respected by health professionals. Teachers will also respect confidentiality but where a student under the age of 16 discloses sexual activity "likely to place him or her at moral or physical risk or in breach of the law" (DFE Circular 5/94), the safeguarding lead and/or Headteacher should be informed and they in turn should inform parents/carers. Students should understand that a health professional would not inform their parents/carers.

Child protection

Students will be made aware that some information cannot be held confidential and made to understand that if certain disclosures are made certain actions will ensue. At the same time students will be reassured that their best interests will be maintained and offered sensitive and appropriate support. The following procedures must be adhered to by all staff or associate adults:

- **Disclosure or suspicion of possible abuse**

Where a student discloses sexual abuse, or where a teacher has reason to suspect abuse, immediate action must be taken in line with the Child Protection Procedures as outlined in the school policy. A DH is the designated Child Protection Officer; staff should inform him/her immediately of their concerns. If unavailable, the Headteacher should be informed.

- **Disclosure of pregnancy or advice on contraception** – Students who are in difficulty must be directed to a senior member of staff, ideally the designated child protection officer and assured that they will be supported. Senior members of staff will have access to the appropriate outside agencies. Contraceptive advice may not be given to individual students

by staff, however, students can be directed to the school nurse or appropriate outside agencies. The school will always encourage the students to talk to their parent/carer first regarding contraception and speak to their parent/carer before the school is obligated to do so.

10. Roles and Responsibilities for RSE

The Head of the Science Faculty is responsible for ensuring the curriculum at KS3 and KS4 meets the requirements of the National Curriculum programmes of study.

A DH takes the lead in the school's pastoral system which includes the PHSE programme and is responsible for student welfare and is the Designated Child Protection Officer. This DH is also responsible for the review and updating of the RSE policy in consultation with the PHSE coordinators.

11. Evaluation and Review of RSE

The RSE policy will be reviewed annually. Feedback from students and staff will form part of the evaluation of the RSE programme as part of the routine and regular review of the PHSE programme. Students, staff, parents/carers, governors and external contributors were consulted on the formulation of this policy and should be part of any review process.

• Complaints Procedure

Any complaints about the RSE curriculum should be made to the Headteacher – See 'Complaints policy'.

Relevant Legislation

The 1996 Education Act consolidated all previous legislation.

- The RSE elements within the National Curriculum Science are mandatory for all secondary school students
- All schools must have an up-to-date policy which describes the content and organisation of RSE (excluding NC Science)
- Secondary schools must provide RSE which includes, as a minimum, information about STIs and HIV/AIDS

Learning & Skills Act (2000)

- Young people are required to learn about the nature of marriage and its importance for family life and the bringing up of children
- Young people should be protected from teaching and materials which are inappropriate.

Sexual Offences Act (2003)

- Established that a child aged 12 or under is not capable of consenting to sexual activity and is subject to child protection procedures
- Providing advice to promote a child's emotional or physical well-being or protecting them from STIs or pregnancy is within the law, even if the young person is under 16

The Children's Act (2004) Every Child Matters

- Established a duty of care on LA to promote cooperation between agencies in order to improve children's wellbeing as defined by the 5 outcomes of ECM

- Created a duty of care for schools to put in place arrangements to safeguard and promote the welfare of children.

The Children’s & Families Act (2014)

- Changes to the law to give greater protection to vulnerable children
- Better support for children whose Parents/Carers are separating
- Introduced a system to help children with special educational needs and disabilities
- Provided help for Parents/Carers to balance work and family life.

References

DfEE (2000) Sex and Relationships Guidance (DfEE 0116/2000)
 Ofsted (2002) Sex and Relationships Education
 Sex Education Forum (2003) Sex and Relationships Education Framework (fact sheet 30)
 Sex Education Forum (2007) Confidentiality: Promoting young people’s sexual health and well -being in secondary schools (fact sheet 38)
 Sex Education Forum, [Understanding Sex and Relationships Education](#) (London: National Children’s Bureau, 2010).
 National Children’s Bureau (2003) Sex and Relationships Education: support for governors
 DfEE (2001) RSE and Parents/Carers (0706/2001)
 The PHSE Association PHSE Programmes of study Key stages 1 to 5 Revised 2017
 The Department for Education – The National curriculum in England KS3 & KS4 document revised 2013.
 Qualifications and Curriculum Development Agency, [End of Key Stage Statements for PSHE](#) (2005)
 Department of Health, National Healthy Schools Status: A Guide for Schools (London: Department of Health, 2005).
 Department for Education and Skills, Teenage Pregnancy Next Steps: Guidance for Local Authorities and Primary Care Trusts on Effective Delivery of Local Strategies.

At QEGS

- Child protection & safeguarding Policy
- Anti-Bullying Policy
- Equality Policy
- Drug Education Policy
- Job Descriptions
- The Role of the Form Tutor & HOY
- PHSE programmes of study and the Science SoW

Appendix

RSE: Current Provision at QEGS

Relationship & Sex Education Policy
 Appendix – updated May 2017
 RSE: Current Provision at QEGS

	Science	PHSE
		What is a relationship?

Year 7		What changes will take place in my body as I reach adulthood?
		The biological basis of these changes
		'How babies are made'
		Care of my body at puberty
		Relationships - Dealing with conflict
Year 8		Responsibilities of parenthood
		One Friday Night
		Recognising Abusive Behaviour
		Consent
Year 9	Human reproductive system	Contraception & STIs (school nurse)
	Basic menstrual cycle	FGM
	Fertilisation	Unhealthy Relationships
	Effects of maternal lifestyle on the foetus	Exploitation
Year 10	Gonorrhoea (e.g. of bacterial disease)	HIV & AIDS
		Body Image & Self-esteem
		Different types of family
		Really? (film) Sexual orientation / self-harm
Year 11	Secondary sexual characteristics	Drama – Homophobia / transphobia
	Control of the menstrual cycle	Abusive Relationships – can you see me?
	Artificial control of fertility (hormones, barrier, IUD, surgery & abstinence)	Consent – Disrespect Nobody
	Infertility treatments	Sex & the Media
		FGM
		Contraception (Positive Health)
		Drama – Healthy Relationships
Sixth Form		HIV
		Trafficking & drug abuse
		Cancer awareness – Including testicular cancer and Breast cancer