

Tupton Hall School
REDHILL ACADEMY TRUST



RELATIONSHIPS & SEX EDUCATION POLICY

March 2018

Bi-annual Policy

Person Responsible:	Mrs A Webb
Reviewed by SLT:	March 2018
Approved by Students & Standards:	20 March 2018
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TUPTON HALL SCHOOL

Relationships & Sex Education Policy

Why do we teach Relationships & Sex Education?

The term *Relationships and Sex Education* (RSE) is used in this policy rather than the more common term *Sex and Relationships Education* (SRE.). 'Relationships and Sex Education' relates to essentially the same content and aims as SRE, but demonstrates a commitment to our understanding of the importance of learning about relationships first and foremost. For the purposes of this policy we have used RSE in place of SRE, except when referring to nationally or internationally produced evidence and guidance, which already uses the term SRE.

Our approach goes beyond provision of biological information to focus on clarifying attitudes and values, and developing self-esteem and the skills to successfully manage relationships.

According to the DfES guidance SRE is:

'...lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health'

DfES 'Sex and Relationship Guidance', 2000.

The DfES 'Sex and Relationship Guidance' (2000) recommends that *'Effective sex and relationship education is essential if young people are to make responsible and well informed decisions about their lives'* and that *'schools should have a sex and relationship education programme tailored to the age and the physical and emotional maturity of the children'*. The school has a key role, in partnership with parents/carers, in providing RSE.

Research has shown that young people who feel good about themselves, and are knowledgeable and confident about sex and relationships, are likely to be more discerning in their relationships and sexual behaviours and more likely to have fulfilling relationships.

What is RSE?

Attitudes and Values

- Learning the importance of values and individual conscience and moral considerations
- Learning the value of marriage, civil partnership, family life, stable and loving relationships for the nurture of children
- Learning the value of respect, love and care
- Exploring, considering and understanding moral dilemmas
- Developing critical thinking as part of decision making
- Learning to respect and value difference & diversity
- Rights and responsibilities, for self and others
- Commitment to their own safety and that of others
- Gender equality
- That violence and coercion in relationships are unacceptable.

Personal and Social Skills

- Learning to identify their own emotions and those of others
- Learning to manage emotions and relationships confidently and sensitively
- Learning to manage change
- Developing self-respect and empathy for others
- Learning to make choices based on an understanding of difference and with an absence of prejudice
- Learning how to identify risk
- Learning to make and carry out informed decisions
- Developing an appreciation of the consequences of choices made
- Managing conflict
- Coping with and resisting unwelcome peer pressure
- Learning how to recognise and avoid exploitation and abuse
- Communicating openly and respectfully about sex and relationships
- Asking for help and accessing advice and services.

Knowledge and Understanding

- Learning and understanding emotional and physical development at appropriate stages
- Understanding human sexuality, reproduction, sexual health, emotions and relationships
- Learning about a safe and healthy lifestyle based on accurate information
- Learning about seeking appropriate help and advice
- Understanding the positive benefits of loving, rewarding and responsible relationships
- Learning how to resist unwelcome pressures to be sexually active and protective behaviours
- Learning how to avoid unplanned pregnancy and sexually transmitted infections (STIs)
- Learning about pregnancy and the choices available
- Understanding legal aspects of sexual behaviour
- Learning about the links between sexual health and alcohol
- Learning about the impact of coercion and violence and understanding that consent is critical.

How RSE is provided.

1. Through a caring and committed ethos that models and supports positive relationships between all members of the school community.
2. Within the taught, age appropriate, RSE programme within Personal, Social, Health and Economic (PSHE) Education (IMPACT day, external speakers in collaboration with local institutions offering advice, support and education around RSE and CSE) and also within Science.
3. Through other curriculum areas delivering aspects (e.g. Drama, English/Literacy etc.)
4. Assemblies.
5. Pastoral support for students who experience difficulties
6. By the provision of appropriate information through leaflets and books.
7. Via drop in clinics coordinated by the Inclusion and Extended Services manager.
8. Via targeted intervention where appropriate with vulnerable individuals (such as CRUSH delivered by the Elm Foundation)
9. Delivery in response to incidents.

Teaching Methods & Resources

Continuity and Progression

Continuity and progression will be generated through the adoption of a whole school approach to the planning and delivery of clearly defined and progressive learning objectives covering knowledge, skills and understanding developed in response to needs assessment of students' existing knowledge, experience and understanding.

Safe Learning Environment

RSE is conducted in a safe learning environment through the use of group agreements (ground rules) and distancing techniques so that students are not put 'on the spot' or expected to discuss their own personal issues in class. For example:

- Nobody (teacher or student) should be expected to answer a personal question
- No one will be forced to take part in a discussion
- In most cases the correct names for body parts will be used
- The meanings of words will be explained in a sensible and factual way.

Active Learning

Active learning methods that support participation and encourage reflection will be used.

Answering and Asking Questions

In most cases teachers will attempt to answer children's questions and concerns in a sensitive, age and development appropriate manner. Individual teachers will use their skill and discretion in these situations and if necessary refer to the Pastoral/Character Education Leaders or the Designated Safeguarding Lead for advice and support. Teachers will also follow this guidance:

- Teachers will establish clear parameters about what is appropriate and inappropriate in a whole-class setting
- If a child's question is inappropriate to address with the whole class the teacher should acknowledge the question and attend to it later on an individual basis
- If a question is too personal the teacher should remind the students of the ground rules
- Teachers will set the tone by speaking in a matter-of-fact way and ensuring that students discuss issues in a way which encourages thoughtful participation
- Students may have opportunities to write down questions anonymously and post them in a question box. The teacher will have time to prepare answers to questions before the next session, and can choose not to respond to any questions which are inappropriate to address in whole class lessons
- If a teacher is concerned that a student is at risk of sexual abuse the Designated Safeguarding Lead should be informed and the usual child protection procedures followed.

A Normative Approach

Our staff keep in mind that the majority of our students are not engaging in sexual relationships and sexual behaviour. In RSE we communicate a positive attitude about the behaviour of our students, and we use a range of data and research to correct misconceptions about young people's sexual behaviour.

Groupings

RSE takes place within mixed sex classes or single gender groups as deemed appropriate and relevant, with the students' form tutor.

Visitors

A visitor such as a school nurse does at times supplement the RSE curriculum as a planned event with the teacher(s) present.

Resources

Teaching resources are selected on the basis of their appropriateness to students. The Derbyshire Health Promotion team's spiral resource is currently the model in use and the resources are reviewed by students, form tutors and pastoral leaders each year.

Equal Opportunities

Children may have varying needs regarding RSE depending on their circumstances and background. The school strongly believes that all students should have access to RSE that is relevant to their particular needs. To achieve this, the school's approach to RSE will take account of:

The Needs of Boys as well as Girls

Girls tend to have a greater access to RSE than boys, both through the media (particularly magazines) and the home. We will consider the particular needs of boys, as well as girls, and approaches that will actively engage them. We shall also be proactive in combating sexism and sexist bullying.

Ethnic and Cultural Diversity

Different ethnic and cultural groups may have different attitudes to RSE. The school will consult students and parents/carers about their needs, take account of their views and promote respect for, and understanding of, the views of different ethnic and cultural groups in line with Safeguarding guidance.

Varying Home Backgrounds

We recognise that our students may come from a variety of family situations and home backgrounds. We shall take care to ensure that there is no stigmatisation of children based on their home circumstances.

Sexuality

On average, about 10% of our students will go on to define themselves as lesbian, gay, bisexual or trans (LGBT). Some students may have LGBT parents/carers, brothers or sisters, other family members and/or friends. All our students will meet and work with LGBT people. Our approach to RSE will include sensitive, honest and balanced consideration of sexuality. We actively tackle homophobic bullying.

Special Educational Needs

We take account of the fact that some students may have learning, emotional or behavioural difficulties or physical disabilities that result in particular RSE needs at times.

Parental concerns and withdrawal of students

Parents have a legal right to withdraw their children from dedicated 'sex education' lessons delivered outside the Science curriculum. They do not have a right to withdraw their children from those aspects of RSE that are taught in National Curriculum Science or where RSE issues arise incidentally in other subject areas.

We work in active partnership with parents/carers, value their views and keep them informed about our RSE provision. If a parent/carer has any concerns about the RSE provision we will take time to address their concerns and allay any fears they may have. If any parents/carers decide to withdraw their child, we shall work with them and their child to explore possible alternative provision.

Assessment

Students' existing knowledge needs to be the starting point for all RSE work. Needs assessments are built into some lesson planning as each group may have different knowledge, experience and understanding.

The elements of RSE that form part of the science curriculum are assessed in accordance with the requirements of the National Curriculum. The learning from the other elements of RSE is assessed as part of the PSHE Education provision and builds on existing systems.

(See the school's Character Education Programme.)

Personnel and Training

RSE is part of the Life Learning Programme. To ensure a quality delivery of RSE, the staff who deliver RSE are appropriately trained.

The Character Education Line Manager is: **The Assistant Headteacher KS3**

Consultation & Training

The school is committed to ensuring that everyone involved with teaching, or supporting the teaching of RSE receives appropriate and ongoing professional development in order to maintain whole school consistency and high standards for the children in our care.

In order for everyone to be consulted effectively it may be necessary to ensure that governors and parents receive awareness training and/or information about RSE.

The school ensures parents/ carers are:

- Made aware of the schools approach and rationale for RSE through the policy
- Involved in the planning and review of the RSE programme and policy

Monitoring and Evaluation

The programme is regularly evaluated by the Pastoral Leaders and members of the Senior Leadership Team. The views of students and teachers who deliver the programme are used to make changes and improvements to the programme on an ongoing basis.



Policy Development & Review

This policy document was produced in consultation with a range of stakeholders.

This document is freely available to the entire school community via the web-site. Paper copies can be made available on request.

It will be reviewed on a two year basis. If new guidance becomes available it may be necessary to review this policy at an earlier date.

Review date.....

Signed.....Chair of Governors

Date.....