

# **Sawston Village College**

## **Relationship and Sex Educations (RSE) Policy**



### **The Purpose of the Relationship and Sex Educations (RSE) Policy**

The aims of this policy are as follows:

1. To provide clarity as to the values, learning outcomes and teaching methods that underpin our approach to Relationship and Sex Educations (RSE) at Sawston Village College
2. To inform key stakeholders as to the core content of this programme
3. To provide a point of reference to address any concerns and questions that may arise from the delivery of this programme and to help the College keep under review the provision it makes for Relationship and Sex Educations (RSE).

### **What is Relationship and Sex Educations (RSE)?**

RSE is lifelong learning about physical, sexual, moral and emotional development, irrespective of gender, ethnicity or ability. It involves acquiring knowledge and information, developing skills and forming positive beliefs, values and attitudes, as well as the teaching of sex, sexuality and sexual health. It is about the understanding of the importance of stable and loving relationships, respect, love and care, for family life. It is not about the promotion of sexual orientation or sexual activity. RSE should enable students to make informed and appropriate choices as they become young adults and to develop responsible attitudes to sexual activity and the development of their own stable, loving relationships.

#### **1. Principles and Values**

- RSE plays a vital part in meeting the College's safeguarding obligations. Ofsted is clear that schools must have a preventative programme that enables pupils to learn about safety and risks in relationships.
- Schools maintain a statutory obligation under the Student Act (2004) to promote their students wellbeing and under the Education Act (1996) to prepare pupils and young people for the challenges, opportunities and responsibilities of adult life.
- For young people to be prepared for the physical and emotional changes they undergo at puberty.
- RSE fits within the College's ethos and supports family commitment, love respect and affection, knowledge and openness.
- The College's RSE acknowledges that family is a broad concept and not just one model. It includes a variety of types of family structure, and acceptance of different approaches is recognised

- Encourages pupils and teachers to share and respect each other's views.
- Pupils should be aware of different approaches to sexual orientation and family structures without prejudice.
- Generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment.
- The College recognises that parents are the key people in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents and students, consulting them about the content of programmes where apt.
- Recognise that the wider community has much to offer and we aim to work in partnership with health professionals, social workers, peer educators and other mentors or advisers.

## **2. Aims**

The College's aim is to provide balanced factual information about human reproduction, together with consideration of the broader emotional, ethical, moral, and religious dimensions of sexual health. Our RSE programme aims to prepare pupils for an adult life in which they can:

- Develop positive values and a moral framework that will guide their decisions, judgements and behaviour; have the confidence and self-esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationship they want.
- Understand the consequences of their actions and behave responsibly within sexual and pastoral relationships.
- Avoid being exploited or exploiting others or being pressured into unwanted or unprotected sex.
- Ensure that young people understand what is meant by 'consent' and to feel confident to use it.
- Communicate effectively by developing appropriate terminology for sex and relationship issues.
- Develop awareness of their sexuality and understand human sexuality; challenge sexism and prejudice, and promote equality and diversity.
- Understand the arguments for delaying sexual activity.
- Understand the reasons for having protected (safe) sex.
- Have sufficient information and skills to protect themselves and, where they have one, their partner from uninvited/unwanted conceptions and sexually transmitted infections.
- Be aware of sources of help and acquire the skills and confidence to access confidential health advice, support and treatment if necessary.
- Know how the law applies to sexual relationships.

**The aim of RSE is NOT to:**

- Encourage students to become sexually active at a young age.
- Promote a particular sexual orientation.
- Sexualise students.

The RSE programme also seeks to develop essential personal and social Skills including:

- Learning to manage emotions and relationships confidently and sensitively.
- Developing self-respect and empathy for others.
- Learning to make choices with an absence of prejudice.
- Developing an appreciation of the consequences of choices made; managing conflict.
- Empower students with the skills to be able to avoid inappropriate pressures or advances (both as exploited or exploiter).

Finally, the RSE programme is intended to provide pupils with core knowledge and understanding including:

- Learning and understanding physical development at appropriate stages.
- Understanding human sexuality, reproduction, sexual health, emotions and relationships.
- Learning about contraception and the range of local and national sexual health advice, contraception and support services.
- Learning the reasons for delaying sexual activity, and the benefits to be gained from such delay.
- The avoidance of unplanned pregnancy.

The College seeks to deliver RSE within the guidelines established by the Department for Education, in particular in ensuring that we will:

- Raise pupils' self-esteem and confidence.
- 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.
- Teach students to be accepting of the different beliefs, cultures, religions, sexual orientations, physical and mental abilities, backgrounds and values of those around them.
- Support pupils to lead a healthy and safe lifestyle; teaching them to care for, and respect, their bodies.
- Provide pupils with the right tools to enable them to seek information or support, should they need it.
- Teach pupils about consent and their right to say no, in an age appropriate manner.
- To teach lessons that are sensitive to a range of views, values and beliefs.

- Ensure that staff teaching RSE remain neutral in their delivery whilst ensuring that pupils always have access to the learning they need to stay safe healthy and understand their rights as individuals.

### **3. How Relationship and Sex Educations (RSE) is provided**

RSE is co-ordinated by the Director of Welfare and Inclusion/PSHE co-ordinator, Ms Abbs and is taught by teams with responsibility for the PSHE programme for Key Stages 3 and 4. Biological aspects of RSE are taught within the Science curriculum. Aspects of the central moral issues, including those related to marriage and religious views on sex and marriage are taught within RE. Pupils are also taught about how to protect themselves from unwanted pregnancy and sexually transmitted infections through the PSHE sessions.

RSE within PSHE is taught by a specialist team of trained teaching staff and external providers. Delivery will be in mixed gender form groups with some provision for single sex teaching if appropriate.

Consultation on the content of these sessions will take place between the Director of Welfare and Inclusion and the Leads of the Stay Safe team.

Those students who would benefit from a more differentiated and bespoke programme of study will be identified through discussion with the Director of Welfare and Inclusion, the College's SENCO and parents.

All RSE teaching is expected to reflect the values and attitudes laid out by this document. All those delivering RSE will be expected to have read and adhere to all aspects of the programme of study and its content, irrespective of personal opinion or belief.

#### **Programme of study:**

##### **KS 3 Science:**

- Names of the parts of male and female reproductive organs.
- The menstrual cycle in relation to uterus lining thickness changes caused by hormones, and 'preparation' for receiving an embryo.
- Puberty - changes, both physical and emotional.
- The process of fertilisation, including sexual intercourse as sperm introduced into vagina, and the journey of the sperm.
- Phases in the development of an unborn foetus - key milestones throughout gestation.

##### **KS 4 Science:**

- Roles of hormones in human reproduction, including the menstrual cycle.
- Evaluate the different hormonal and non- hormonal methods of contraception.
- Explain the use of hormones in modern reproductive technologies to treat infertility.
- Understand social and ethical issues associated with IVF treatments.

- Evaluate from the perspective of patients and doctors the methods of treating infertility.

**RE programme that includes reference to RSE:**

- The nature of abortion (including legal and medical status) and ethical considerations of.
- Sexual relationships (promiscuity, pre-marital sex, cohabitation, marriage, adultery, open relationships), and Christian views on.
- Divorce and the breakdown of marriage, Christian attitudes to this and re-marriage.
- Homosexuality, attitudes to homosexuality, religious attitudes to sexual acts and sexual relationships between people of the same gender.
- Types of contraception, and religious attitudes to.
- The importance and purpose of marriage for Christians and non-religious people.
- Christian/Humanist teachings about the purpose and importance of the family including: procreation.
- Christian/Humanist teaching about family planning and regulation of births.
- Christian/Humanist teachings and attitudes towards divorce and remarriage.
- Christian/Humanist teaching about the equality of men and women in the family.
- Christian/Humanist teachings about gender prejudice and discrimination.

**PSHE RSE programme:**

- Understand the physical and emotional issues associated with sexual relationships.
- Considering the risks and consequences of entering into a sexual relationship.
- Discussing STIs and the impact these can have in the future.
- Looking at the various contraception and how it is used.
- Consider sexuality and respecting individual choice.
- Sexual bullying and potential CSE.
- Looking at the dangers of peer on peer abuse and how to avoid it.
- Understanding the importance of consensual sex and what is meant by 'consent'.
- Develop an understanding of the differences between 'relationship' depicted through pornography and 'real life' relationships.

- Learning about the different family structures.

Although these are the main areas that focus on the specific delivery of RSE it is inevitable that related issues will emerge in other lessons on occasion and that the College will support appropriate and age considerate exploration of these issues.

#### **4. How Relationship and Sex Educations (RSE) is monitored and evaluated**

##### 4.1. Monitoring

It is the responsibility of the Director of Welfare and Inclusion to ensure that the work described is taught at the stated times. This will be through staff and pupil voice, work scrutiny and learning walks.

##### 4.2. Evaluation

- Pupils' knowledge and understanding will be assessed at the end of every unit of work.
- Staff and students may also be asked to give feedback as part of the annual PSHE and Citizenship Health check.
- Pupils will be asked to complete the online My Health My School Survey.

#### **5. Guidelines for teachers on sensitive issues, confidentiality and advice to students**

5.1. The DfEE document Relationship and Sex Education Guidance issued July 2000, (ref. DfEE 0116/2000) contains information in its section 2 on specific sensitive issues. These will be of interest and of use to staff and the link to the DfEE document is attached to this policy in appendix 1.

5.2. Sensitive issues that may include:

- Puberty
- Menstruation
- Sexual intercourse
- Contraception
- Abortion
- Safer sex
- HIV, AIDs and Sexually transmitted infections (STIs)
- Grooming Child Sex Exploitation
- Abusive partnerships

Teachers should understand the difference between stating facts and stating opinions. If work in sensitive areas of the curriculum causes teachers any concerns, they should discuss them with the Director of Welfare and Inclusion.

A set of ground rules will help teachers create a safe environment in which they do not feel embarrassed or anxious about unintended or unexpected questions or comments from pupils. Ground rules might be developed as part of the College's RSE policy or individually with each class or year group.

- No teacher or student will have to answer a personal question.
- No one will be forced to take part in a discussion.

- Only the correct names for the parts of the body will be used; meanings of words will be explained in a sensible and factual way.

### 5.3. Responding to Questioning

If a member of staff is unable to answer a question or feels uncomfortable with the question then they should reassure the pupil that they will follow this up with the appropriate staff member, in this instance the Director of Welfare and Inclusion, who will meet with the pupil to discuss.

If a member of staff has concerns about questions pupils raise and feel that they are at risk or the content of the question could be a safeguarding concern they must report this to a designated person for Child Protection according to the College's Safeguarding Policy.

### 5.4. Advice to Students.

Pupils can refer to their Mentor or Year Lead/Heads of House if they feel the need to discuss anything arising from the sessions. They will advise pupils on the best course of action and direct pupils in eliciting the support of the school nurse or other suitable outside agency if the pupil is in agreement to share the information unless there are child protection concerns and then the College's safeguarding procedures will be followed.

## 6. Working with parents

Parents are the key people in: teaching their children about sex and relationships; maintaining the culture and ethos of their family; helping their children to cope with the emotional and physical aspects of growing up; and preparing them for the challenges and responsibilities that sexual maturity brings.

It is hoped that the College's RSE programme will complement and support the role of parents.

The RSE policy will be available via the school website and parents will be advised when RSE lessons are to be delivered as part of the PSHE programme.

Parents have the right to withdraw their children from all or part of the sex and relationship education provided by school. The exception to this is for those parts delivered in Science lessons as these parts are included in the statutory National Curriculum. Any parent wishing to withdraw their child is encouraged to make an appointment with the Director of Learning: PSHE Lead and a member of the Leadership team to discuss the matter.

## 7. Review of the Policy

Because of the nature of the content, its sensitivity and the potential impact upon the wellbeing of young people, and emerging issues and needs for RSE at school, local and national levels, this policy will be kept under review by the Local Governing Body every two years.

***Policy approved by the Local Governing Body on 4 December 2018***

***Review: Autumn 2020***

## **Appendix 1**

<http://webarchive.nationalarchives.gov.uk/20130401151715/https://www.education.gov.uk/publications/eorderingdownload/dfes-0116-2000%20sre.pdf>