




THE  
LONG EATON  
SCHOOL

# Relationships and Sex Education Policy

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<b>Date Approved by Governors:</b>	1/10/19
<b>Signed:</b>	
<b>Review Frequency:</b>	Every 2 Years
<b>To be Reviewed By:</b>	Miss K Gould

## Introduction

The Governing Body recognise that this policy takes into account the school's legal obligations and the latest DfE guidance 'Sex and Relationship Education Guidance ' ( 2000 ), together with the Supplementary Advice, "Sex and Relationships Education (RSE) for the 21st Century" (2014).

This policy is in the process of being reviewed in the light of the new DfE "*Relationships Education, Relationships and Sex Education (RSE) and Health Education - Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers*" September 2019, to be implemented by September 2020. The Long Eaton School is in the process of a period of consultation on the revised policy and is reviewing the curriculum to ensure it is compliant with the new guidance.

RSE is an integral element of a broader developmental programme of personal, social, health and economic (PSHE) education. It is lifelong learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health, how to stay safe and live healthy lives. It is about the understanding of the importance of stable and loving relationships, respect, love and care, empowering students to make informed and wise decisions to keep them safe.

## Why RSE?

Legal obligations - The 1993 Education Act requires that maintained secondary schools in England and Wales have a legal responsibility to provide a 'sex education' programme. They also have a responsibility to keep an up to date policy which must be available to parents. Parents have a right to withdraw their children from these lessons.

National/local support and guidance for schools - Rates of teenage pregnancy, abortion and sexually transmitted infection in the U.K. are among the highest of all European countries. The government has developed a comprehensive strategy to change this situation and RSE is seen as a key element along with consultation with parents and involvement of outside agencies.

## The schools approach to RSE consists of:

- The taught RSE programme delivered through the weekly Life Skills lessons.
- Pastoral support for students who experience personal difficulties /concerns and who approach staff for support.
- Provision of appropriate information through leaflets and books in the library and display of posters.
- School nurse support through appointments and the drop-in service.

Through this approach we aim to develop:

## Knowledge and Understanding

- Learning and understanding physical development at appropriate stages.
- Understanding human sexuality, sexual health, emotions and relationships.
- Learning about contraception and a range of local and national sexual health advice, contraception and support services.
- Learning the reasons for delaying sexual activity, the benefits to be gained from such a delay.
- The avoidance of unplanned pregnancy.
- Being able to recognise and avoid unsafe situations (i.e. CSE/teenage abuse) and how to access help.

## Attitudes and Values

- Learning the importance of values and individual conscience and moral considerations.
- Learning the value of family life, marriage and stable and loving relationships for the nurture of children that is inclusive of the diverse society in modern Britain.
- Learning the value of respect, love and care.
- Exploring, considering and understanding moral dilemmas
- Developing critical thinking as part of informed decision making.

## Personal and Social Skills

- Learning to manage emotions and relationships confidently and sensitively.
- Developing self-respect and empathy for others.
- Learning to make choices based on an understanding of difference and with an absence of prejudice.
- Developing an appreciation of the consequences of choices made.
- Managing conflict.
- Developing the skills to stay safe and avoid all types of exploitation and abuse.

## Morals and Values Framework

Our approach to RSE will be conducted within a clear morals and values framework based on the following principles:

- The value of stable and loving relationships.
- Respect, understanding and empathy toward others who may have different backgrounds, cultures, religions, sexuality, feelings and views.
- The development of relationships, including sexual relationships, based on mutual consent, rather than coercion.
- The right not to be abused by other people or to be taken advantage of.
- The right of people to follow their own sexuality, within legal parameters.

We also believe that students have an entitlement to:

- Age and circumstance appropriate RSE.
- Access to information, advice and support from trusted adults and helping services.

RSE involves consideration of a number of sensitive issues about which different people may hold strong and varying views. The school's approach to RSE will be balanced and take account of, and be sensitive to, different viewpoints but will not be based on personal bias. We shall have an approach that is educational, rather than one based on propaganda.

## Equal Opportunities

In compliance with the Equalities Act 2010 the school strongly believes that all students should have access to RSE that is relevant to their needs, depending on their circumstances and background and to achieve this, the school will take account of:

- **The needs of boys as well as girls** - Girls have greater access to RSE than boys, both through the media (particularly teenage 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, religious and cultural diversity** - Different groups may have different attitudes to RSE. The school will consult students and parents about their needs, take account of their views and promote respect for, and understanding of, the views of different ethnic and cultural groups.
- **Sexuality** - Our approach to RSE will include sensitive, honest and balanced consideration of sexuality. Our pastoral support will take account of the needs of gay, lesbian, bi-sexual and transgender students and we shall also actively tackle homophobic and transphobic bullying.

- **Special educational needs** - We shall consult with parents, teachers and students, taking account of the fact that some students may have learning, emotional or behavioural difficulties or physical disabilities that result in particular strategies being required to meet the RSE needs.

### **Whole School Approach**

A whole school approach will be adopted to RSE that actively involves the whole school community. All groups who make up the school community have rights and responsibilities regarding RSE. In particular:

- **The school leadership team** supports the provision and development of RSE in line with this policy by providing leadership, adequate resourcing and time in the curriculum. The SLT link will lead the consultation on the revised policy.
- **The designated RSE Co-ordinator** will maintain an overview of RSE provision and have overall responsibility for its development. This will include keeping up to date with developments and good practice, developing the provision to meet student's needs, providing support and resources for staff, arranging staff training, liaison with outside agencies and monitoring and evaluation.
- **Teaching staff** All teachers are involved in the school's RSE provision. Some teach RSE through the Lifeskills /tutor period programme and some through science and other curriculum areas. All teachers play an important pastoral role by offering support to students. Any teacher can be approached by a student who experiences a difficulty regarding sex or relationship issues. All staff are trained in how to keep children safe and understand how to report concerns to the school's designated safeguarding officer.
- Teachers will be consulted about the school's approach to RSE and aided in their work by provision of resources, training, support and advice from experienced members of staff.
- **Support staff** may be involved in a supportive role in some RSE lessons and also play an important, informal pastoral role supporting students outside of the classroom.

**Governors** have responsibilities for school policies. They are consulted about the RSE provision and policy. **Parents/carers** will be consulted on the policy and curriculum. Parents have a legal right to view this policy and to have information about the school's RSE provision. The policy is available on the school web site.

**The school nurse** plays a key role in supporting RSE through the provision of pastoral support for students either on a one to one basis or through the School Nurse 'Drop in'.

**Outside agencies and speakers** are involved in inputting to RSE lessons and as points of referral as support services for students. The school will work in partnership with them and jointly plan their work within the school in adherence to this policy. We will also promote relevant outside support agencies that students can access.

### **The Taught RSE Programme**

The RSE programme will be delivered as part of the school's approach to PSHE/Lifeskills /Citizenship by form tutors (see Appendix 1), in addition certain biological aspects are delivered through Science lessons.

### **Aims of the programme:**

- To provide accurate information about, and understanding of, RSE issues.
- To dispel myths.
- To explore a range of attitudes towards RSE issues and to help students to reach their own informed views.
- To develop respect and care for each other.
- To increase student's self esteem.
- To develop skills relevant to effective management of relationships and sexual situations e.g. communication with and empathy towards others, risk assessment, assertiveness, conflict management, decision making, seeking help and helping others.

### **Content/Learning Objectives:**

The RSE programme is delivered in a developmental manner so that issues are explored in greater depth as students mature. Copies of this are available from the RSE co-ordinator or Achievement Leaders and Heads of Year.

### **Methodology/Resources**

A wide range of teaching methods are used, that enable students to actively participate in their own learning. This includes use of quizzes, case studies, research, role play, video, small group discussion and use of appropriate guest speakers. Where beneficial students are divided into single gender groups for some part of some lessons. Occasional use of theatre in education production may also form part of the programme.

Teaching is conducted in a safe learning environment through the use of ground rules so that students are not put on the spot or expected to discuss their own personal issues in class.

### **Answering Students' Questions**

The school believes that should have opportunities to have their genuine questions answered in a sensible and matter-of-fact manner. However, a student may ask a particularly explicit, difficult or embarrassing question in class, teachers will use their skill and discretion to decide about whether to answer questions in class and if so how. They will establish clear parameters of what is appropriate and inappropriate in class by discussing ground rules with students and by taking an approach that encourages students to be mature and sensible.

If a teacher does not know the answer to a question they will acknowledge this and suggest that they and the student research the answer to the question later. If a question is too explicit or inappropriate to answer in class at that moment, teachers will acknowledge it and attend to it later with the student who asked it. If a question is too personal teachers will remind students about the ground rules and if necessary point out suitable sources of support. If a teacher is concerned that a student is at risk of sexual abuse they will follow the schools child protection procedures.

### **Confidentiality and Informing Parents**

School staff cannot promise absolute confidentiality if approached by a student for help and this must be made clear. Child protection procedures must be followed when there are any disclosures about abuse. It is very rare for a student to request absolute confidentiality and if they do staff must make a careful judgement about whether a 3<sup>rd</sup> party needs to be informed. This should be based on:

- The seriousness of the situation and the degree of harm the student may be experiencing.
- The student's age, maturity and competence to make their own decisions.

Unless clearly inappropriate, students should be encouraged to talk to their parent/carer.

### **Parental Concerns and Withdrawal of Students**

Although parents can withdraw their children from dedicated 'sex education' Lessons, they do not have the right to withdraw them from those aspects that are taught in Science or where it arises incidentally in other subject areas. We will work in active partnership with parents, value their views and keep them informed about our RSE provision and should they have any concerns about the provision we will take time to address their concerns. Parents will be consulted on the RSE provision whenever the policy is reviewed.

## Monitoring and Evaluation

The programme is regularly evaluated by the SLT link for RSE together with the Achievement Leaders and Heads of Year in consultation with students, parents and the teachers who deliver the programme, to make changes and improvements on an ongoing basis.

Quality Assurance of Life Skills lessons including the RSE lessons takes place as part of the Student Development Self Evaluation period, including lessons observations, work samples and student questionnaires and interviews.

This policy will be reviewed as biannually by the SLT and Governors.

This policy should be read together with the:

- Child Protection and Safeguarding Policy
- Antbullying Policy
- Behaviour Policy
- Single Equality Policy

Further information can be obtained from:

- DfE "Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers" September 2019
- DfEE 'Sex and Relationship Education Guidance ' (2000)
- Supplementary Advice, "Sex and Relationships Education (RSE) for the 21st Century" (2014)
- The Derbyshire Guide to Quality Relationships and Sex Education (RSE) (2012)
- Life lessons: PSHE and SRE in school - *Recommendations to the House of Commons Education Committee* (2015)