



NETHERTHORPE SCHOOL

SCIENCE AND MATHEMATICS COLLEGE

Learn • Enjoy • Succeed

# Netherthorpe School

## Relationships & Sex Education (RSE) Policy

September 2020

Last Approved: September 2020

Next Review: September 2022



## Intent

### Why Do We Teach Relationships and Sex Education?

This school policy is in line with current regulations from the Department of Education (DfE) on Relationships Education, Relationships and Sex Education (RSE) and Health Education (July 2019).

Relationships and Sex Education (RSE) and Health Education are taught in this school as statutory subjects, through an integrated Personal, Social and Health Education (PSHE) programme of work which is delivered through Personal Development at Netherthorpe School.

Relationships and Sex Education make a significant contribution to the school's legal duties to:

- prepare pupils for the opportunities, responsibilities and experiences of adult life, and
- promote the spiritual, moral, social cultural (SMSC) mental and physical development of pupils.

It is taught in the context of the following aspects of our school values – **Learn, Enjoy, Succeed**. Students are at the centre of our school community, and it is essential that they leave school possessing an understanding of SRE so that they are able to make informed decisions as part of their adult lives.

Relationships and Sex Education is defined by the PSHE Association as *'learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health'*. This content is delivered in an age appropriate way in our school with regard to the age and stage of pupils. As well as acknowledging the diverse sexual identities (LGBT+) which are present within our society.

The *aim/intention* of Relationships and Sex Education in our school is to equip children and young people with the information, skills and values they need to have safe, fulfilling and enjoyable relationships and take responsibility for their physical, sexual and emotional health and wellbeing.

We recognise the central importance of relationships in supporting children and young people's mental health and wellbeing, academic achievement and future success. We aim to put in the key building blocks of healthy respect.

Our programme also aims to support pupils in their personal development with regard to attributes such as kindness, integrity, generosity and



honesty. These approaches support our wider work of building resilience in our pupils.

We focus on attitudes and values, skills and as well as knowledge and understanding. This will include developing self-esteem, the skills to manage relationships and most importantly keep themselves safe in all their relationships.

As a school we utilise various bodies of research from Public Health England to Derbyshire County Council sourced data. Students are at the centre of this provision, which is why we value the power of using Student Voice to inform our curriculum planning. Research has shown that young people who feel good about themselves, and are knowledgeable and confident about relationships and sex, are more likely to be discerning in their relationships and sexual behaviours and to have fulfilling relationships.

As a school we recognise the impact of social media, the media and the digital world on our children and young people. We aim to deliver an RSE programme that recognises and addresses this to ensure that pupils know how to keep themselves and their personal information safe.

## Implementation

### Curriculum Content

The DfE recognises 5 elements to Relationships and Sex Education. These are:

- Families
- Respectful relationships including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

In Key Stage 3 (age 11- 14) students will learn about the following within an RSE context:

<b>Year 7</b>	Families, respectful relationships (including friendships), the law on indecent images, grooming, Female Genital Mutilation (FGM), reproduction, pregnancy, law on sex, an awareness of contraceptive methods and the prevention of Sexually Transmitted Infections (STIs), an awareness of choices for someone who is pregnant.
---------------	--



<b>Year 8</b>	Commitment, marriage, civil partnerships, roles and responsibilities within the family, healthy relationships including intimate relationships, gender and sexual identity, law on accessing pornography and sharing sexual images, consent and child sexual exploitation, choices around sex and intimacy, basic facts regarding contraception and basic information about STIs.
<b>Year 9</b>	Teenage parenting, legal status of different types of commitment, safe, unsafe, healthy and unhealthy intimate relationships (including reference to the use of drugs and alcohol), sexual harassment and the law, conflict within relationships, types of domestic abuse and coercive control, pornography and the distorted picture of sexual behaviours, use of alcohol and sex, STIs and treatment as well as contraceptive options and how to access them.

In Key Stage 4 will learn about the following within an RSE context:

<b>Year 10</b>	Forced marriage, abusive relationships, child sexual exploitation, pornography and the distorted view of sex through its impact on relationships, choices around pregnancy, HIV transmission, treatment, coping with sexual pressure, as making informed choices regarding contraception within a relationship.
<b>Year 11</b>	Laws around sexual violence, harassment and rape as well as support available, gangs, initiation and sexual abuse, facts about reproductive health, the impact of drugs and alcohol on sex.

In Key Stage 5 will learn about the following within an RSE context:

<b>Year 12</b>	Difficulties in relationships and where to access support, reality of being a parent, benefits of breastfeeding, the menopause, miscarriage, fertility support, risks and sexual behaviour.
<b>Year 13</b>	

**Some elements of sex education are statutory.**

Learning about 'the changing adolescent body' is part of statutory Health Education.

National Curriculum Science is also statutory.



At key stage 3 and 4 this includes teaching about reproduction in humans, for example the structure and function of the male and female reproductive systems, menstrual cycles, gametes, fertilisation, gestation, birth and HIV/AIDS.

## Key Stage 4

### *The relationship between health and disease*

- Communicable diseases including sexually transmitted infections in humans (including HIV/AIDs)

## Equality

This school delivers RSE with regards to the Equality Act 2010 and observance of the protected characteristics of age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership and sexual orientation. We recognise that children have varying needs regarding RSE depending on their circumstances and background. The school believes that all people should have access to RSE that is relevant to their particular needs. To achieve this, the school's approach to RSE will take account of:

- Girls tend to have a greater access to RSE than boys through the media and at home. We will consider the particular needs of boys, as well as girls, and use approaches that will actively engage them. We shall also be proactive in combating sexism, misogyny, sexualised behaviour and sexist bullying. We will foster healthy and respectful peer-to-peer communication and behaviour between boys and girls.
- Some pupils may have learning, emotional or behavioural difficulties, or special educational needs or disabilities (SEND) that result in particular RSE needs at times which we will support. We will ensure that RSE is accessible to all pupils through high quality teaching that is differentiated and personalised. We will also be mindful of preparing for adulthood outcomes as set out in the SEND code of practice when teaching these subjects to those with SEND.
- Different ethnic cultural and religious groups may have different attitudes and beliefs with regard to RSE. The school will consult pupils and parents/carers about their needs, take account of their views and promote respect for and understanding of the views of different ethnic, cultural and religious groups in line with safeguarding and school's statutory duty to keep pupils safe and deliver certain elements of the statutory RSE curriculum.
- Some of our pupils will go on to define themselves as Lesbian, Gay, Bisexual or Trans (LGBT+). Some pupils may have LGBT+ parents/carers, brothers or sisters, other family members and/or



friends. All our pupils will meet and work with LGBT+ people both now and in the future. Our approach to RSE will reflect this and teaching will be sensitive and age appropriate both in content and approach. This content will be integrated into the programme rather than as a stand-alone lesson or unit. We actively tackle homophobic bullying.

- We recognise that our pupils may come from a variety of family situations and home backgrounds. We will take care to ensure that there is no stigmatisation of children based on their home circumstances and deliver the curriculum sensitively and inclusively.

## **Provision**

1. This school has a caring ethos that models and supports positive relationships between all members of the school community.
2. Within the taught, age-appropriate, spiral RSE programme within Personal Social and Health Education (PSHE).
3. Within Science as stipulated by the national curriculum and/or as negotiated with the Head of Personal Development.
4. Through other curriculum areas for example Religious Studies etc.
5. Through assemblies.
6. Through pastoral support.
7. By the provision of appropriate leaflets and other information sources.
8. Via targeted intervention, where appropriate, with vulnerable individuals.
9. Delivery in response to incidents.

## **Teaching Methods, Resources, Training and Monitoring**

All the following elements of teaching methods, resources, training and monitoring are essential elements in providing quality RSE.

## **A Safe Learning Environment**

In order for PSHE or RSE to be conducted safely the following will be in place:

- SRE ground rules are negotiated, explained, displayed and referred to wherever appropriate in Personal Development. (When receiving external visitors, they will have sight of and understanding of the ground rules/group agreement.)
- No one in the classroom will be expected to answer a personal question.
- Distancing techniques such as the use of scenarios, will be used to help to keep pupils safe. There will be no need for anyone to discuss their own personal issues.



- Confidentiality will be clearly explained. Pupils will understand how disclosures will be handled.
- Pupils will be expected to engage and listen during lessons, however it is accepted that sometimes it is inappropriate for them to be expected to take part in the discussion.
- In most cases, the correct names for body parts will be used.
- The meanings of words will be explained in a sensible and factual way.
- Care will be taken not to use materials or approaches that may trigger trauma or distress. Pupils at risk will be identified and arrangements made for them to access the learning in a comfortable way.
- Signposting to sources of support when dealing with sensitive issues

## Teaching and Learning Methods

Teaching and learning best practice will be applied. Active learning methods that support participation and encourage reflection will be used including group work, discussion, reflection and using thinking skills-learning checks.

## Asking and Answering Questions

We recognise that where young people's questions go unanswered they may turn to inappropriate sources of information, Therefore teachers will attempt to answer pupils' questions and concerns in a sensitive, age and development appropriate manner.

Individual teachers will use their skill and discretion in these situations, and if necessary, refer to the Head of Personal Development for advice and support.

Teachers will apply the following principles:

1. Clear guidance will be established about what is appropriate and inappropriate in a whole class setting, (a group agreement/ground rules will help to achieve this).
2. If a pupil's question is inappropriate to address the whole class, the teacher will acknowledge the question and attend to it later on an individual basis.
3. Personal questions should be referred to in the ground rules/group agreement.
4. Teachers will set the tone by speaking in a matter-of-fact way and ensuring that pupil's discuss issues in a way which encourages thoughtful participation.
5. If a teacher is concerned that a pupil is at risk in any way, including sexual abuse or exploitation, the usual safeguarding procedures will be followed.



## **Groupings**

RSE takes place within mixed gender classes or single gender groups as deemed appropriate and relevant with the pupil's usual teacher. There may be times when choosing particular mixes of genders may be useful. It is important to note that although separated genders may have different activities on occasions the messages and information they receive will be consistent. It will be left to the teacher's discretion to make these decisions.

## **Visitors**

A visitor can enrich, but not replace, the RSE curriculum. Care is taken to ensure that the visitor's contribution fits with our planned programme of work and policy, and that the content is age appropriate and accessible for the pupils. It is particularly useful when visitors have expertise and/or provide a service to pupils. Please see the External Contributors Policy for the best practice in this context.

## **Resources**

Teaching resources will be selected on the basis of their appropriateness to pupils and their impact. Care will be taken not to use materials or have discussions that could be 'instructional' e.g. regarding self-harm.

## **Continuity, Progression and Assessment**

Our school has the same high standards of quality for pupils learning in RSE as in other curriculum areas. RSE is delivered through a sequenced planned programme of work. Continuity and progression is generated through the adoption of a whole school approach to the planning and delivery of outcomes covering knowledge, skills and understanding. The curriculum is informed by needs assessment of pupils existing knowledge, experience and understanding.

The elements of RSE that form part of the Science curriculum are assessed in accordance with the requirements of the national curriculum. Learning from other elements of RSE is assessed as part of the Personal Development provision and builds on existing school systems. Baseline, formative and summative assessments will contribute to the effective delivery of RSE.



## **Personnel and Training**

The Director of Personal Development is responsible for the planning, provision and training of RSE. This is then disseminated to all Form Tutors, who are responsible for its delivery.

All Form Tutors are responsible for the delivery of statutory RSE, unless alternative arrangements have been made in advance with the Director of Personal Development.

The school is committed to ensuring that everyone involved with teaching, or supporting the teaching of RSE receives appropriate and ongoing professional development in order to maintain a whole school consistency and high standards for the children/young people in our care.

All new staff will receive a copy of the RSE policy.

## **Parental engagement in RSE**

We recognise the prime role of parents/carers in the development of their child's understanding about relationships and sex. We work in active partnership with parents/carers in the development and review of RSE. The Director of Personal Development will endeavour to consult with parents when appropriate through Parent Forum.

The school will ensure that parents/carers are: made aware of the school's approach and rationale for RSE through the policy; involved in the review of the RSE policy; made aware of the school's Personal Development curriculum; and encourage them to support their child's learning at home through shared learning activities, if appropriate.

Resources are available for parents/ carers to borrow to reinforce learning at home and support them in managing conversations with their children on these issues.

Parents/carers have a legal right to withdraw their children from dedicated sex education lessons delivered outside the science curriculum. They do not have a right to withdraw their children from those aspects of RSE that are taught in national curriculum Science.

If a parent/carer has any concerns about the RSE provision, we will take time to address their concerns and allay any fears they may have. If parents/carers decide to withdraw their child, we shall work with them and their child to explore possible alternative provision. In the event of a request to withdraw we will document this process and ensure a record is kept.



Once a student is three terms away from their sixteenth birthday they have a right to receive sex education rather than be withdrawn. Where this is the case we will make arrangements to provide them with sex education during one of those terms.

## Impact

### Monitoring and Evaluation

The programme is regularly monitored and evaluated by the Director of Personal Development to ensure impact. . This takes place through a variety of methods, including lesson visits, staff feedback surveys and student voice. The views of the pupils and teachers who deliver the programme will be used to make changes and improvements to the programme on an ongoing basis. The needs assessment is built into the lessons and will also inform any changes to the curriculum.

### Consultation, Policy Development and Review

In order for everyone to be consulted effectively, it may be necessary to ensure that governors and parents receive awareness training and/or information about RSE on occasions.

This policy document was produced in consultation with the entire school community, including pupils, parents, school staff, governors and any other appropriate stakeholders. This policy has been approved by governors. This document is freely available to the entire school community. It has also been made available in the school newsletter/website/prospectus. It will be reviewed on a biannual basis.

Review date: September 2022

Signed..... Chair of Governors

Date.....

#### Policy Links

PSHE

Drugs Education

Safeguarding

Confidentiality

Science

External Contributors

Anti-Bullying

Emotional Health and Well-Being

TLA