



William Brookes Academy Trust

Relationships & Sex Education Policy

Updated September 2017



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This policy is to be reviewed in 3 years

Introduction

'A caring and developmental SRE programme needs to be more than just biology and the fundamentals of reproduction. Young people want reassurance about their body image, behaviour, feelings and relationships. They also need knowledge and skills appropriate to their level of maturity and developmental needs.'

Ofsted 2002:

'Every state-funded school must 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 experience of later life.'*

Section 2.1, National Curriculum framework 2013:

In accordance with Ofsted and National Curriculum recommendations sex education at William Brookes 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 and sexual health.

The policy has been updated by the school PSHCE Subject Leader and student support team taking into account views from pupils, parents/cares, staff and governors, with advice from Shropshire Council Health Development Officer.

This policy is a working document which provides guidance and information on all aspects of RSE in the school for staff, parents/carers and governors. The document is available on the school website and reference is made to it in the school prospectus. It is updated every three years.

Policy Statement

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).

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 states that

1. *'The consensus in support of good quality SRE from young people, teachers, parents and carers, teaching unions, the voluntary sector and the government is stronger than ever. We want teachers to have access to the most up to date references when looking for further information and advice.'*
2. *'Ofsted inspections have found thatSRE needs improving in one third of schools. Lack of quality SRE leaves pupils vulnerable to abuse and exploitation (Ofsted 2013)'*
3. *'Children and young people need to be protected from inappropriate online content. Cyber-bullying and exploitation is a growing concern.'*
It recommends that
4. *'SRE is taught in the context of current relevant legislation including the Equality Act 2010.'*

Other related policies and documents include the Anti-Bullying Policy, Drug & Alcohol Policy, Child Protection Policy, Equality Information & Objectives Policy and the RSE Guidance booklet including Shropshire Council's Protocol for Professionals working with sexually active under 18s.

1. 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 PSHCE. Sex and relationship education is provided in a way that encourages students to consider morals and the value of family life.

1.1 Aims

- To develop an understanding of sex, sexuality and relationships
- To develop a range of appropriate personal skills
- To help develop self-esteem and self-confidence in young people as a foundation for responsible, caring and non-exploitative relationships;
- To assist a positive and confident attitude about the physical, emotional and moral aspects of sexual maturity.

1.2 Objectives

- Knowledge of types of personal relationships; risks and responsibilities , forms of contraception and STIs
- To be inclusive of difference in moral/family values, faith or belief, sexual orientation, disability, ethnicity, age, culture, gender identity 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 help students understand and manage on and off line safety, consent, violence and exploitation.
- To develop other personal skills; listening, communication, negotiation, empathy, consideration, self- esteem;
- Promotes equality in relationships and discussion around healthy and unhealthy relationships.
- Acquire respectful attitudes and values and challenge attitudes and prejudices from different sources including the media.
- To provide medically and factually correct information and treat sex as a normal and pleasurable fact of life.
- To teach about the law, rights and responsibilities. To include the right to confidentiality and access to school based and community health services.
- To raise awareness of sources of help and to develop the skills to use them
- Ensure that young people's views are actively sought to influence lesson planning.
- To use active learning methods in lessons that provide assessment and evaluation opportunities.
- To promote a partnership with parents.

2. Moral and Values Framework

The RSE programme at William Brookes 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.

3. 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.

4. Content

The Shropshire Respect Yourself Relationship and Sex Education programme is a comprehensive scheme of work including years 6-11. The content of the programme will be monitored by the PSHCE SL using responses from staff and student feedback. The sex education programme is an integral part of the school's Personal, Social and Health Education (PSHCE) 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, the emotional support team, the CHAT service and other 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 about accepting and understanding the LGBTQ community. 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 & support and when and where to get help.

In key stage 4 pupils learn to recognise the influences and pressures around sexual behaviour and respond appropriately and confidently and seek professional health advice. They learn how HIV and other sexually transmitted infections affect the body, how different forms of contraception work, the risk of early sexual activity and the link with the use of alcohol. Arguments around moral issues such as abortion, contraception, grooming, online pornography and the age of consent are also considered.

KS3 students learn:
Physical and emotional changes that take place during puberty and adolescence in both males and females
The menstrual cycle and emotional changes
The reason for the HPV vaccination
Managing risk in relation to sexual health using assertive behaviour.
How substance misuse can affect sexual health
The importance of the law in regards to consent and sexual activity.
How to show and recognise consent
How to show and recognise respect in a relationship
Positive and healthy relationships and the link to physical and emotional health.
Recognising relationship abuse
Different types of relationships, gender identities (including transgender) and acceptance of them
How to access advice and support.

KS4 students learn:
How to recognise the techniques of grooming
Benefits and risks of lifestyle choices
How to recognise and seek support for abusive relationships
Different methods of contraception and the importance of these in preventing pregnancy and STIs
Diagnosis and treatment of STIs
Abortion
The importance of sexual health laws in regards to consent and consequences
Media, body image and sexualisation and its effect on positive self esteem
Sexting and the law
The use of pornography and how it may distort images of sex and relationships as well as placing gender expectations on males and females.
How to access advice and support

William Brookes School has been a pilot school for the 'Consent' scheme of work for KS3 and KS4 on behalf of the PSHE Association 2014 and for the Shropshire Respect Yourself resources.

5. Organisation

RSE is not delivered in isolation but firmly embedded in all curriculum areas, including Personal, Social Health Education (PSHE) and Citizenship. In accordance with Ofsted recommendations a specialist team has been identified. Staff members receive support, advice and training on the materials. Guidance is provided on answering difficult questions, differentiation and single gender working. The PSHE department consists of 2 full time fully trained members of staff with the occasional support of other dedicated staff. Delivery is in curriculum lessons of mixed ability groups, a minimum of one hour lesson per week across KS3 and 4 over the academic year.

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; SRE in year 7 should reinforce and build upon SRE in primary school'. We have hosted a cross phase meeting with feeder schools to discuss delivery of the Shropshire Respect Yourself programme Transition Project, in order to ensure continuity and a spiral curriculum.

William Brookes School believes in the importance of training and support for staff delivering this has been put in place and CPD opportunities have been taken up. Staff are encouraged to access appropriate training and support to help them deliver effective RSE.

6. 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 pupils' progress.

7. Specific Issues within RSE

7.1 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. . 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.

7.2 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.

7.3 Confidentiality and Safeguarding

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.

7.4 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 appropriate counselling, information and access to professional support
- The Head teacher will monitor the frequency of cases where they handle information without parental knowledge.

7.5 Controversial and Sensitive Issues

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

Topics such as contraception, abortion, homosexuality, HIV/AIDS, online grooming and pornography may arise as part of the planned curriculum or introduced by students themselves. A supportive climate will be fostered and discussions will take place. Medical and scientific language will be used to ensure understanding and this includes the correct naming of reproductive organs and body parts.

Staff are aware that views around RSE related issues are varied. 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.

7.6 Dealing with Questions

Both formal and informal RSE arising from pupils' questions are answered according to the age and maturity of the pupil concerned. Some questions may be better addressed with pupils individually, rather than in the classroom. The school believes that individual teachers must use their skill and discretion in this area 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.

7.7 Sexual Identity and Sexual Orientation

William Brookes 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, transgender issues and diversity and answer appropriate questions and offer support. Transgender and homophobic bullying is dealt with strongly yet sensitively. The school may liaise with parents as part of home school partnership working.

7.8 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 and the emotional 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 parents/carers, 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

7.9 Dissemination

All staff members and governors receive a copy of the policy. Copies are available from the school office and via the school website. A short summary of the policy is included in the school prospectus.

8. Key Websites

- <https://www.pshe-association.org.uk/>
- Sex Education Forum (www.ncb.org.uk/sef)