



## **POLICY DOCUMENT FRONTPAGE**

**POLICY NAME:** Relationships and Sex Education Policy

**DATE ADOPTED:** May 2018

**DATE GOVERNORS AGREED POLICY:** May 2018

**REVIEW PERIOD:** 1 year

**REVIEW RECORD:** Next review date May 2019

## **RELATIONSHIPS AND SEX EDUCATION (RSE) POLICY**

### **Aims and Objectives**

Alec Hunter Academy aims to provide all students with clear, up-to-date and accurate knowledge and skills that will enable them to learn about physical, moral and emotional development. Through the curriculum students will have opportunities to explore their own attitudes, feelings, values and experiences of growing up. We hope our students will grow up knowing how to foster and maintain healthy and respectful, and where appropriate, loving relationships with themselves, others and within family setting so that they can become responsible members of society when they are older. RSE is also about the teaching of sex, sexuality and sexual health as well as the legalities of sexual behaviour. Facts will be presented in a balanced and objective manner, whilst being age-appropriate throughout the curriculum.

### **Moral and Values Framework**

It is important that students have their confidence and self-esteem supported whilst being made aware of the responsibilities that attach to sexual activity, the reasons for and benefits to be gained from delaying such activity and of the importance of marriage and stable relationships in family life and the raising of children. The school is committed to the importance of educating young people to reflect upon their own feelings and values and to understand and respect the feelings and values of others.

### **The Policy**

It is the policy of the school that students in Years 7 – 11 will receive, as part of their curriculum, lessons which foster a knowledge and understanding of:

1. the clinical and emotional aspect of human sexuality and reproduction;
2. relationships and the nature of marriage in family life and in respect of raising children;
3. contraception and sexually transmitted infection.

The school believes it is appropriate that students of both genders consider these issues jointly in order to gain a more complete understanding of the processes, emotions and values involved. It is also important that students are given the opportunity, from time to time, to explore and discuss the issues in single gender groups. Consideration needs to be given different concerns and anxieties which affect boys and girls, in order to ensure that all students can access this important area of the curriculum. All RSE provided will be both appropriate and inclusive for all students.

### **The Rationale**

Effective sex and relationship education is essential if young people are to make responsible and well informed decisions about their lives. Sex and relationship education goes beyond the biological and addresses the emotional, moral and ethical issues as well as explaining the physical processes and changes that take place. It is important that young people are helped to learn respect for themselves and for others and are able to move with confidence through adolescence into adulthood.

### **Guiding Principles**

Thought needs to be given to the needs of students from different ethnic or cultural backgrounds and diverse family units and to those with particular educational needs. Particular care needs to be taken to ensure that all students, whatever their developing sexuality, feel the sex and relationship education is relevant to them and sensitive to their needs. Whilst there should be no direct promotion of sexual orientation, staff may deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support where this is needed.

### **Statutory Provisions and DfE's Guidance**

- Children Social Work Act 2017 placed a duty on the Secretary of State to make RSE mandatory and RSE will replace SRE from September 2019.
- Policy statement: relationships education, relationships and sex education, and personal, social, health and economic education published March 2017.
- DfES Guidance 0116/2000 Sex and Education Guidance makes it clear that RSE should be 'firmly rooted' in the framework for Personal, Social and Health Education (PSHE).
- The Education and Inspections Act 2006 a duty to promote the well-being of their Students.
- The Education Act, 1996, as amended by the Learning and Skills Act 2000
- All secondary schools are required to provide RSE which includes (as a minimum) information about HIV/AIDS and other STIs (Education Act 2002).
- Schools must teach the statutory requirements of RSE within the National Curriculum Science Order for all phases. This includes the biological aspects of naming body parts, puberty, and reproduction and infection avoidance.
- Section 404 of the Education Act 1996 to have an up- to- date policy for RSE.
- Section 405 of the Education Act 1996 provides the right of parental withdrawal from all or part of RSE provided at school except for that included in the National Curriculum.
- Alec Hunter Academy is participating in the 19<sup>th</sup> December 2017 call for evidence regarding RSE.

#### **Relationship to other policies**

- Child Protection
- Teaching and Learning
- Anti-bullying
- SMSC
- E-Safety policy

#### **Key points of RSE teaching at Alec Hunter Academy**

##### **There are three main elements of RSE:**

1. Attitudes and values
2. Personal and social skills
3. Knowledge and understanding

##### Attitudes and values

1. Learn the importance of values and individual conscience and moral considerations;
2. Learn the value of family life, marriage and stable and loving relations for the nurture of children;
3. Learn the value of respect, love and care;
4. Explore, consider and understand moral dilemmas;
5. Develop thinking skills as part of decision-making.

##### Personal and social skills

1. Learn to manage emotions and relationships confidently and sensitively;
2. Develop self-respect and empathy for others;
3. Learn to make choices based on an understanding of difference and with an absence of prejudice;
4. Develop an appreciation of the consequences of choices made;
5. Manage conflict;
6. Learn how to recognise and avoid exploitation and abuse.
7. Learn about how to keep safe online.
8. The misuse of drugs/substances within relationships.
9. Relationships and how they can affect physical and mental wellbeing.

##### Knowledge and understanding

1. Learn and understand physical development at appropriate stages;
2. Understand human sexuality, reproduction, sexual health, emotions and relationships;
3. Learn about contraception and the range of local and national sexual health advice, contraception and support services;
4. Learn the reasons for delaying sexual activity and the benefits to be gained from such delay;
5. Avoid unplanned and irresponsible pregnancy.

**The RSE programme includes:**

1. Teaching on relationships, love and care;
2. Teaching about the responsibilities of parenthood;
3. An equal focus on boys and girls, with separate sex lessons where appropriate;
4. A concern to build self-esteem;
5. Teaching on taking responsibility for one's actions and the consequences of actions in relation to sexual activity;
6. The provision of information about different types of contraception (including natural methods), safe sex and local sources of further advice and treatment;
7. An understanding of the arguments for delaying sexual activity and resisting pressure;
8. Ensuring that students understand how the law applies to sexual relationships.

All schemes of work involving RSE will clearly develop each of the above elements and record them in appropriate detail.

Sensitivity is therefore needed at all times to ensure that there is no offence to, or stigmatisation of, any student and that all members of the school community are able to feel of worth and value.

Where possible outside agencies are invited in to support these lessons and to enhance the provision with specific assemblies or Skills Days activities.

**Roles and responsibilities**

**The Governing Body will:**

- Ensure that sex and relationships education is within the curriculum and is delivered in a way which encourages students to consider morals, the value of family life and the importance of marriage and preparation for life in modern Britain.
- Seek the advice of the Headteacher regarding this policy, keep it up to date and make it available to parents.

**The Headteacher will:**

- Inform the Governing Body about the nature and organisation of sex and relationships education and how it reflects the aims and values of the school.
- Ensure that a scheme of work is in place which is age appropriate and reflects the needs of students.
- Provide information on the teaching of sex and relationships education to parents if requested.

**Staff will:**

- Plan and deliver sex and relationships education in accordance with this policy.
- Ensure the Headteacher is informed of any materials which they consider to be inappropriate.
- Respond appropriately to those students whose parents wish them to be withdrawn from sex and relationships education.
- Refer to the Designated Safeguarding Officer in school if they believe a student is at risk of abuse, or exploitation.
- Teachers are not legally obliged to inform anyone if they learn of or suspect sexual activity in students under the legal age of consent if there is no evidence of abuse or exploitation.
- Encourage students who reveal that they are sexually active to discuss the matter with their parent or carer and provide information about confidential sexual health advice and treatment services.

**Parents and Carers**

- The school aims to support parents and carers as the key figures in helping young people to cope with the emotional and physical changes of the growing up process.
- Parents and carers have a right to withdraw their children from any or all aspects of RSE, except those which form part of the Science curriculum. Such requests to withdraw students must be received in writing. It is hoped that few will wish to exercise this right, but should parents or carers choose so to do, the school will offer a copy of the government information pack produced for such situations.

### **Arrangements for monitoring and evaluation**

The Headteacher will include confirmation that relationships and sex education has been taught in accordance with this policy, annually within the report for the Governing Body. This should include a record of any complaints about the schemes of work or their delivery, the number of students withdrawn from lessons and any specialist training which staff have been involved in. Lessons on sex and relationships education may be observed within the school's normal observation programme.

The Senior Leader responsible for Teaching and Learning will oversee the monitoring and evaluation of the RSE policy and programme. S/He will be supported by the Heads of Learning for Life, Science and RPE and Pastoral Leaders.

The RSE programme will be reviewed in preparation for the changes coming into effect in September 2019 based on recent government guidelines. Students and staff will be consulted concerning their experience of the programme and the views of students observed and surveyed where appropriate.

### **Staff Training**

All teachers and other members of staff who are required to teach RSE will have the relevant training and resources.

### **Teaching strategies and content**

Where possible, teachers will provide an interactive learning environment which is motivating and allows students to practise relevant skills and make informed decisions based on gained information and knowledge.

Consideration must be given to the different learning styles of students, to ensure that all students can access this important area of the curriculum. Materials used to support learning must be in accordance with the law and should take account of the PSHE Framework whilst giving due consideration to the age, maturation and cultural beliefs of all the students concerned. Images and materials used must not be explicit, where this is not directly related to explanation and should always be managed sensitively. Particular care must be taken if accessing information from the internet in order to prevent students gaining access to inappropriate material.

### **Organisation of SRE**

The main delivery of the RSE programme will be through Learning for Life lesson and Science topics and may be further complemented through Skills Days where required. The mechanics of human reproduction and hormones are dealt with in Science lessons, but still within the broad whole school policy. Continuing Professional Development will be provided on the teaching of RSE where required and external agencies will be used as appropriate. From time to time some aspects of this work may also form part of a themed curriculum day, or part of an assembly programme, linked with charitable or world events. Whilst teachers have the main responsibility for teaching about RSE in the classroom, liaison with outside agencies and specialists ensures that our students receive an up to date, balanced programme.

### **External Agencies and the wider community**

The school will make full use of the range of health professionals and other key people who might assist in the delivery of RSE.

All those who work within the school are expected to work within the policy and adhere to its ethos. All advice given should be independent of personal views. However, when health professionals are in their professional role, such as giving advice to an individual student, they will follow their own professional codes of conduct.

### **Confidentiality**

Clear ground rules should be set at the start of all RSE sessions, emphasising that no one, including staff, should be asked to divulge highly personal information. Teaching will make clear what is and is not appropriate to discuss or ask of each other.

All staff should make it clear to students they cannot offer or guarantee complete confidentiality of information. The policy to be followed is:

1. to assure students that at all times their best interests will be maintained;
2. to encourage students to talk to their parents or carer and give them support to do so (if necessary through setting up an in-school meeting);
3. to re-assure students that if confidentiality has to be broken, they will be informed first and then supported as appropriate;
4. in any case of suspected child abuse, or disclosure, to follow the school Safeguarding Policy;
5. to set clear ground rules (as above) at the start of all lessons;
6. to ensure that students are informed of a variety of appropriate sources of confidential help.

Should a teacher learn that a student under the legal age of consent is having, or considering having, sexual intercourse, they should seek to persuade the student to talk to their parents or carer. The teacher should also ensure that the student has been adequately counselled and informed about contraception, including advice about where to access contraceptive advice and services. Any Safeguarding issues should be addressed in the usual way. Health professionals in the classroom are bound by the school's Confidentiality Policy, but in one-to-one counselling by their own professional codes of conduct.