



RSE POLICY

Relationships

&

Sex Education

Relationship and Sex Education Policy

Context

In accordance with Ofsted recommendations sex education at Church Stretton School is regarded as a positive opportunity for young people to understand and to be in control of their development and sexuality. We refer to relationship and sex education (RSE) to centralise our emphasis upon relationships.

The policy has been updated by the school PSHE lead and pastoral care team taking into account views from pupils, parents/carers, staff and governors. The document and the RSE scheme of work overview is available on the school website and reference is made to it in the school prospectus. It is updated every two years.

Updated

Review date

Children need high-quality sex and relationships education so they can make wise and informed choices. We will work with teachers, parents, faith groups and campaign groups, such as Stonewall to make sure sex and relationships education encompasses an understanding of the ways in which humans love each other and stresses the importance of respecting individual autonomy.

Relationship and Sex

Relationships and Sex education (RSE) is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. 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 2015)

Policy Statement

Effective RSE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables young people to make responsible and informed decisions about their health and well-being.

This policy adheres to and is consistent with the 1996 Education Act states that all secondary schools are required to provide an RSE programme that includes (as a minimum) information about sexually transmitted infections and HIV/AIDS. The sex education elements contained in the National Curriculum Science Orders are also mandatory. All schools must provide an up to date policy that describes the content and organisation of RSE provided outside the National Curriculum Science Order. The DfEE Sex and Relationships Education Guidance (2000) support this legislation and suggest that schools should set sex education within a broader base of self-esteem and responsibility for the consequences of one's actions. The 2014 supplementary guidance produced by the PSHE Association, Brook and Sex Education Forum and supported by the DfE recommends that issues such as

consent, sexual exploitation, sexting and pornography are addressed in an age appropriate way.

Other related policies and documents include the PSHE Policy, Citizenship Policy, Anti-Bullying Policy, Drug Education Policy, Child Protection Policy, Equal Opportunities etc.

Aims and Objectives

In addition to the school's aims, the policy will include the principles that all young people are entitled to responsible and relevant sex education as a key element of PSHE. Sex and relationship education is provided in a way that encourages students to consider morals and the value of family life.

Aims

- To promote understanding of sexual attitudes and behaviour.
- To assist the development of informed, reasoned and responsible decisions.
- To help develop self-esteem and self-confidence in young people as a foundation for responsible and caring relationships.
- To assist a positive and confident attitude about the physical, emotional and moral aspects of sexual maturity.

Objectives

- Knowledge of personal relationships; risks and responsibilities, forms of contraception and STIs.
- Inclusion of moral/family values, religious values gender roles and stereotyping.
- Provision of opportunities for students to examine their own and others' attitudes towards sexual activity and related issues.
- To promote an awareness of peer pressure and encourage the development of assertiveness and confidence to cope with peer pressure.
- To develop other personal skills; listening, communication, empathy, consideration, self-esteem.
- To raise awareness of sources of help and to develop the skills to use them.
- To promote a partnership with parents.

Moral and Values Framework

The RSE programme at Church Stretton School reflects the school ethos and demonstrates and encourages the following values;

- Respect for self
- Respect for others
- Responsibility for their own actions
- Responsibility for their family, friends, schools and wider community.

Equal Opportunities Statement

The school is committed to the provision of RSE to all of its pupils. Our programme aims to respond to the diversity of children's cultures, faiths, family backgrounds and sexual orientation.

The RSE programme offers the students the opportunity to develop and clarify the attitudes and values in relation to gender roles, stereotyping and to the concepts of masculinity and femininity.

The programme seeks to counteract assumptions in society, e.g passivity of females, women as 'homemakers', men as breadwinners, men as aggressors. It looks to the need for students to build self-esteem and develop decision-making skills. Open debate is encouraged by means of a friendly and caring environment.

All students have equal access to all aspects of the curriculum which is relevant to their individual needs. Equal time and provision is allocated for all groups but there may be occasions where pupils with Special Educational Needs are given extra support from SEN staff or other appropriate staff.

Content

The Shropshire Respect Yourself Relationship and Sex Education programme is a comprehensive scheme of work year 7 - 11s being delivered. The content of the programme will be monitored by the PSHE lead using feedback from staff and pupils. The relationship and sex education programme is an integral part of the school's Personal, Social and Health Education (PSHE) programme.

The emphasis is upon relationships and we refer to relationship and sex education (RSE). The Shropshire scheme has three components;

- Knowledge and information
- Skills and self-esteem (such as decision-making and assertiveness)
- Attitudes and values clarification

The materials for each year include pupil consultation, baseline assessment, and review and reflect exercises and the use of active learning techniques. The materials and images used aim to reflect the age, identity and cultural background of a range of young people. The Shropshire scheme uses clips from the SENSE DVD. Pupils are encouraged to ask questions and seek advice and support from reliable and confidential sources of support, including parents, family, pastoral team, the CHAT service and the health professionals.

In key stage 3, pupils learn how good relationships can promote mental well-being, how to manage their feelings positively and how to manage changing relationships. They learn the law relating to sexual behaviour, how to develop skills of assertiveness in order to resist peer pressure and stereotyping, sources of advice and support and when and where to get help.

In key stage 4 pupils learn to recognise the influences and pressures around sexual behaviour and how to respond appropriately and confidently and seek professional health advice. To support and supplement the science curriculum, students consider their knowledge, attitudes and values in relation to HIV and other sexually transmitted infections, different forms of contraception, the risk of early sexual activity and the link with the use of alcohol. Discussions around moral issues such as abortion, contraception and the age of consent are delivered.

The Shropshire scheme of work, SENSE DVD and accompanying resources are available to parents/carers and informative books are available to pupils in the library and from the pastoral support office.

Church Stretton School

RSE is not delivered in isolation but firmly embedded in all curriculum areas, including Personal, Social Health Education (PSHE). Staff receive support, advice and training on the materials from the RSE lead practitioner. Guidance is provided on answering difficult questions, differentiation and single gender working. Delivery is 60 minute curriculum lessons in mixed ability groups, a minimum of 5 one hour lessons over the year, is delivered in a block module.

Liaison procedures are already in place with the main feeder schools in the area. And in accordance with Ofsted recommendations we liaise with our feeder and receiver schools *'to ensure continuity and progression across the phases'... 'the transition from primary to secondary is particularly important; RSE in year 7 should reinforce and builds upon RSE in primary school'*.

Monitoring and assessment

The Shropshire scheme includes a baseline assessment and tracking tool, enabling pupils' knowledge, confidence and ability to access help and support to be identified and measured before and after delivery. The data will be used to identify vulnerable pupils and identify individual pupils' progress. In addition liaison with the CHAT service, targeted youth support and our school nurse provides anonymous information to inform the programme and provide co-ordinated pastoral care.

Specific Issues within RSE

The Role of Parents/Carers

Withdrawal

Parents/Carers have the right to withdraw their children from all or part of the sex and relationships education provided at school except for those parts included in statutory National Curriculum. Those parents/carers wishing to exercise this right are invited in to see the Assistant Head (pastoral) who will explore any concerns and discuss the impact that withdrawal may have on their child. Once a child has been withdrawn they cannot take part in the RSE programme until the request for withdrawal has been removed.

Materials are available to parents/carers who wish to supplement the school RSE programme or who wish to deliver RSE to their children at home.

Child Protection

The school has a separate Child Protection Policy. Effective RSE may bring about disclosures of child protection issues and staff are aware of the procedures for reporting their concerns.

Confidentiality

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, she/he talks to the named child protection coordinator who may confer with the head teacher before any decision is made.

The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported throughout the process.

Disclosures

If a member of staff learns that an under 16 years old is sexually active or contemplating sexual activity the school will ensure that:

- The young person is encouraged to talk to their parent/carer, but recognise that they may choose not to.
- Any Child Protection issues are addressed.
- The young person receives adequate counselling and information.
- The CHAT SLT Line Manager will monitor the frequency of cases where they handle information without parental knowledge.

Controversial and Sensitive Issues

Sensitive and controversial issues within RSE cannot be ignored. Such issues are presented in a broad and balanced way free from sensationalism and personal bias.

Topics such as contraception, abortion, homosexuality, HIV/AIDS, may arise as part of the planned curriculum or introduced by students themselves. A supportive climate will be fostered and discussions will take place. The use of medical, scientific language and correct naming of reproductive organs and body parts is supported to ensure understanding; as part of this staff will discuss and explore pupils and society's use of slang, innuendo and oppressive language.

Staff are aware that views around RSE related issues vary. Topics are presented using a variety of views and beliefs and pupils are encouraged to form their own, informed opinions but also respect others that may have a different opinion.

Dealing with Questions

Both formal and informal RSE arising from pupils' questions are answered according to the age and maturity of the pupil and class cohort concerned. Questions may arise that require individual response and exploration rather than a classroom response.

The school believes that individual teachers must use their skill and discretion and refer to the Child Protection Coordinator if they are concerned. At the beginning of each module a question box will be introduced to enable pupils to ask questions discreetly and anonymously. This is a mechanism which also ensures members of staff (teaching and non-teaching) can acknowledge a pupil's question without feeling pressurised to respond immediately. Clear ground rules will be agreed with the class to support and encourage questions.

Sexual Identity and Sexual Orientation

Church Stretton School believes that RSE should meet the needs of all pupils regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offering support. Homophobic bullying is dealt with strongly yet sensitively. The school may liaise with parents as part of home school partnership working.

Relationship and Sexual Health Guidance and Services offered individually to young people in School

- Young people are able to access confidential advice from the school nurse, the CHAT Service and the Pastoral Support Staff within school.
- Child Protection procedures are followed at all times.
- Confidentiality is upheld where appropriate although young people are encouraged to talk with their parent/carer, they may choose not to.

Following the Frazer Guidelines the school nurse, assigned by the NHS, provides the following services within school:

- Shropshire Condom Distribution Scheme (CDS)
- Chlamydia screening
- Emergency contraception
- Pregnancy testing
- Signposting to other services
- On-going individual support

Dissemination

All staff members and governors receive a copy of the policy. Training is regularly delivered to staff on the policy content. Parents may request a copy from school. A short summary of the policy is included in the school prospectus and school website.

Key Websites:

- www.teachernet.gov.uk/pshe
- www.psheassociation.co.uk
- Sex Education Forum (www.ncb.org.uk/sef)

The role of parents/carers:

Parents play an important role:

- Teach their children about relationships and sex
- Support their children with the emotional and physical aspects of adolescence
- Promote family values and their culture