



Relationship and Sex Education Policy

CATEGORY:	Policy
CLASSIFICATION:	Operational
PURPOSE	Policy covering the scope and responsibility for the delivery of relationship and sex education within the school
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Context

'A caring and developmental Relationships and Sex Education programme needs to be more than just biology and the fundamentals of reproduction. Young people want reassurance about their body image, behaviour, feelings and relationships. They also need knowledge and skills appropriate to their level of maturity and developmental needs'. Ofsted 2002

In accordance with Ofsted recommendations above and taking into account the 2013 Ofsted recommendations from the review into PSHCE 'Not yet good enough', sex education at Bridgnorth Endowed School is regarded as a positive opportunity for young people to understand and to be in control of their development and sexuality. We refer to relationship and sex education (RSE) in accordance with the Respect Yourself RSE scheme of work.

All staff are aware that the school has an updated Relationships and Sex Education. The policy is formulated from consultation. The policy has been updated by the school PSHCE team, taking into account views from pupils, parents/cares, staff and governors, with advice from Shropshire Council Health Development officer.

This policy is a working document which provides guidance and information on all aspects of RSE in the school for staff, parents/carers and governors. The document is available on request and reference is made to it in the school prospectus. It is updated every two years.

1. Policy Statement

RSE is lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings (Sex Education Forum 1999).

Effective RSE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables young people to make responsible and informed decisions about their health and well-being.

This policy adheres to and is consistent with the 1996 Education Act consolidates all relevant previous legislation and states that all secondary schools are required to provide an RSE programme that includes (as a minimum) information about sexually transmitted infections and HIV/AIDS. The sex education elements contained in the National Curriculum Science Orders are also mandatory. All schools must provide an up to date policy that describes the content and organisation of RSE provided outside the National Curriculum Science Order. The DfE Sex and Relationships Education Guidance (2000) supports this legislation and suggests that schools should set sex education within a broader base of self-esteem and responsibility for the consequences of one's actions.

Other related policies and documents include the PSHCE Policy, Anti-Bullying Policy, Drug Education Policy, Child Protection Policy and the Equality document, Working with under 18 sexually active young people.

2. Aims and Objectives

In addition to the school's aims, the policy will include the principles that all young people are entitled to responsible and relevant sex education as a key element of PSHCE. Sex and relationship education is provided in a way that encourages students to consider morals and the value of family life.

2.1 Aims

- To help develop self-esteem and self-confidence in young people as a foundation for safe, healthy, responsible and caring relationships;
- To assist a positive and confident attitude about the physical, emotional and moral aspects of sexual maturity.
- To promote understanding of sexual attitudes and behaviour;
- To assist the development of informed, reasoned and responsible decisions;

2.2 Objectives

- Knowledge and understanding of personal relationships, risks and responsibilities
- Inclusion of moral/family values, religious values, gender roles and stereotyping;
- Provision of opportunities for students to examine their own and others' attitudes towards sexual activity and related issues;
- To promote an awareness of peer pressure and encourage the development of assertiveness and confidence to cope with peer pressure;
- To develop other personal skills; listening, communication, empathy, consideration, self-esteem;
- To raise awareness of sources of help and to develop the skills to use them
- To promote a partnership with parents.

2.3 Moral and Values Framework

The RSE programme at Bridgnorth School reflects the school ethos and vision for 'happy, secure, inspired and confident pupils' and demonstrates and encourages the following values:

- Respect for self;
- Respect for others;
- Responsibility for their own actions;
- Responsibility for their family, friends, schools and wider community.

2.4 Equal Opportunities Statement

The school is committed to the provision of RSE to all of its pupils. Our programme aims to respond to the diversity of children's cultures, faiths and family backgrounds.

The RSE education programme offers the students the opportunity to develop and clarify the attitudes and values in relation to gender roles, stereotyping and to the concepts of masculinity and femininity.

The programme seeks to counteract assumptions in society, e.g. passivity of females, women as 'homemakers', men as breadwinners, men as aggressors. It looks to the need for students to build self-esteem and develop decision-making skills. Open debate is encouraged by means of a friendly and caring environment.

All students have equal access to all aspects of the curriculum which is relevant to their individual needs. Equal time and provision is allocated for all groups but there may be occasions where pupils with Special Educational Needs are given extra support from SEN staff or other appropriate staff.

3. Scope

3.1 Shropshire Respect Yourself Relationship and Sex Education programme is a comprehensive scheme work 6-11 s being delivered from September 2013. The content of the programme will be developed and monitored by the Assistant Headteacher (Curriculum) and the Opening Minds PSHCE and core teams' led by the Heads of School. (See appendix 1 for overview.)

The emphasis is upon relationships and we refer to relationship and sex education (RSE). The Shropshire scheme has three components:

- Knowledge and information
- Skills and self-esteem (such as decision-making and assertiveness)
- Attitudes and values clarification.

The materials for each year include pupil consultation, baseline assessment and review and reflect exercises and sue active learning techniques. The materials and images used aim to reflect the age, identify and cultural background of a range of young people. The Shropshire scheme uses clips from the SENSE DVD. Pupils are encouraged to ask questions and seek advice and support from reliable and confidential sources of support, including parents, family, pastoral team and the CHAT service.

3.2 Opening Minds

Pupils learn how good relationships can promote mental well-being, how to manage their feelings positively and how to manage changing relationships. They learn the law relating to sexual behaviour, how to develop skills of assertiveness in order to resist peer pressure and stereotyping. They build on the primary content of valuing themselves and understanding their changing bodies.

3.3 Year 9

Pupils learn how good relationships can promote mental well-being, how to manage their feelings positively and how to manage changing relationships. They learn the law relating to sexual behaviour, how to develop skills of assertiveness in order to resist peer pressure and stereotyping, sources of advice & support and when and where to get help, such as from a genito-urinary medicine clinic.

3.4 Development Phase

Pupils learn to recognise the influences and pressures around sexual behaviour and respond appropriately and confidently seek professional health advice. They learn how HIV and

other sexually transmitted infections affect the body, how different forms of contraception work, the risk of early sexual activity and the link with the use of alcohol. Arguments around moral issues such as abortion, contraception and the age of consent are also considered.

The scheme of work, DVD and accompanying resources are available to parents/carers and informative books are available to pupils in the library and from the pastoral support office.

4. Implementation

RSE is not delivered in isolation but firmly embedded in all curriculum areas, including Personal, Social Health Education (PSHE) and citizenship. In accordance with Ofsted recommendations a specialist team has been identified. They receive support, advice and training on the materials. Guidance is provided on answering difficult questions, differentiation and single gender working.

The team delivers in curriculum time and phase leaders liaise with tutors and consult child protection leads as appropriate. Delivery is in timetable curriculum lessons, mixed ability groups, approx. 5/6 lessons over the year, delivered in a block module.

The longer term plan would be to liaise with our partner primary schools and the other secondary Bridgnorth secondary school. And, in accordance with Ofsted recommendations '*Secondary schools should liaise with their feeder and receiver schools to ensure continuity and progression across the phases'....'the transition from primary to secondary is particularly important ;SRE in year 7 should reinforce and builds upon SRE in primary school'*

Bridgnorth Endowed School believes in the importance of training and support for staff delivering this has been put in place and CPD opportunities have been taken up. Staff are encouraged to access appropriate training and support to help them deliver effective RSE.

5. Monitoring and assessment

The Shropshire scheme includes baseline assessment and tracking tool, enabling pupils' knowledge, confidence and ability to access help and support to be identified and measured before and after module delivery. The data will be used to track individual pupil progress, and can be analysed by gender and cohort. In addition liaison with CHAT service, targeted youth support and school nurse will provide anonymous information to inform the programme.

Liaison with tutors, using baseline information will help inform tutor group discussion and staffs' pastoral care role. In a co-ordinated way staff will work together using baseline information to build pupil confidence and address any vulnerability or concerns identified.

Assurance

- The school keep the Governing body updated on the delivery of the RSE programme in school.
SLT will report to Governors via the Curriculum committee on a yearly basis.
 - The link Governor for PSHE will also have the opportunity to visit lesson/s on their visit to school.
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