

Relationships and Sex Education Policy September 2019

From September 2020 the Government will rename Sex and Relationships Education - Relationships and Sex Education. RSE is used in this policy as an abbreviation of the new name from September 2020. It is important to note that the new statutory framework also includes health education, but 'health education' is not currently covered in this policy.

1. Vision and objectives

Vision

At Sir Thomas Boteler Church of England High School, we believe that our high quality Relationships and Sex Education will equip students for life and instil values and behaviours to promote safety, resilience and positive behaviours. RSE is not about encouraging teenagers to become sexually active nor is it about promoting any particular lifestyle or relationship choice. We are committed to providing students with the knowledge, skills and confidence to make safe, healthy and informed relationship choices as young people and in the future as adults. The RSE program at Sir Thomas Boteler Church of England High School seeks to empower students to understand their bodies, to reflect on their relationship values and to be able to openly discuss relationships and sex. We believe this approach will reduce the risk of unhealthy and abusive relationships and signpost people and agencies who can help and support them further in the future should the need arise. At Sir Thomas Boteler Church of England High School, we are committed to the important role RSE plays in student's holistic education and we aim to build on the RSE programmes covered at KS2. The theme of consent underpins the RSE modules and students are introduced to the importance of consent from year 7, this is revisited throughout the programme and is adapted to the age of each year group. As a church school we are driven by the Christian values and encourage relationships and sex education to be placed in a context of Christian teaching and spiritual development, with sexual relationships being understood in the context of loving, faithful relationships.

Objectives

The Sir Thomas Boteler Church of England High School RSE program aims to:

- Be age appropriate and differentiated to the needs of the students including SEND students.
- Present information in an objective, balanced and sensitive manner.
- Encourage the development of social skills and strategies, which will reduce the risk of exploitation, misunderstanding and abuse.
- Be fully inclusive of all genders, sexual orientations and all types of families (LGBT inclusive).
- Develop a clear understanding of the importance of consent; how to give, withdraw, ask for and recognise consent.
- Reinforce the importance of loving relationships, rooted in mutual respect.
- Explore the skills needed for effective parenting and how to assess ones' readiness to be a parent.
- To represent all types of families and to explore the different methods for starting a family.
- To ensure that BAME, LGBT and people with disabilities are positively represented in our curriculum.
- Ensure students can identify the qualities of healthy and unhealthy relationships.
- All students to examine the physical and emotional implications of sexual behaviour and to explore the arguments for delaying sexual activity.
- Make students aware how and where to seek help if they are in an unhealthy or abusive relationship.
- Prepare students for the journey from adolescence to adulthood.
- Provide students with a safe environment to learn about sexual orientations and gender identity, reinforcing the importance of mutual respect and tackling LGBT misconceptions, homophobia, transphobia and gender stereotypes.
- Ensure that students have a clear understanding of sexual and reproductive biology, including knowledge of HIV and other sexually transmitted infections.
- Ensure students understand the different risks associated with various types of sexual activity and understand how to engage in safe sexual activity by employing a range of contraception.
- Place paramount importance on online safety and the risks of using social media and the internet for sexual purposes.

- Develop students understanding of the dangers of pornographic material.

Principles and Values

In addition, RSE in Personal Development should:

- Be an entitlement for all young people.
- Be an integral and essential part of a student's overall education and the lifelong learning process.
- Recognise that parents are the key people in teaching their children about sex, relationships and growing up.
- Recognise that the wider community has much to offer and aim to work in partnership with health and other professionals.

2. Legal requirements

Under the Education Act (1993) and the Education Reform Act (1998) all schools are required to maintain a statement of policy regarding RSE and make it available to parents on request. This policy complies with the DfES Guidance on Sex and Relationships Education (0116/2000) and the supplementary guidance Sex and Relationships Education for the 21st century 2014.

From September 2020 the guidance document 'Relationships Education, Relationships and Sex Education (RSE) and Health Education: statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers' will become statutory. This document clearly outlines the curriculum content that secondary schools must deliver on RSE and Health Education. This document contains information on what schools should do and sets out the legal duties with which schools must comply when teaching Relationships Education, Relationships and Sex Education (RSE) and Health Education. Unless otherwise specified, 'school' means all schools, whether maintained, non-maintained or independent schools, including academies and free schools, non-maintained special schools, maintained special schools and alternative provision, including pupil referral units.

3. Course content

The RSE curriculum is published on the schools' website with more detailed content of the Relationships and Sex curriculum available on parental request. Our curriculum content will cover the required themes as set out in 'Relationships Education, Relationships and Sex Education (RSE and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers'.

- Family
- Respectful relationships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

RSE curriculum for SEND students

Where possible all students will remain with their class for RSE lessons. Students who are SEND or identified as likely to need SEMH support with RSE will either receive the support from LINKS or arrangements will be made for specific students to receive a differentiated version of the RSE program. The head of Personal Development will liaise with the SENCO and make relevant plans in consultation with parents.

4. Sensitive or controversial topics

- During RSE lessons (and at other times) controversial topics may arise. The judgement of individual teachers will decide as to whether the subjects are suitable for class discussion. Teachers will try to answer student questions honestly, sensitively and in such a way that takes the context into account. In all circumstances, the professional judgement of the teacher must be applied.
- If a question is felt to be too explicit, the teacher will acknowledge it and deal with it outside the whole class setting.
- Teachers should establish a set of ground rules so that young people are aware of parameters.

- Students should never be asked to disclose their sexual orientations or personal information about themselves or others.
- Teachers and students will show respect for all genders, sexualities and different types of families.
- Any concerns that arise about sexual abuse or any other safeguarding issues must be followed up under the schools safeguarding procedures.
- Where discussions about sexual behaviour arise from apparently unrelated topics, teachers will; give attention to relevant issues, again using professional judgement.
- HIV/AIDS – informative discussions covering the transmission of the HIV virus may, by the very nature of the subject, include discussion of certain sexual acts and practices, teachers will deal sensitively and objectively with information of this kind, and will always avoid the development of bias and prejudice. Teachers will challenge stereotypes and misconceptions about HIV.
- Teachers should also be aware that they may be dealing with students who are HIV positive or who have close links with others who are.

5. Organisation and delivery

- Relationships and Sex Education is taught in years 7-9 via Personal Development lessons, in years 10-11 through Religious Studies and visits from the School Health Team.
- HIV understanding and awareness will also be covered as part of the SMSC program delivered via form time and assemblies.
- All students within the school have equal access to Relationships and Sex Education. Topics are revisited in order to allow provision for previous absence and different levels of understanding, maturity and learning abilities.
- Identified SEND students will receive a differentiated RSE program as required.
- Teachers and all those contributing to RSE will work within an agreed framework as is outlined in this policy.
- We will work with external specialist organisations, consultants and healthcare professionals to ensure our curriculum reflects best practice.

6. Working with parents

- Parental support is integral to the success of the RSE curriculum. While we have an educational and legal obligation to provide young people with RSE we respect the primary role of the parents in educating their children about these matters.
- Our RSE program is detailed on the school website and parents and carers are welcome to explore our curriculum further by requesting to view the teaching materials.

7. Confidentiality

- Effective RSE should enable and encourage students to talk to a trusted adult if they are in a sexual relationship or contemplating being so. It is desirable but not always possible that that person should be their parent or carer. The law allows health professionals to see and in some circumstances to treat young people confidentially. Part of this process includes counselling and discussions about talking to parents.
- When a member of staff learns from an under sixteen-year-old that they are having, or are contemplating having sexual intercourse, they must refer the matter to the schools Designated Safeguarding lead, or if a sixteen-year-old student is contemplating having sexual intercourse with a student below the age of sixteen, who will lead on the most appropriate course of action in line with the schools safeguarding policy.

8. The role of Health Professionals in the delivery of Relationships and sex Education.

The school will work with health professionals in the development and implementation of the schools Relationships and Sex programme. Any visitors used to help in the delivery of the RSE programme will be

clear about the boundaries of their input and will be aware of the RSE curriculum, relevant school policies and their work will be planned and agreed in advance.

9. Monitoring and evaluation

The implementation of this policy will be monitored and evaluated through the normal processes of Departmental Review and Quality Assurance that apply to all areas of the curriculum. This policy will be reviewed by the Governing body regularly. It is the responsibility of the Personal Development Co-ordinator to oversee and organise the monitoring and evaluation of the Personal Development delivery, in the context of the overall school plans for monitoring the quality of teaching and learning. Importantly, the overall impact of the RSE programme is evaluated regularly by the Head of Personal Development.