



# Relationships and Sex Education Policy

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## Revision log (last 5 changes)

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26/6	1.1	Statutory changes – has to be part of the curriculum from 2019

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## **Relationships and sex education policy**

### **Policy Formulation:**

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

The Children and Social Work Act 2017 placed a duty on the Secretary of State for Education to make the new subjects of Relationships Education at primary and Relationships and Sex Education (RSE) at secondary mandatory. Relationships and Sex Education will replace SRE. It is expected that RSE will be statutory from 2019.

### **Aims:**

Relationships and Sex Education (RSE) at Uplands aims to help students to develop knowledge, skills and understanding about the value of loving, diverse, stable relationships (of any orientation and none), of sexuality and sexual health. It will help young people lead confident, healthy lives as informed and active citizens with due regard to the value of all types of marriage and family life.

The aims of the Uplands Relationships and Sex Education Policy are to:

- Prepare students to pass from adolescence to adulthood with an awareness of the needs and rights of others and the capacity to make choices in a caring and sensitive manner;
- Enable students to conduct personal relationships with a full understanding of the meaning of responsibility;
- Enable students to conduct their lives with confidence in their own moral, spiritual, and legal rights.

### **Objectives:**

The Relationships and Sex Education Programme at Uplands seeks to:

- Provide knowledge about loving relationships, including LGBT+ relationships, the nature of sexuality and the processes of human reproduction;
- Lead to the acquisition of understanding and attitudes in order to enable students to view their relationships in a responsible and healthy manner;
- Provide a programme which is tailored not only to the age but also the understanding of students;
- Present information in an objective, balanced and sensitive manner, which has an awareness of the law on sexual behaviour;
- Deal openly and honestly with questions relating to sexual orientation. To be inclusive of all sexual orientations and none;
- Encourage the development of social skills and strategies which will reduce the risk of exploitation, misunderstanding and abuse;
- Allow students to examine the physical, emotional and moral implications of sexual behaviour and to appreciate the need for both sexes to behave responsibly in sexual matters;
- Develop awareness of sexual identity, and to challenge sexism, homophobia, biphobia, transphobia and prejudice in society;

- Ensure that students have a clear understanding of sexual and reproductive biology and knowledge about safe sex including methods of contraception and knowing about HIV and other sexually transmitted diseases (STIs);
- Help students understand the advantages of delaying sexual activity;
- Make students aware of the potential emotional and relational damage caused by pornography, in all forms, including the ways it can distort views of children and violence, and 'sexualise' women.
- Make students aware of CSE (Child Sexual Exploitation), the potential dangers and how to get help for themselves or friends
- Teach students about the importance of staying safe online and the law and risks of sharing explicit images

### **Organisation and Delivery**

- Relationships and Sex Education is part of a planned, cohesive, and coherent Health Education Programme, delivered in all years from Year 7 to Year 11. Students will receive RSE through a number of ethics lessons. Some aspects are also addressed in Science (Key Stage 3 and Key Stage 4, Attainment Target 2) and in other curricular areas including assemblies where appropriate;
- All students within the school have equal access to sex and relationships education. Topics are revisited in order to allow provision for previous absence and different levels of understanding and maturity. The programme allows teachers to adapt materials and approaches to suit students of different learning abilities;
- Teachers and all those contributing to sex and relationships education will work within an agreed values framework as set out in this policy and where appropriate receive training.

### **Working with Parents**

- Under the Education Act 1993, parents have the right to withdraw their children from either part, or all, of the Relationships and Sex Education provided by the school. This does not include aspects of Relationships and Sex Education covered by the Science National Curriculum. When the statutory guidelines are implemented in 2019, we will continue to inform parents.
- Parents are the key people in teaching their children about relationships, sex and growing up. Many parents find it difficult to talk to their children about these matters. The school is committed to supporting parents in this area of bringing up their children. The school believes that the relationships and sex education programme is of the utmost importance for all students;
- Parents/guardians are very welcome to meet members of staff to discuss any concerns they may have and to view the teaching materials. Parents wanting to withdraw their child from the Relationships and Sex Education programme are invited to write to the Headteacher in the first instance.
- Parents are emailed before certain sections of the programme, to make them aware and encourage discussion

### **Course content**

The detailed content of the relationships and sex curriculum will be made available to parents on request, and the school will offer parents the opportunity to view the materials used to support the programme.

Within the framework of objectives outlined in paragraph 3, and with due regard for the values of family life, the course will deal with the following aspects of sexuality and reproduction.

- Discussion of puberty and periods;
- Precise information about access to confidential contraceptive information, advice and services;
- Precise information regarding sexual reproduction regarding physical and social aspects.
- The moral and personal dilemmas involved in abortion and knowledge to access a relevant agency if necessary;
- The impact of pornography and sexting;
- Awareness of the risks of STIs including HIV and information about prevention, diagnosis and treatment;
- Sexuality and different forms of identity and relationships;
- Knowledge about what safe sex is, why it is important, and how to negotiate with a partner.
- Child Sexual Exploitation, consent and the impact of the internet.

### **Sensitive or controversial topics**

- During relationships and sex education 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 pupils' questions honestly, sensitively and in such a way, that takes the context into account. In all circumstances, the professional judgement of the teacher must come in to play;
- Teachers should establish a set of ground rules so that young people are aware of parameters. For example:
  - If a question is too personal, remind the young person about the ground rules;
  - If the young person needs further support, follow the guidelines below under "Advice";
  - If a question is felt to be too explicit, acknowledge it and deal with it outside the whole class setting;
  - Any concern about sexual abuse must be followed up under the Child Protection and Safeguarding procedures;
  - Where discussions about sexual behaviour arise from apparently unrelated topics, teachers will give attention to relevant issues, again using professional judgement;
  - Remember that some students have experience direct impact of these issues and it is really important to avoid bias and judgement.

### **Confidentiality**

- Effective relationships and sex education should enable and encourage young people 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 and part of this process includes counselling and discussion about talking to parents. In order to be able to take responsibility for their actions young people need to be more generally aware of the law in relation to sexual activity and local confidential services;
- We always advocate talking to parents, but do tell students about confidential services that they can access so that they know this is an option for them. We do so as it is important that they then feel confident to get support.

- Nevertheless, there may be cases where a teacher learns from an under 16 year old that they are having, or are contemplating having sexual intercourse. In these circumstances, the school will take steps to ensure that:
  - Wherever possible the young person is persuaded to talk to their parent or carer;
  - Any child protection issues are addressed;
  - The child has been adequately counselled and informed about contraception; including precise information about where they can access contraception and advice.
- When the teacher who receives the information believes that there is a child protection issue to be addressed, they should refer the case to the designated child protection co-ordinator, (which at Uplands is Mrs C. Kelly, Mrs C. Sargeant, Mrs L. Vallejo, and Mrs J. Upstone). They should also ensure that the pupil understands that if confidentiality has to be broken, they will be informed first;
  - It is only in the most exceptional cases that the school should be in the position of having to handle such information without parental knowledge and where younger pupils were involved this would be grounds for serious concern.

## **The role of Health Professionals in the delivery of Relationships and Sex Education**

The school will work closely with health professionals, including doctors, nurses, youth, and social workers in the development and implementation of the schools Relationships and Sex programme.

Any visitors used to help in the delivery of the Relationships and Sex Education programme will be clear about the boundaries of their input and will be aware of the Relationships and Sex Education curriculum, relevant school policies and their work will be planned and agreed.

### **Monitoring and evaluation**

The implementation of this policy will be monitored and evaluated through the normal processes of Departmental Review that apply to all areas of Uplands' curriculum. This policy will be reviewed by the Governors biannually.

### **Note:**

Child Protection and Safeguarding - disclosures on matters relating to child sexual abuse are dealt with in the School Child Protection Policy.

This policy also wishes to remind the reader of the school's Behaviour Policy in relationship to attitudes to sexual orientation, and a healthy and appropriate respect to members of the opposite sex.