

John Port Spencer Academy



RELATIONSHIPS AND SEX EDUCATION (RSE) POLICY

Safeguarding Team

Lead Designated Safeguarding Lead: Mr L Shepherd

Deputy Designated Safeguarding Lead: Mrs C Golaub

Designated Lead for Mental Health: Mr W. Perry

Designated Lead for Prevent: Mr N Collier

Designated Teacher for Looked After Children: Mrs K Thomas

Designated Lead for Sixth Form: Mrs G Barnett

Safeguarding Officer: Miss Southall

Acting Safeguarding Officer: Mrs M Pemberton

Designated Link Governor for Safeguarding: Emma Twigg

Revised: November 2018

To be reviewed: December 2019 or before

Relationships and Sex Education Policy

1. Section 1: Legal Framework

In formulating this policy for RSE the Governors have taken account of the following requirements placed on them by legislation.

Key legislation includes the 1996 Education Act which consolidated previous legislation concerning Sex and Relationships Organisation and the 2000 Learning and Skills Act which provided additional guidance.

A summary of legislation can be found in the FPA Factsheet (Sex and relationships education factsheet (PDF)) and the most up to date parliamentary guidance on SRE can be found in the parliamentary note dated March 2017 ([Policy statement: relationships education, relationships and sex education, and personal, social, health and economic education](#)).

There is also some later guidance from Ian Bauckham to advise government on improving Relationships and Sex Education in schools dated November 2017 (Relationships and Sex Education for the 21st Century)

2. Section 2: Description of Policy Formation and Consultation Process

The policy has been formed by the Assistant Vice-Principal in charge of Safeguarding. All staff who are concerned with teaching sex education are involved in discussing materials and classroom strategies.

3. Section 3: Relationships and Sex Education - definition

RSE is a broad term for the learning about physical, moral and emotional development that students need in order to understand their own and others sexuality. Whilst knowledge of biology and the reproductive system is important, sex education is concerned with attitudes and values, personal and social skills, respect for self and others, family, stable loving relationships, feelings, gender roles and decision-making. It is about the physical, emotional, social, moral and legal dimensions of human sexuality as well as factual teaching about sex, sexuality and sexual health.

4. Section 4: Aims and Objectives of School Relationships and Sex Education Policy

1. To offer leadership to the Academy and its wider community with a positive approach to education about sexuality and relationships.
2. To make explicit the values on which the sex education in the Academy are based.
3. To identify where responsibility lies.
4. To provide guidance for teachers in the classroom.
5. To inform teaching staff, new staff members, parents, inspection teams, and external agencies.
6. To support staff involved in teaching RSE.
7. To satisfy the legal requirement that governing bodies maintain a written statement of their policy on the provision of sex education (Education Act 1993)

5. Section 5: Underlying Principles

1. RSE is an integral part of the way in which the Academy promotes the spiritual, moral cultural and physical development of students and prepares students for the opportunities, responsibilities and experiences of adult life.
2. Self-esteem and respect for others are at the heart of good personal, social and health education and therefore of good sex education.
3. RSE is vital in helping young people to develop a mature, responsible attitude to their sexuality in a society where clear rules of behaviour, gender roles, family structures and values are changing and developing.
4. The young person is placed at the centre of our focus; his/her needs, rights and current stage of development are recognised and respected.
5. It is recognised that learning about RSE is a lifelong process that occurs not just in the classroom but the home and in the informal settings of the peer group and the community.

6. We acknowledge that students come from different backgrounds that may have varying attitudes to the values of responsibility, fidelity and respect that are stated in this policy.
7. We recognise that different sexual orientations and different codes of sexual behaviour exist. Our task is not to pass judgement but to emphasise respect, tolerance and dignity.
8. Morality develops from birth through life's experience. We may influence young people's morality by example, not exhortation, and by reasoned discussion rather than by instruction.
9. It is important to address sensitive issues with openness and frankness, as young people are aware of and wish to discuss these topics. The avoidance of sensitive or controversial issues leaves young people more confused, poorly informed and at risk.

6. **Section 6: Aims and Objectives of Relationships and Sex Education**

1. To help and support young people through their physical, emotional and moral development and to provide reassurance that change is part of life and to help students cope with these changes.
2. To discover what students know, understand, think and feel and to identify and respond to their needs ensuring that boys as well as girls feel fully involved.
3. To generate a classroom atmosphere in which students feel they can ask questions and discuss sexual matters freely and without embarrassment.
4. To counteract misleading information, folklore and false assumptions about 'normal' behaviour.
5. To understand that religious and cultural background affect individual attitudes to sexuality.
6. To develop awareness of sexual identity, to challenge sexism, homophobic attitudes and prejudice, and to promote respect for the range of different lifestyles in society today.
7. To help students recognise the importance of values, individual conscience and moral and ethical considerations with regard to sexual behaviour.
8. To help students understand the value of long-term, stable, loving relationships for the nurture of children.
9. To build self-esteem and an appreciation of the need to respect and care for self and others.
10. To encourage students to appreciate the short and long term consequences of choices made for self and others and that each individual is responsible for his/her own body.
11. To develop a growing understanding of risk and safety and the motivation and skills to keep themselves safe.
12. To help young people affirm their rights to be able to resist unwanted touch or advances and to communicate about such matters.
13. To help young people understand what consent is
14. To encourage positive, confident management of emotions and relationships through communication, discussion, assertiveness, negotiation and conflict management.
15. To develop critical thinking skills as part of decision-making.
16. To make clear connections between risk –taking behaviour in sexual matters with other risk taking behaviours – alcohol, smoking, drug-taking.
17. To provide knowledge about the processes of reproduction, contraception, sexually transmitted infections the nature of sexuality and relationships.
18. To encourage confident acceptance of sexuality by providing appropriate vocabulary for all parts of the body and encouraging positive attitudes to all bodily functions.
19. To enable students to accept that young people develop and grow (physically, emotionally and socially,) at different rates. To inform them of body changes, body image and stereo-typing.
20. To give information on the risks involved in early sexual activity, statistics relating to sexual behaviour and young people and to make them aware of the pressures to have sex and that it is okay to wait until they know they are ready and that they have the right to refuse unwanted or unprotected sex.
21. To ensure that all students are fully aware of the need for safer sexual practices
22. To provide current information on local/national provision for contraception and sexual health support services.
23. To make students aware of the dangers of grooming and of the risks of engaging with strangers on the internet
24. To make students aware of the risks of Child sexual exploitation
25. To make students aware of the risks of Sexting

7. **Section 7: Moral and Values Framework**

RSE is not value-free. Underpinning our teaching is the belief that we should foster the following values:

1. **Dignity:** students are to be encouraged to behave in ways that are not damaging to their self-respect.
2. **Integrity:** we reinforce students' ability to make their own choices and be able to resist pressure.
3. **Respect for self and others:** sexuality can be expressed through a range of relationships; exploitation is wrong; what people do in private with mutual consent is their own business, but maintaining self-respect is important.
4. **Responsibility:** both sexes have responsibility. All of us have responsibility for our partners and ourselves.
5. **Sensitivity to others' needs:** we accept that the origins of different sexual orientation are not known. Different cultures have different customs and beliefs; families are different.
6. **Loyalty and fidelity:** These are goals within relationships to which we should aspire.

8. **Section 8: Student Entitlement**

1. The governors believe that all students are entitled to a sex education programme which encourages the understanding, tolerance and valuing of different views and beliefs.
2. Students are entitled to sex and relationships education which provides knowledge and understanding, encourages the development of personal and social skills and of positive attitudes and values.

9. **Section 9: Working with Parents**

1. Parents are key figures in helping their children to cope with the emotional and physical aspects of growing up and in preparing them for the responsibilities of sexual and emotional maturity. The Academy sex education programme aims to complement and support the role of parents.
2. **Informing parents:** The governors' policy statement on sex education is freely available to all parents on request.
3. **Withdrawal of students:** The Academy will inform parents of their right to withdraw children from aspects of sex education other than those included in the National Curriculum.

10. **Section 10: Organisation of Relationships and Sex Education**

1. RSE in its broadest sense may be addressed in several curriculum areas, e.g. English, Science, RE and Drama etc. as students explore attitudes, values and relationships. The main focus will be through Enrichment Days and Science in Years 7, 8,9,10 and 11. The content for Science is clearly defined in the National Curriculum Science Order. The Academy will provide a sex education programme in addition to the Science programme to include the teaching of STIs, HIV and Aids as required by legislation. The programme will include other aspects of human sexual behaviour such as human sexual behaviour, human relationships, contraception, harassment, risks, consequences and responsibility.
2. **Teaching Groups:** Key Stage 3 and Key Stage 4 [Years 7, 8, 9, 10 & 11] RSE teaching is delivered through the enrichment programme [a combination of teaching staff and health professionals].
3. **Pastoral Care:** The tutorial system will support and complement the sex education curriculum especially in Years 7 and 9 where there is no separate teaching provision.

11. **Section 11: Support for Teachers on Specific Issues**

Staff Development

The governors recognise that sex education can be a sensitive issue and teachers may welcome support and training. Provision will be made available for teaching staff to clarify legislation, curriculum requirements and Academy policy, and to consider appropriate teaching approaches and materials.

Advice to under 16s

Teachers will offer advice and support to students in line with the Academy's policies on pastoral care. Where an individual student asks for specific advice on contraception or other aspects of sexual

behaviour, they should be encouraged to seek advice from their parents, and, if appropriate, from health service professionals, e.g. G.P., school nurse, school doctor.

Confidentiality

Within the RSE programme, teachers will advise their teaching groups that confidentiality has to be respected by health professionals. Teachers will also respect confidentiality but where a student under 16 years discloses 'that they are having or contemplating having sex' DFE Circular 0116/2000 states that 'the Academy ought to be in a position to ensure that:

- wherever possible, the young person is persuaded to talk to their parents or carer; any child protection issues are addressed; and
- that the child has been adequately counselled and informed about contraception, including precise information about where young people can access contraception and advice services.'

Role of the Health Professional

Health professionals are bound by their professional codes of conduct to maintain confidentiality. When working in a classroom situation, they are also bound by relevant Academy policies. Outside the teaching situation they can: give one to one advice or information to a pupil on a health related matter including contraception and exercise their own professional judgement as to whether a young person has the maturity to consent to medical treatment.' DFEE 0116/2000

From September 2000 the Specialist Nurse School Health has provided a "drop in" facility for students seeking information regarding emergency contraception.

At the beginning of each academic year the Specialist Nurse School Health will speak to students in Year 8 onwards in either registration/tutor time or in assembly about this extra support for students.

It will be emphasised that the protocol is set by the Community Health Services NHS Trust and, as per the case law of the GILLICK RULING, referrals will be in complete confidence, unless a child protection issue is raised. In this event referral to the Academy Child Protection Coordinator and the Social Care, where appropriate, will take place.

With the consent of the student, the Specialist Nurse School Health would act as a "go between" for the student, the G.P. and the sexual health clinics.

Safeguarding Procedures

Where a student discloses sexual abuse, or where a teacher has reason to suspect abuse, immediate action must be taken in line with the Safeguarding Procedures. The Academy's Designated Safeguarding Lead will advise on these procedures and involve Social Care (Starting Point and First Contact)

Student Withdrawal Procedures

The Senior Leadership Team will inform teaching staff of arrangements made to accommodate individual students withdrawn from the RSE programme. (See Section 3 - The Legislative Context for Sex Education). Where discussion of aspects of sexual behaviour occurs in curriculum areas other than within the sex education programme, such students will not be withdrawn from the lesson provided that the discussion is set within the context of the other subject concerned.

12. Section 12: Dissemination of the policy

The policy is available on the Academy website and to all staff on the Academy intranet under Safeguarding.