

RELATIONSHIPS AND SEX EDUCATION POLICY

Relationships and Sex Education Policy

At FPHS, our core purpose is to provide a compelling learning experience, underpinned by creativity and consistency. Our values promote respect, tolerance and democracy within an environment that builds positive relationships and celebrates diversity. The delivery of relationships and sex education not only fulfils a legal requirement but allows further opportunity for pupils to understand the world we live in today and the importance of personal choices.

Relationships and sex education is about understanding the importance of stable and loving relationships, respect and care. Pupils learn the significance of marriage and of mutually supportive relationships outside of marriage. It teaches about sex, sexuality and sexual health in a safe and supportive environment. As a school who is proud to be inclusive and diverse, it is crucial that an understanding of individual identity is developed, that pupils are allowed to express and challenge opinions and that factual information ensures pupils make the right choices in living a healthy and fulfilled life.

The main topics covered through PSHE include:

Healthy Relationships

Valuing difference

Keeping safe

Relationship and sex education

Aims

- To help and support pupils through their physical, emotional and moral development
- To help pupils learn to respect themselves and others
- To give pupils the skills and understanding they need to successfully negotiate the transition from childhood to adulthood
- To reduce or delay sexual activity and support local and national strategies to reduce teenage pregnancy
- To highlight the risks involved with STIs
- To equip pupils with an understanding of mutually supportive loving relationships within a diverse, multi-cultural society
- To promote a critical awareness of the different attitudes and views on relationship education within society including the influence of the media and the challenges presented in growing up in an increasing online world

Key Principles

- It is a legal requirement that all schools have an RSE policy. The policy takes into account the social and cultural profile of the school community and is available to parents and other stakeholders.

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- All pupils have an equal entitlement to relationships and sex education.
- The relationship and education programme is firmly embedded in the PSHE framework.
- The effective delivery of sex and relationship education is an important part of Falinge Park High School's curricular and pastoral provision.
- The overall responsibility for drawing up this policy lies with the Governing Body and Headteacher, who take into account the views of other stakeholders. A Deputy Headteacher holds line management responsibility linked to PSHE provision across the school and the member of staff with responsibility for PSHE co-ordinates the delivery of RSE within the agreed schemes of learning. The pastoral team provide important support, guidance, information and advice which complement RSE provision.
- Staff who deliver relationship and sex education will receive appropriate training and support in order to develop a clear understanding of its purpose and to feel confident in delivering the programme.
- The RSE programme is integral in developing healthy young people who are equipped to make informed choices as they mature into adulthood.
- The RSE policy and programme of study is in accordance with the National Curriculum PSHE programme of study for both KS3 & 4 and the legal framework within which it pertains.
- Curriculum provision is responsive to local and national issues that hold relevance to our pupils and their communities

2. The Provision

RSE is delivered through the PSHE. Teaching is appropriate to age, sensitive to cultural and religious background and inclusive of gender, sexual orientation and disability. In Years 7 and 8, the primary focus is on personal identity and transition and healthy lifestyles whilst more aspects of RSE such as intimacy, consent, choices and consequences are covered in Years 9 and 10. Year 7 Science lessons include a unit of work on human reproduction. Science in later years also expands understanding in relation to topics such as genetics in Year 10. Crosscurricular reinforcement in subjects such as RE, Humanities and English allow exploration and evaluation of cultural, religious and social values and attitudes towards relationships and sex. Pupil leadership programmes, targeted intervention with specified groups, external providers working with year groups or particular cohorts also contribute significantly to safeguarding our pupils through providing knowledge and understanding of

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3. Guidelines on Teaching Sex and Relationship Education

Sex education should be set within a broader base of self-esteem and responsibility for the consequences of one's actions.

Teaching should:

- consider the starting points of pupils
- establish a safe and secure learning environment
- focus on relationships, love, commitment and the responsibilities of parenthood as well as sex
- focus on boys and young men as well as girls and young women
- build self-esteem
- teach the taking on of responsibility, and consequences of actions, in relation to sexual activity and parenthood
- provide information about contraception and where/how to access further advice
- use pupils as peer educators where possible
- give a clear understanding of the arguments for delaying sexual activity and resisting pressure
- link sex and relationship education to other issues of peer pressure like drugs, smoking and alcohol;
- ensure pupils understand the law and how it applies to sexual relationships;
- take account of cultural sensitivities;
- deal with homophobic, transphobic or biophobic bullying
- provide opportunities for pupils to reflect on the relevance of RSE to their personal circumstances
- ensure language used during explanations, questioning and discussions is free from bias
- ensure materials, including images, are content appropriate and do not create a sense of shock or fear

Teaching Strategies

It is good practice to set out ground rules to help create a safe environment in which pupils do not feel anxious or embarrassed by ensuring the following:

- a) teachers/health professionals will not have to answer personal questions
- b) no pupil will be forced to take part in a discussion
- c) pupils will be encouraged to use appropriate terminology
- d) meaning of words will be explained in a factual way – reinforcing correct terminology
- e) incorrect and inappropriate use of language will be challenged

Teachers will use **distancing techniques** which involve de-personalising discussion and using role play to 'act out' situations.

Teachers will be given training on how to respond to difficult questions. The ground rules should reduce the chance of a difficult personal question being asked. If a question is asked that is too personal or too explicit then the teacher should:-

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- a) acknowledge the question and promise to speak to the pupil later on an individual basis

and/or

- b) in consultation with the appropriate member of the pastoral support team, refer the pupil to an appropriate agency – nurse, helpline, counsellor or intervention team

4. Specific Issues when teaching Sex and Relationship Education

Adults who work in schools are in a position of trust and are expected to work within the agreed parameters of this document.

Staff must be aware of the school's safeguarding policy and procedures, as the teaching of RSE may raise the sensitive issue of child abuse. Guidance from the DFE, *Keeping Children Safe in Education (Sept 2016)*, sets out how all agencies should work together to promote children's welfare and protect them from abuse and neglect.

Disclosures from pupils may take place and they should be reassured that their best interests will be maintained. They will be encouraged to talk to their parents or carers. They should be informed that any information may be shared with the DSL or other members of the pastoral team whilst being reassured of support. If there is a child protection issue, it must be logged on *My Concern* and the DSL directly informed if deemed necessary (in cases where there is immediate danger to the pupil(s) in question).

RSE staff should give pupils information about different types of contraception and should be in the position to provide additional information about where confidential advice and counselling can be obtained.

A key task for schools is to promote healthy relationships including:

- strategies for the beginning an intimate relationship
- managing the breakdown of a relationship
- managing an exploitative relationship
- recognising and managing the influence of the media on sexual relationships
- how to safely manage relationships in online and digital environments

National and local statistics should be used as the basis for discussion. In discussing moral issues, the religious and cultural beliefs of pupils and their parents should be explored and respected. Pupils should develop the understanding to support sensible choices and the confidence to challenge perceived social norms, such as those presented in the media. Highlighting issues related to peer pressure and other risks linked to drugs and alcohol is an important aspect of the provision.

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5. The Role of Parents and Carers and the Community

Research shows that children and young people prefer receiving their initial relationship and sex education from their parents and families, with schools providing further knowledge and understanding alongside statutory RSE education. However, many parents find it difficult to talk to their children about these issues. The teaching of some aspects of RSE might nevertheless be of particular concern to some parents. Parents may need to be reassured that the personal beliefs and attitudes of school staff will not influence the teaching of RSE which should be within the agreed values and framework of this policy and the Government framework for PSHE.

Parents have the right to withdraw their child from all or part of RSE delivered within PSHE but not from that which is included in the statutory NC for Science. If any parent wishes to withdraw their child from RSE delivered within PSHE, they should contact the Headteacher directly.

The wider community will be involved at different times. Health professionals and other external providers have a role to play and may work with school staff in delivering some aspects of RSE. It is essential that the teacher is present in the lesson at all times if a visitor contributes to the delivery of RSE.

6. Review

This policy will be reviewed in line with other school policies by a designated member of SLT in conjunction with stakeholders.