

## RELATIONSHIPS AND SEX (RSE) POLICY

Reviewed: April 2017

Next review: April 2019

Ark William Parker  
Academy



### 1. Context

Relationship and sex education (RSE) is lifelong learning about sex, sexuality, emotions, relationships and sexual health. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. Relationship and sex education (RSE) should empower young people, build self-esteem, offer a positive and open view of sex and sexuality and support sexual self and mutual acceptance and respect.

RSE is firmly rooted in our school's Personal, Social and Health Education (PSHRE) and is also delivered as part of other curriculum areas such as Science and Religion and Philosophy. This policy links with other school policies such as the Anti-Bullying Policy, the Equal Opportunities Policy and Health and Safety Policy.

As a Church school our values underpin the curriculum within Relationship and sex education.

- Faith – We will acknowledge different faith responses to Relationships and sex.
- Respect – show respect to all
- Perseverance – that students will be enabled to respond to issues
- Achievement – that students will gain knowledge

### 2. Aims and objectives of sex and relationship education

RSE supports and promotes our students' *'spiritual, moral, social, cultural, mental and physical development and prepares them for the opportunities, responsibilities and experiences of adult life.'* Section 351 of the Education Reform Act 1996, the two broad aims for the school curriculum.

At Ark William Parker, relationship and sex education (RSE) is underpinned by the ethos and values of our school and we uphold it as an entitlement for all our students. We recognise the need to work as a whole school community to ensure a shared understanding of RSE and the values underpinning it and to deliver an effective programme that meets the needs of our students.

- We value diversity and anti-discriminatory practice. Relationship and sex education (RSE) is taught within the context of the role of the individual within the home, family, school, at work and leisure, and encourages students to have due regard for moral considerations and the values of family life.

We aim to develop in our students an understanding of the biological, emotional, social, legal and moral aspects of sex and sexuality. We teach RSE within the wider context of building self-esteem, emotional well being, relationships and healthy lives. The sex and relationship education curriculum will be concerned with:

- the discussion of attitudes and values
- the development of a range of
- personal and social skills
- the provision of factual information
- and the development of the understanding of it

The objectives for sex and relationship education should match the age and maturity of the students involved. For KS3 and KS4 our learning outcomes include:

Attitudes and values:

- to learn the value of respect, love and care
- to learn to value and respect ourselves and others
- to develop an understanding and valuing of diversity regarding for example; religion, family life, culture, gender identify and sexual orientation

- to develop positive values and a moral framework that will guide decisions, judgements and behaviour
- to promote a positive attitude to healthy lifestyles and keeping self-safe
- to be aware of and comfortable with their sexuality

#### Personal and social skills:

- to learn how to identify and manage emotions confidently and sensitively
- to develop self-respect and empathy for others
- to develop communication skills with peers, school, family and health professionals
- to develop critical thinking, decision-making, negotiation and assertiveness skills
- to develop an understanding of difference and an absence of prejudice
- to develop an appreciation of the consequences of choices made
- to develop the ability to understand the impact of external factors, such as the media, Internet, peer groups and remain independent decision-makers
- to learn how to assess risk and to develop strategies for keeping safe
- to develop the ability to give and secure help
- to behave responsibly within sexual and personal relationships
- to learn how to recognise and avoid exploitation and abuse of self and others

#### Knowledge and understanding:

- to learn about and understand the biological facts related to human growth such as puberty, reproduction, conception, pregnancy and birth
- to understand human sexuality, reproduction, genetics, sexual health, emotions and relationships
- to understand how the law applies to sexual relationships
- to learn about contraception, condoms, emergency contraception and abortion
- to learn about the routes of transmission, symptoms and treatment for sexually transmitted infections and HIV/AIDs
- to be aware of the reasons for and benefits of abstaining from or delaying sexual activity
- to learn about the responsibilities of parenthood
- to understand the possible impact of risk-taking behaviour such as drinking or drug taking on sexual health
- to learn about school-based, local and national sources of confidential information, advice and treatment

### **3. The Relationship and sex education (RSE) curriculum**

RSE is firmly rooted in our school's Personal, Social and Health Education (PSHRE) framework (Designated specific drop-down for RSE delivery) and is delivered through four interrelated strands:

1. Developing confidence and responsibility and making the most of students' abilities.
2. Preparing to play an active role as citizens.
3. Developing a healthy safer lifestyle.
4. Developing good relationships and respecting the differences between people.

### **4. The organisation of Relationship and sex education (RSE)**

#### **Co-ordination**

RSE is co-ordinated by the Director of PSHRE, church schools and student voice coordinator, C Iglinski. She is responsible for the overall planning, implementation and review of the programme. She monitors the planning and delivery of content, provides appropriate resources, and offers guidance and support in the delivery and assessment of RSE.

1 Corinthians 13:13

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The PSHRE Co-ordinator in line with other curriculum areas will endeavour to keep up-to-date with materials and guidance for RSE. She may lead, organise or inform staff and the wider school community of training and current issues.

### **Staffing**

In 2016-2017 PHSE is delivered as 'drop-down' for Y7, Y8, 9 & 10 as Drop down days led in the main by the tutor team for each year group.

### **Role of Governors**

The governors have been consulted on this policy and have ratified it. The nominated governor for SEN and Inclusion supports the PSHRE co-ordinator in monitoring the implementation of this policy.

### **Training and Development Needs**

We will provide appropriate training for all staff and governors whenever necessary and at least every 3 years. This training should provide the opportunities for staff to clarify their own attitudes and assumptions about RSE, discuss appropriate teaching and learning methods for the delivery of RSE and to update their knowledge and understanding of key issues.

### **Visitors**

We welcome the support of visitors offering specialist support and links with the community. For example, the school nurse, other health professionals and Theatre in Education groups, may be involved at different stages of the programme.

Visitor sessions always complement the existing RSE provision and never replace or substitute teacher-led curriculum provision.

Whenever visitors are involved, teachers will ensure that they have discussed and shared the planning, form and content of the input they intend to provide. Visitors will only provide input alongside teaching staff; the teacher will always be present and be responsible for classroom management and the appropriateness of messages given.

Visitors delivering RSE in a classroom setting need to follow the guidelines on confidentiality (as set out below) and work within the school's value framework and RSE programme. Where appropriate, students will be given the opportunity to ask questions and seek information confidentially.

### **Curriculum delivery**

Curriculum planning for RSE is part of the whole school planning process for PSHRE and is informed by the National Curriculum Science Orders.

Appropriate arrangements will be made for students who are withdrawn from RSE. For example, they will be able to participate in a lesson in another class.

## **5. Delivering the Relationship and sex education (RSE) curriculum.**

### **Teaching and learning methodology**

Teachers and staff will use a range of strategies to deliver RSE but will focus on active and experiential learning techniques. This will enable student participation and involvement in their learning and develop students' confidence in talking, listening and thinking about sex and relationships.

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These techniques, include:

- Establishing ground rules with students - as in all aspects of PSHRE a set of ground rules helps create a safe environment.
- Using 'distancing' techniques.
- Knowing how to deal with unexpected questions or comments from students.
- Encouraging reflection.

## **Resources**

All resources are selected to ensure that they are consistent with the schools ethos and values and support the RSE aims and objectives. Care is taken to ensure resources comply with the school's equal opportunities policy.

## **Differentiation and Entitlement for All**

At Ark William Parker Academy, we are committed to working towards equality of opportunity in all aspects of school life as described in our Equal Opportunities Policy. We will make sure that our RSE programme is inclusive and we will consider the needs of vulnerable groups, such as looked after children in the planning and delivery of our programme.

## **Special Educational Needs and learning difficulties**

Our students have different abilities based on their emotional and physical development, life experiences, literacy levels and learning difficulties, but we will aim to ensure that all students are properly included in RSE. We will, for example use differentiated materials.

Some students with SEN may be more vulnerable to abuse and exploitation than their peers, and others maybe confused about what is acceptable public behaviour. These students in particular will be supported in developing skills to reduce the risks of being exploited, and to learn what sorts of behaviour are, and are not, acceptable. These students may participate in the safer around sex programme as well as the designated curriculum time.

## **Consultation with Students**

A key aspect in employing effective teaching and learning strategies is the involvement of our students in their learning. We will consult with them during lesson time and at school council meetings on issues they would like to cover and we provide opportunities for them to evaluate lessons, resources and teaching methods. We have used information from the Social Norms survey to inform planning for this academic year.

## **Recording and Assessment**

Students are teacher, self and peer assessed according to our PSHRE. Assessment is done through student questions, reflections.

## **Monitoring and Evaluation of the RSE Curriculum**

Teachers and students will evaluate the lessons to aid future planning. Monitoring takes place through liaison between the PSHE Co-ordinator and class teachers. Opportunities for the PSHE Co-ordinator to observe RSE teaching are in place. Students are involved in evaluating the programme – through focus groups and end of unit questionnaires. Leaders complete learning walks on PSHRE days to facilitate the monitoring of the programme.

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## **Liaison with partner schools**

In order to *promote 'lifelong learning about physical, moral and emotional development'* (DfEE) it is important that we consider RSE that students have done in their primary schools. We will make use of existing structures to find out this information.

## **Specific Issues**

We recognise that some aspects of RSE for teachers, students, parents and the wider school community may be considered sensitive or challenging. What constitutes a sensitive/challenging issue is likely to vary according to the individual, group, place or context.

We respect the varied beliefs and values held by our school community, however personal beliefs and attitudes will not influence the teaching of RSE. Teachers and all those contributing to RSE are expected to work within our agreed values framework as described in this policy and supported by current legislation and guidelines.

Teachers will be offered support and training to deliver the programme sensitively and effectively. This may involve support from the PSHRE Co-ordinator, the senior management team / outside agencies and the school nurse.

Students may ask questions or seek information about specific issues. It is school policy to address these questions and provide information in a straightforward age and maturity appropriate way. The school nurse may be used to support this process. In this way, students will be offered reassurance and will have misconceptions corrected.

## **6. Confidentiality and child protection**

Ark William Parker Academy is committed to acting in the best interest of all the individuals within the school community. Relationship and sex education (RSE) should take place within a safe and supportive environment that facilitates relevant discussion. Confidentiality contributes to this and will be used as a ground rule for all RSE lessons. As part of discussions about confidentiality, all students will be informed of the limits to teacher confidentiality and will be told that teachers can keep confidentiality except when the teacher is concerned about their safety or that of another child. Students will also be discouraged from making personal disclosures during PSHRE lessons. As an integral part of PSHRE students will be made aware of confidential sources of information – signposting to services.

As part of RSE at Ark William Parker Academy students will be encouraged to talk to a trusted adult, possibly a parent or carer, if they are having sex or contemplating doing so. Students will also be reminded that the age of consent for heterosexuals and same sex relationships is 16.

There may be cases where a member of staff learns that an under 16 year old is having or contemplating having sex. In this instance the student should be referred to the Safeguarding lead..

**Any concerns should be referred via CPOMs to the Designated Child protection team.**  
**Underage sexual activity will always be considered a safeguarding matter.**

The DfES Guidance states that schools ought to also ensure that the young person 'has been adequately counselled and informed about contraception, including precise information about where young people can access contraception and advice services'.

Referrals can also be made to the school nurse. The school nurse code of conduct will then be invoked.

Staff are also aware of school child protection procedures, local guidance and the DfEE's Child Protection circular 10/95 – "Protecting Children from Abuse: The Role of the Education Service". Staff will reassure students that, if confidentiality has to be broken, they will be informed and supported.

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Personal information about a student is only shared on a need to know basis and in the best interests of the child. All school staff will respect information given to them in confidence. Information about a pupil or student such as a pregnancy or their HIV status will not become a matter for general discussion among staff. This is protected information and shared only on a need to know basis.

## **7. Liaison with Parents and Carers**

Our school aims to share responsibility with parents and carers in the delivery of Relationship and sex education (RSE). We are confident that good communication and sharing our philosophy, aims and purpose of RSE will enable parents/carers to support our SRE programme.

Parents and carers have the right to withdraw their children from all or part of the sex and relationship education provided at school except for those parts included in the statutory Science National Curriculum. Parents and carers who wish to exercise this right should talk with the PSHRE co-ordinator. The issue of withdrawal will be handled as sensitively as possible and alternative arrangements will be made for any child withdrawn from this aspect of the curriculum.

## **8. Health and Safety**

Please refer to the academy Health and Safety Policy which can be found on the academy website: [www.arkwilliamparker.org](http://www.arkwilliamparker.org)

It is important to remember that there are HIV infected and affected children and young people attending schools in East Sussex and we need to recognise that there is no legal obligation for this school to be told of the HIV status of any of our students, staff or parents. Consequently, we need to have good health and safety procedures securely in place.

## **9. Implementation of Policy**

This policy, including the supporting guidance will be implemented and delivered by all staff.

**A summary of this policy is available in the school prospectus.**

## **10. Policy development process, monitoring and review**

This policy was drawn-up in April 2017.

It followed a consultation process with staff, governors, students and parents of the school. These groups were involved at different stages and in different ways in this policy development.

The review and monitoring of this policy will be the responsibility of the PSHRE Co-ordinator and will include:

- Review of planning and guidance.
- Liaison with class teachers.
- Classroom observation in line with other curriculum areas.
- Carrying-out a regular audit of provision in order to ensure we are meeting the needs of all our students and delivering an effective programme.
- Release time for the Co-ordinator to enable him / her to carry out the above.

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Governors in liaison with class teachers have the opportunity to observe RSE sessions. The PSHRE Co-ordinator is available to discuss the RSE programme with them informally. S/he will report formally to the governors annually.

## **Appendix : Specific Issues**

**Teaching may cover the following topics**

- **Abortion**
- **Contraception**
- **Family Life**
- **HIV/AIDS, Sexually Transmitted Infections (STIs) and Sexual Health**
- **Sexuality**
- **Child sexual exploitation**
- **FGM**

The DfES SRE guidance 2000

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## **Teaching and Learning:**

### **Ground rules**

Some examples of RSE ground rules. It is a good idea to try and have no more than five, as any more will prove difficult to remember and uphold.

- Be kind to each other...therefore no put downs
- No personal questions
- Listen to each other
- Be honest...therefore say what you feel and believe and not what you think you should say, e.g. for the teacher or your friends
- Have fun
- Join in if you can... therefore you can pass
- Keep confidentiality
- Use words we all feel comfortable with

### **Active learning strategies**

The following active learning strategies encourage students to practise skills, use their knowledge and understanding, explore and exchange views:

- Discussion & sharing ideas
- Listening exercises
- Case studies and scenarios
- Trigger drawings, story boards, photographs as a basis for problem-solving
- Role-play and discussion
- Videos and films
- Using puppets
- Questionnaires and quizzes
- Story telling
- Attitude grids

### **Consultation with students**

Such as through:

- Graffiti sheets, where students write their responses to a session.
- Question Boxes, students are given the opportunity to write down any questions or concerns they have and post them in a question box, which the teacher can open and consider first before responding to the students.
- Circle-time sessions, with the focus on evaluating a particular aspect of RSE.
- Devising and completing questionnaires.
- Using continuum lines, where students can respond to a question on an aspect of RSE by standing on an imaginary line of 1-10, e.g. how helpful did you find that session?
- Review the RSE programme through the school council.

**Agenda setting** - activities should be used to find out what students already know and have strong feelings or opinions about. This should make an impact on lesson and programme content and delivery making clear links with the worlds of children and young people outside the school. Activities could include writing ideas and responses on displayed graffiti sheets; quizzes; paired interviews; rounds; question boxes or human bingo.

**Distancing techniques** - all students need help to discuss sensitive issues and develop their decision-making skills in a safe environment. Techniques to depersonalise discussion can avoid embarrassment and polarised debate as well as protect privacy and include role-play; use of third person; case studies with invented characters and the use of stories, magazines, photographs and videos.

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**Values clarification** - a critical objective of RSE is to help students develop their values and their attitudes to relationships within a moral framework a number of methods enable students to compare their views with others and to appreciate the spread of opinion in a group. Misunderstandings and assumptions will need attention and challenging. Students can form an attitude continuum to show how strongly they hold a view; visual images can be discussed; cards with beliefs or opinions written on them can be sorted into agree/disagree or important/not important piles for discussion and comparison with other groups

**Problem Solving** - problem solving about relationships and situations associated with sexual health is a key and complex skill that is an essential component of an RSE programme activities should give opportunities to practice personal and social skills to include clarifying the problem, generating different solutions and evaluating and selecting the best way forward. Methods could include using problem page activities; conflict resolution strategies and a carousel or fish bowl arrangement to encourage lively paired work with a rehearsal of a specific solution or skill, such as saying no to unwanted sexual pressure.

**Encouraging reflection** - learning from experience necessarily involves reflection and is crucial as it encourages students to consolidate what they have learned and form new understanding, skills and attitudes. Time should be set aside during and at the end of a session for the group to discuss what has happened, based on the following questions: What happened? How did I feel? What did I learn? How can I apply what I have learned?

### **Faith and religion**

As stated in the example policy it is important that a school's RSE programme values different faith, religious and secular perspectives. Furthermore, we need to create a safe framework in which parents and carers from faith communities and members of the wider community understand more about RSE, are able to discuss their views and beliefs and to feel involved with the process of developing RSE.

One aspect of this would be for teachers to further develop knowledge of different faith perspectives on RSE. However, it is equally important that assumptions are not made about an individual or a family from a particular faith background as they may hold very different views. *Faith, Values and Sex Education*, Sex Education Forum 2002, has an excellent section on different faith perspectives. In East Sussex and Brighton and Hove, the LEA Travellers' services can provide information and resources on gypsy traveller views on RSE.

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