



POLICY FOR RELATIONSHIPS AND SEX EDUCATION (RSE)

Committee:	Governing Body
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Last reviewed:	March 2018
Review cycle:	Three years
Required to publish on website?	Yes
Statutory:	Yes

This policy should be read and used alongside the School's PSHE curriculum

1. Introduction

1.1 This policy is a statement of the aims, principles and practices of teaching and learning as they relate to RSE teaching at The St. Marylebone CE Bridge School (SMBS). This policy supports the aims of the school mission statement, SEN Policy, PSHE Policy, Safeguarding and Child Protection Policy and Health & Safety Policy. It runs alongside the whole-school approach to teaching and learning.

1.2 This policy has been developed from the following up to date statutory guidance and standards set out in:

- DfE (2000) Sex and Relationship Education Guidance.
(https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/283599/sex_and_relationship_education_guidance.pdf)
- Children and Social Work Act 2017 which will make it a requirement that all secondary schools in England teach relationships and sex education (RSE)
- DfE statement (2017) on relationships education, relationships and sex education (RSE), and personal, social, health and economic education (PSHE)

1.3 While we use RSE to inform pupils about sexual issues, we do this with regard to matters of morality and individual responsibility, and in a way that allows pupils to ask and explore moral questions.

1.4 We do not use sex education as a means of promoting any form of sexual orientation.

2. RSE at The SMBS

2.1 RSE is taught through the PSHE, science curriculum and workshops delivered in conjunction with outside organisations. Through RSE we teach the emotional and moral dimensions of a sexual relationship, the nature of marriage and the importance of family life and bringing up children. We provide up to date and relevant information on:

- The importance of loving and stable relationships
- Developing a sense of self and body ownership and being more able to resist unwanted pressures
- Taking responsibility and being aware of the consequences of one's actions
- Contraception, safe sex and where to find advice

2.2 The Education Act (1996) gives parent/carers the right to withdraw pupils from RSE lessons. However, the law does not allow parents to withdraw pupils from the relevant aspect of the science curriculum.

2.3 The school fully supports the aims of the National Healthy School Standard with its emphasis on emotional health and well-being. We participate fully in the local National Healthy School Standard scheme, which promotes health education. As participants in this scheme we:

- Inform and share with parent/carers matters relating to health education
- Train all our teachers to teach RSE, however the formal curriculum is delivered by PSHE/Science teachers
- Listen to the views of the pupils in our school regarding RSE
- Look positively at any local initiatives that could support us in providing the best possible RSE teaching programme
- Invite other agencies in to school to provide the pupils with further advice and guidance on these issues

3. Aims & Objectives

3.1 We consider that meaningful RSE should enable pupils to learn about:

- The physical development of their bodies as they grow into adults
- The way humans reproduce
- Sexual and reproductive health
- Respect for their own bodies and the importance of sexual activity as part of a committed, long-term, and loving relationship
- The importance of family life
- Moral questions
- Relationship issues
- Respect for the views of other people
- Sex abuse and what they should do if they are worried about any sexual matters
- Coercive control

3.2 In particular, we teach RSE in the belief that:

- It should be taught in the context of marriage and family life
- It is part of a wider social, personal, spiritual and moral education process

- Pupils should be taught to have respect for their own bodies
- Pupils should learn about their responsibilities to others, and be aware of the consequences of sexual activity
- It is important to build positive relationships with others, involving trust and respect
- Pupils need to learn the importance of self-control

4. Racial Equality Statement

4.1 We believe that the process of ensuring equal opportunities and racial equality is central to the development of a fair, holistic learning environment in which all pupils can thrive, work and learn together. Through the RSE curriculum we work to create a learning environment where the diversity, needs and achievements of all pupils are recognised, valued and celebrated. All pupils have an opportunity to participate in all activities unless, in the case of PSHE there is written consent from the parent/carer to withdraw the pupils from the RSE lesson. Parents will be informed of the content of these lessons in advance.

4.2 We undertake positive action to counter any form of stereotyping related to gender, race or ability. Female Genital Mutilation is a criminal offence and the Head of School must be informed if staff are aware of any child who is at risk of this procedure.

4.3 We are sensitive to the individual physical and emotional needs of pupils. All pupils are treated with respect and are treated fairly and consistently. Their contributions to the lesson are actively acknowledged, valued, and rewarded in a number of ways including focused praise, the school 'merit' award system and certification recognising achievement.

5. Access and Inclusion

5.1 In RSE we believe that curriculum access is principally about entitlement, equal opportunity and equal value.

5.2 The content and mode of delivery of the curriculum will be modified to help support all pupils in accessing the curriculum. We aim to develop increasingly independent learners and provide opportunities for pupils to extend their experience and knowledge outside their immediate world experience to help support them in preparing for future life.

5.3 Pupils' progress is monitored to ensure their access to the curriculum is appropriately supported and, where necessary modified to reflect changing circumstances.

5.4 The RSE programme recognises that pupils have individual learning styles and interests; it aims to take into account pupils' age, cognitive, social and emotional level of functioning in the design and delivery of the curriculum offer.

5.5 The RSE programme aims to encourage a climate in which all pupils can learn to the best of their ability and where all pupils' special educational needs are addressed positively and sensitively.

6. Equal Opportunities

6.1 We are determined to ensure that all pupils have an equal opportunity to learn and achieve success appropriate to their needs and abilities. In the RSE programme, to ensure all pupils have the opportunity to achieve their potential we:

- Use adult support appropriately to prevent pupils with additional barriers to learning being disadvantaged
- Work to establish a learning ethos that challenges discrimination, aggression, racism, gender bias or loss of opportunity and consistently celebrates all pupil achievements
- Provide a curriculum that promotes independence and addresses issues of self esteem and self confidence
- Consistently implement the school's 'Promoting Positive Behaviour' policy
- Work with other professionals to enable pupils to access a relevant and up-to-date RSE programme
- Ensure that teaching styles and approaches to teaching are appropriately matched to the learning needs of pupils

7. Health and Safety

7.1 Pupils are taught in line with the school's Health & Safety, Behaviour and PSHE policies.

7.2 Due to the nature of the content in RSE, it is necessary for all teachers to be familiar with the school's 'Safeguarding and Child Protection policy'. If a child discloses any information within RSE lessons that needs to be reported, the policy must be followed and the relevant authorities contacted through appropriate channels.

8. The Structure and Organisation of Lessons

8.1 In PSHE, we teach pupils about relationships, and we encourage pupils to discuss issues. We teach about the parts of the body and how these work, and we explain to them what will happen to their bodies during puberty. We encourage pupils to ask for help if they need it and provide up to date information and resources that may be read outside the classroom if required.

8.2 When possible, outside agencies specialising in teaching RSE will be brought in to deliver aspects of the curriculum.

8.3 In science lessons, pupils learn about puberty and how a baby is born. For this aspect of the school's teaching, we follow the guidance material in the KS3 and KS4 programmes of study for science. Science SOWs detail how and what is to be delivered in accordance with our curriculum.

8.4 We place a particular emphasis on pupil well-being, as they come to terms with the experience of puberty and becoming young adults, increasingly responsible for making sensible and healthy life choices.

8.5 To make RSE lessons a success, we try to:

- Establish clear ground rules for the RSE lessons so that pupils understand what is expected of them in this environment
- Establish a climate of safety so that each pupil feels secure when participating in the activities or discussions
- Encourage pupils not to make assumptions about each other
- Group pupils sensitively and appropriately
- Avoid stereotypes
- Avoid forcing anyone to answer or become involved in something he/she does not want to do.

- Encourage and overtly praise those pupils willing to listen and behave sympathetically and respectfully towards others
- Plan seating carefully and circulate
- Know what's happening in the group at all times and be prepared to stop a session if you feel that to continue it would be counter-productive for the group

9. Schemes of Work

9.1 Schemes of work for RSE are incorporated in to the PS HE schemes and are written for each year group Y7 to Y11. Learning outcomes have been identified in accordance with the National Curriculum and assessment takes place at regular intervals.

9.2 Pupil progress is measured against a wide range of differentiated learning objectives, and these are recorded via our school assessment systems (Classroom Monitor or qualifications at Key Stage 4).

9.3 Although there is cross over between the age groups and some repetition of important advice or guidance, the schemes of work for KS3 cover aspects including:

- Friends, feelings and relationships
- Puberty
- Coping with being a teenager
- Sex – a basic understanding
- Personal hygiene
- Sexual relationships
- Menstruation
- Masturbation
- Personal safety
- Attraction

9.4 The schemes of work for KS4 go further and cover aspects including (in addition at KS4 we offer OCR Entry Level PHSE):

- Sex – the physical aspects
- Cultural differences related to sexuality
- Pregnancy, childbirth & parenthood
- Contraception
- Dangers
- Personal responsibility, assertiveness and sexual safety including HIV/ AIDS/STD's/ STI's etc

10. Ground Rules for PSCHE RSE

10.1 Pupils are encouraged to be involved in establishing ground rules and are made fully aware of their responsibility for following the rules and creating an atmosphere of honesty and trust.

10.2 Possible Ground Rules include:

- We will not embarrass others
- We will not make fun of anyone
- We will allow other people time to talk
- We will use supportive language - no put-downs

- We will respect other people's right of privacy of personal information
- We will be supportive to others
- We will not ask personal questions
- We recognise that everyone has the right to be listened to
- We can 'pass' or 'opt out' if something makes us feel uncomfortable

10.3 Best practice indicates that ground-rules should be kept short and, where possible, written down in the positive, such as describing what they should expect to see in a caring and supportive classroom.

10.4 Ground-rules should be reviewed regularly to ensure that pupils continue to have ownership of them and value them as a necessary pre-requisite in order for the PSCE & RSE lessons to take place.

10.5 Where a pupil refuses to follow the ground-rules, every effort should be made to explain why the rules exist and to encourage them back into the group activity, however where a pupil consistently refuses to co-operate it will be the professional responsibility of the teacher to decide whether:

- The pupil requires a short period of 'time-out' to cool down
- The pupil would benefit from removal to the office and follow up with a discussion on behaviour later with support from SLT, if necessary
- The behaviour of pupils as a group is signalling anxiety or stress as a result of the lesson content, and that the session should be brought to a close

11. Maintaining Pupils' Folders and Storing Work

11.1 Pupils work in PSCE is maintained in folders, and specific RSE work will be kept alongside this.

11.2 On occasion, other methods of assessing and recording pupils' achievements and progress may be deemed more appropriate by the teacher or the visiting professionals due to the nature of the subject.

12. The Role of Parents/Carers

12.1 The school is well aware that the primary role in pupil's sex education lies with parents and carers. We wish to build a positive and supporting relationship with the parent/carers through mutual understanding, trust and co-operation. In promoting this objective we need to:

- Inform parents about the school's RSE policy and practice
- Answer any questions that parents may have about the sex and relationship education of their child
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for sex education in the school
- Inform parents about the best practice known with regard to RSE, so that the teaching in school supports the key messages that parents and carers give to children at home
- Commit to a mutual exchange of knowledge and information where pupils will benefit from being given consistent messages about their changing body and their increasing responsibilities from home and school

12.2 Parents/carers have the right to withdraw their child from all or part of the sex education delivered via the PSCE curriculum that we teach in our school. If a parent/carer wishes their child to be withdrawn from sex education lessons, they can discuss this with the Head of School or member of the senior management team, making it clear which aspects of the programme they do not wish their child

to participate in. The parent/carers need to inform the school in writing if they wish to withdraw their child from RSE in PSCE.

13. The Role of Other Members of the Community

13.1 We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. In particular, members of the Local Health Authority, such as the school nurse and other health professionals, give us valuable support with our sex education programme.

14. Confidentiality

14.1 The PSCE teacher and/or visiting professionals will conduct RSE lessons in a sensitive manner and in confidence. However, if a pupil makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if a pupil indicates that they may have been a victim of abuse. In these circumstances the teacher will talk to school's child protection officer or Head of School as a matter of urgency following the schools Safeguarding and Child Protection policy.

15. The Role of the Head of School

15.1 It is the responsibility of the Head of School to ensure that both staff and parents are informed about the sex education policy, and that the policy is implemented effectively.

15.2 The Head of School has designated the School Manager as the lead person with regards to Safeguarding & Child Protection.

16. Evaluation

16.1 The Head of School and senior management team are responsible for monitoring the standards of pupils work and the quality of teaching. They will support colleagues in the teaching of RSE within PSCE by referring them to information about current developments in the subject and by providing a strategic lead and direction for the subject in the school.

16.2 This policy will be reviewed by the Head of School as part of an ongoing review of subject development in line with the school's Continuing Professional Development/Performance Management procedures.