

RELATIONSHIPS AND SEX EDUCATION (RSE) POLICY



Newwingate School

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1.0 INTRODUCTION

Newingate School takes its responsibility to provide relevant, effective and responsible relationship and sex education (RSE) very seriously. It is part of the school’s personal, social, health and economic education (PSHE). The school wants parents and students to feel assured that RSE will be delivered at a level appropriate to both the age and development of students, and safe to voice opinions and concerns relating to the RSE provision.

This policy is drafted by the Headteacher in consultation with the School Governors. Parents are given the opportunity to discuss this policy at parents’ evenings, and teaching and non-teaching staff are invited to discuss it during training sessions. The policy is reviewed and approved by the governing body annually.

Implementation: It is the responsibility of line managers to ensure that staff members are aware of and understand this policy and any subsequent revisions.

Compliance: This policy complies with all relevant regulations and other legislation as detailed in the *Compliance with Regulations & Legislation Statement*.

2.0 AIMS

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place

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- Prepare students for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help students develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach students the correct vocabulary to describe themselves and their bodies

The school would like to emphasise that by providing comprehensive RSE we are not encouraging students to become sexually active. The aim of this policy is to ensure that the right provision is in place so that students may have all the background knowledge they need to make informed decisions and responsible choices as they grow up.

Through the provision outlined in this policy we also aim to raise students' self-esteem and confidence, trying to develop communication and assertiveness skills that can help them stay true to their values if challenged by others, their peers or what they see in the media. We hope to teach students to be accepting of the different beliefs, cultures, religions, sexual orientations, physical and mental abilities, backgrounds and values of those around them. We want our students to lead a healthy and safe lifestyle, teach them to care for and respect their bodies and provide them with all the right tools that will enable them to seek information or support, should they need it, both during their school years and after.

3.0 ROLES AND RESPONSIBILITIES

Governors and senior leaders will:

- Develop this school policy and review it on a yearly basis. This policy is developed in consultation with school parents, students, and staff to ensure that it meets the needs of the whole school community.
- Ensure that all staff are given regular and ongoing training on issues relating to RSE and how to deliver lessons on such issues.
- Ensure that all staff are up to date with policy changes, and familiar with school policy and guidance relating to sex education.
- Provide support to staff members who feel uncomfortable or ill-equipped to deal with the delivery of relationship and sex education to students. This may be because they do not feel that their training has been adequate or that aspects of the curriculum are in conflict with their religious beliefs.
- Ensure that relationship or sex education is age-relevant and appropriate for all students; this means ensuring that the curriculum develops as our students do and meets their needs.
- Ensure that the knowledge and information regarding RSE to which all students are entitled is provided in a comprehensive way.
- Support parental involvement in the development of the RSE curriculum.
- Ensure that their personal beliefs and attitudes will not prevent them from providing a balanced RSE in school.
- Communicate freely with staff, parents and the governing body to ensure that everyone is in understanding of the school policy and curriculum for sex education, and that any concerns or opinions regarding the provision at the school are listened to, considered and acted on as appropriate.

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We want the provision of sex education at home to be complementary to the provision the school provides, and this should be clearly communicated to parents and additional support given where necessary or requested.

It is important that **all** school staff feel comfortable to partake in PSHE classes and answer questions from students. If the teacher or assistant does not feel confident leading RSE discussions then that is likely to be reflected by the students, and their learning may be compromised.

The school encourages regular professional development training for the teachers of PSHE and/or RSE in how to deliver sex education; this includes sessions on confidentiality, setting ground rules, handling controversial issues, responding to awkward questions and an introduction to the rationale of why teaching RSE is so important.

All staff will:

- Take it upon themselves to ensure that they are up to date with school policy and curriculum requirements regarding sex education. Any areas that they feel are not covered or inadequately provided for should be reported back to the Inclusion Manager.
- Attend and engage in professional development training around sex education provision.
- Encourage students to communicate concerns regarding their social, personal and emotional development in confidence, listen to their needs and support them seriously. If a student comes to a member of staff with an issue that that member of staff feels they are not able to deal with alone, they should take this concern to their manager. No one else should be informed at this stage, and a breach of confidentiality may fall under staff misconduct and disciplinary procedures.
- Provide regular feedback to their managers on their experience of teaching RSE and student response.
- Ensure that their personal beliefs and attitudes will not prevent them from providing balanced RSE in school.
- Tailor their lessons to suit all students in their class, across the whole range of abilities, including those students with special educational needs. If teachers need support in this area they should speak to the Curriculum leader

Students

Students are expected to attend relationship and sex education classes that are in their school timetable and take them seriously. Although they are not assessed through examination, these classes are still a very important part of the curriculum and a tool to aid personal development.

Students should support one another with issues that arise through RSE. Listening in class, being considerate of other people's feelings and beliefs, and complying with confidentiality rules that are set in class are key to effective provision. Students who regularly fail to follow these standards of behaviour will be dealt with under the school behaviour policy. This can be accessed on the Newingate School website or via the main office.

We also hope that students will feel comfortable to talk to a member of staff, in confidence, regarding any concerns they have in school related to relationship and sex education or otherwise. Conversations of this nature between staff and students will be held in confidence; however, staff may take

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concerns to the Designated Safeguarding Lead (DSL) or Deputy Designated Safeguarding Lead (DDSL) if there is a child protection concern or they feel ill-equipped to deal with the issue at hand.

We ask students for feedback on the school's sex education provision yearly and expect them to take this responsibility seriously. Opinions on provision and comments will be reviewed by senior managers and taken into consideration when the curriculum is prepared for the following year's students. In this way, the school hopes to provide students with the education they need on topics they want to learn about.

Parents

The school expects parents to share the responsibility of relationship and sex education and support their children's personal, social and emotional development. We encourage parents to create an open home environment where students can engage, discuss and continue to learn about matters that have been raised through school PSHE. Parents are also encouraged to seek additional support in this from the school where they feel it is needed. For information on accessing school support, see section 5.

4.0 IMPLEMENTATION AND CURRICULUM

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are often taught within the science curriculum, and other aspects are included in religious education (RE).

Teachers provide lessons that are specific to the needs of the students in that class, and responsive to their behaviour and development.

Students may also receive stand-alone sex education sessions delivered by a trained health professional.

Years 7-11 will follow the PSHE Association 'PSHE and 'Relationships and Sex Education' framework.

Year 12+ students will follow the PSHE Association 'PSHE' framework in addition to an ASDAN short course in 'Respecting Relationships' and 'Sexual Health'. Through these short courses, students will complete up to 60 hours of study to obtain ASDAN credits and a certificate.

Sex education at Newingate School works at every stage in co-operation and inclusion with different views and religions.

Through this aspect of our curriculum we aim to explore different attitudes, values and social labels, and develop skills that will enable our students to make informed decisions regarding sex and relationships. It is important that students know the difference between fact, opinion and belief.

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships

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- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

For more information about our RSE curriculum, see Appendix 1 of this policy

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Terminology

Students will be taught the anatomically correct names for body parts, but slang or everyday terms used in certain social circles will be discussed; with a focus on what is and isn't acceptable or expected language.

Dealing with difficult questions

There may still be times when staff are faced with a difficult question in class that they feel uncomfortable or ill equipped to answer. In this case, they may wish to put the question to one side and seek advice from the Inclusion Manager or PSHE leader.

Ground rules in class are essential when discussing sensitive subject matter. Some strategies staff may use to support this might be:

- an anonymous question box; this will enable students to feel more comfortable to ask questions without being identified
- making the classroom a zone of silence; this means that whatever is discussed in the classroom stays in the classroom and should not be brought up at any other time. We hope this will give students the sense that they are in a safe zone to speak freely about sex and relationships.

Students with special educational needs

Newingate School recognises that many of our students experience significant challenges in making positive relationships due to their autism and additional needs. These challenges may become more acute in relation to puberty, relationships and sex. Staff appreciate that such sensitivities may need to be managed on a personalised basis and not merely a generalised approach.

The school works hard to ensure that all aspects of the school curriculum are inclusive and support the needs of students of all ranges of abilities. Staff should differentiate lessons to ensure that all members of the class can access the information fully, and this is no different when it comes to RSE.

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The school will use a variety of different strategies to ensure that all students have access to the same information. Some of these include:

- interactive teaching methods e.g. contraceptive card game;
- use of expert guest speakers;
- practical activities;
- speaking and listening tasks e.g. debate;
- independent research;
- using DVDs, video or imagery;
- group and paired activities.

Withdrawal from RSE

The school aims to keep parents informed about all aspects of the RSE curriculum and urges parents to read this policy. Parents can request access to resources and information being used in class. The school will do everything it can to ensure that parents are comfortable with the education provided to their children in school.

Parents of primary students do not have the right to withdraw their children from relationships education.

Parents do have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE up to and until 3 terms before their child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing to the headteacher.

A copy of withdrawal requests will be placed in the student's educational record. The headteacher will discuss the request with parents and take appropriate action.

Alternative work will be given to students who are withdrawn from sex education.

Complaints

Parents or carers who have complaints or concerns regarding the RSE curriculum should contact the school and follow the school's complaints policy.

Equal opportunities

RSE lessons provide a good background for talking openly and freely about the diversity of personal, social and sexual preferences. Prejudiced views will be challenged and equality promoted. Any bullying that relates to sexual behaviour or perceived sexual orientation will be dealt with swiftly and

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seriously. This is the case for bullying of any kind and the procedures regarding this are outlined in the **school's behaviour and anti-bullying policies**. This can be viewed on the Newingate School website or requested in the main office.

5.0 SAFEGUARDING AND CONFIDENTIALITY

Safeguarding is a key part of RSE and RSE lessons play an important role in preventative education. Part of RSE, is to equip students with the skills and knowledge to be able to safeguard themselves. If teachers or support staff at Newingate School have concerns about a student during RSE lessons, they must follow the school safeguarding procedures.

Students will be made aware of ways in which they can ask questions and discuss issues with teachers in a confidential forum, although will be made aware that if there is cause for concern, this will be dealt with in line with safeguarding procedures.

We aim to provide a safe and supportive school community where students feel comfortable seeking help and guidance on anything that may be concerning them about life either at school or at home. Training around confidentiality is provided to all teachers. It may be the case that discussion around what is expected and unexpected in healthy relationships may lead to the disclosure of a child protection issue.

If this is the case, the school's **child protection and safeguarding procedure** will be followed. The Safeguarding and Child Protection Policy can be viewed on the Newingate School website or requested in the main office.

Personal information about students who have approached a teacher for discussion should not be shared with any other person. If there is a child protection concern, the information must *only be shared with the Designated Safeguarding Lead and/or Deputy Designated Safeguarding Lead* as is outlined in our child protection and safeguarding procedure. Staff members that breach the right to a child's privacy by disclosing or sharing confidential information with no reason to do so, will be dealt with under the school's **staff discipline, conduct and grievance procedures**. Staff can view this policy on the appropriate online HR system.

If a staff member is approached by a student under 16 who is having, or is contemplating having sexual intercourse, the staff member should:

- Ensure that the student is accessing all the contraceptive and sexual health advice available and understands the risks of being sexually active.
- Encourage the student to talk to their parent or carer. Students may feel that they are more comfortable bringing these issues to a member of staff they trust, but it is important that children and their parents have open and trusting relationships when it comes to sexual health and the school will encourage this as much as possible.
- Decide whether there is a child protection issue. This may be the case if the teacher is concerned that there is coercion or abuse involved.
 - If a member of staff is informed that a student under 13 is having, or is contemplating having sexual intercourse, this will be dealt with under child protection procedures.

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Students with special educational needs may be more vulnerable to exploitation and less able to protect themselves from harmful influences. If staff are concerned that this is the case, they should seek support from the Inclusion Manager or another member of the Safeguarding Team to decide what is in the best interest of the child.

Advice and treatment

Staff who are approached by students with a concern about having contracted or possibly contracted a sexually transmitted disease should refer them immediately to the DSL or deputy who will liaise with the young person's Sexual Health Clinic within the child's Local Authority. Providing advice on contraception and practising safe sex is a key part of the school's RSE provision. We also encourage parents to engage their child in open discussion about practising safe sex.

There is no reason for staff to expect to be made aware of a student or colleague's HIV or hepatitis status, and no person will be discriminated against because of this if there is a disclosure of this type of information. Newingate School will educate students about HIV, AIDS and other sexually transmitted diseases

The school's **first aid policy** covers protection for all school members against infection from blood-borne viruses. This can be viewed on the Newingate School website or requested in the main office.

6.0 MONITORING AND REVIEWING

The academic and personal needs of our students develop in line with varying societal pressures and economic changes. Our aim is to provide RSE that is relevant and tailored to meet the needs of our students, depending on their age and stage of personal development. For this reason, we review the RSE curriculum annually and will inform parents of any revisions to the school policy or relationship and sex education curriculum.

We aim to monitor the effectiveness of our sex education provision through:

- yearly feedback from students or other stakeholders;
- feedback from staff;
- classroom observations;
- Curriculum map, scheme of work and planning moderation;
- Evidence of learning

7.0 SUPPORT

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We hope that students will feel safe in the school environment to talk to any member of staff in confidence about any areas of concern regarding their personal, social and emotional development, including matters raised by or relating to sex education.

We promote the school ethos as one of inclusion and acceptance throughout all areas of school activity and hope that students respond to this by feeling comfortable to ask questions and continue their learning both in and outside of the classroom.

A parent introduction to the Safeguarding practice at school and the RSE curriculum is held annually. The workshop enables parents of to explore the RSE frameworks be informed of any updates or changes to the PSHE and RSE curriculum. Information given throughout the workshop will be shared on Newingate School's website or online platform.

Parents requiring one to one support on providing effective relationship or sex education at home can contact their child's form tutor via email, in writing or by telephoning the main office.

8.0 Appendix

Relationships and Sex Education curriculum – Key Stage 3

Year	Topic	In this unit of work, students learn...
7	Diversity	✓ about identity, rights and responsibilities
KS3	<i>Diversity, prejudice and bullying .</i>	✓ about living in a diverse society

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		<ul style="list-style-type: none"> ✓ how to challenge prejudice, stereotypes and discrimination ✓ the signs and effects of all types of bullying, including online ✓ how to respond to bullying of any kind, including online ✓ how to support others
	<p>Building relationships <i>Self-worth, self esteem, romance and friendships (including online) and relationship boundaries</i></p>	<ul style="list-style-type: none"> ✓ how to develop self-worth, self esteem and self-efficacy ✓ about qualities and behaviours relating to different types of positive relationships ✓ how to recognise unhealthy relationships ✓ how to recognise and challenge media stereotypes ✓ how to evaluate expectations for romantic relationships ✓ about consent, and how to seek and assertively communicate consent
8 KS3	<p>Discrimination <i>Discrimination in all its forms, including: racism, religious discrimination, sexism, homophobia, biphobia, and transphobia</i></p>	<ul style="list-style-type: none"> ✓ how to manage influences on beliefs and decisions ✓ about group-think and persuasion ✓ how to develop self-worth and confidence ✓ about gender identity, transphobia and gender-based discrimination ✓ how to recognise and challenge homophobia and biphobia ✓ how to recognise and challenge racism and religious discrimination
	<p>Identity and relationships <i>Gender identity, sexual orientation, consent, 'sexting' and an introduction to contraception</i></p>	<ul style="list-style-type: none"> ✓ the qualities of positive, healthy relationships ✓ how to demonstrate positive behaviours in healthy relationships ✓ about gender identity and sexual orientation ✓ about forming new partnerships and developing relationships ✓ about the law in relation to consent ✓ that the legal and moral duty is with the seeker of consent ✓ how to effectively communicate about consent in relationships

		<ul style="list-style-type: none"> ✓ about the risks of 'sexting' and how to manage requests or pressure to send an image ✓ about basic forms of contraception, e.g. condom and pill
9 KS3	Respectful relationships <i>Families and parenting, healthy relationships, conflict resolution and relationship changes</i>	<ul style="list-style-type: none"> ✓ about different types of families and parenting, including single parents, same sex parents, blended families, adoption and fostering ✓ about positive relationships in the home and ways to reduce homelessness amongst young people ✓ about conflict and its causes in different contexts, e.g. with family and friends ✓ conflict resolution strategies ✓ how to manage relationship and family changes, including relationship breakdown, separation and divorce ✓ how to access support services
	Intimate Relationships <i>Relationships and sex education including consent, contraception, the risks of STI's and attitudes to pornography</i>	<ul style="list-style-type: none"> ✓ about readiness for sexual activity, the choice to delay sex, or enjoy intimacy without sex ✓ about myths and misconceptions relating to consent ✓ about the continuous right to withdraw consent and capacity to consent ✓ about STIs, effective use of condoms and negotiating safer sex ✓ about the consequences of unprotected sex, including pregnancy ✓ how the portrayal of relationships in the media and pornography might affect expectations ✓ how to assess and manage risks of sending, sharing or passing on sexual images ✓ how to secure personal information online

Relationships and Sex education curriculum – Key Stage 4

Year	Topic	Medium term objectives Pupils learn.....
10 KS4	Healthy relationships <i>Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography</i>	<ul style="list-style-type: none"> ✓ about relationship values and the role of pleasure in relationships ✓ about myths, assumptions, misconceptions and social norms about sex, gender and relationships ✓ about the opportunities and risks of forming and conducting relationships online ✓ how to manage the impact of the media and pornography on sexual attitudes, expectations and behaviours ✓ about the ethical and legal implications in relation to consent, including manipulation, coercion, and capacity to consent ✓ how to recognise and respond to pressure, coercion and exploitation, including reporting and accessing appropriate support ✓ how to recognise and challenge victim blaming ✓ about asexuality, abstinence and celibacy ✓
	Addressing extremism and radicalisation <i>Community cohesion and challenging extremism</i>	<ul style="list-style-type: none"> ✓ about communities, inclusion, respect and belonging ✓ about the Equality Act, diversity and values ✓ about how social media may distort, mis-represent or target information in order to influence beliefs and opinions ✓ how to manage conflicting views and misleading information ✓ how to safely challenge discrimination, including online ✓ how to recognise and respond to extremism and radicalisation
11 KS4	Communication in relationships	<ul style="list-style-type: none"> ✓ about core values and emotions ✓ about gender identity, gender expression and sexual orientation

	<p><i>Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse</i></p>	<ul style="list-style-type: none"> ✓ how to communicate assertively ✓ how to communicate wants and needs ✓ how to handle unwanted attention, including online ✓ how to challenge harassment and stalking, including online ✓ about various forms of relationship abuse ✓ about unhealthy, exploitative and abusive relationships ✓ how to access support in abusive relationships and how to overcome challenges in seeking support
	<p>Families <i>Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships</i></p>	<ul style="list-style-type: none"> ✓ about different types of families and changing family structures ✓ how to evaluate readiness for parenthood and positive parenting qualities ✓ about fertility, including how it varies and changes ✓ about pregnancy, birth and miscarriage ✓ about unplanned pregnancy options, including abortion ✓ about adoption and fostering ✓ how to manage change, loss, grief and bereavement ✓ about 'honour based' violence and forced marriage and how to safely access support