

RELATIONSHIPS AND SEXUAL EDUCATION POLICY

2019/2020

DRAFT

1. Introduction

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life. This policy has been developed in line with Department for Education guidance and the Kirklees Guidance Document for SRE (Dec 2001).

2. In relation to RSE

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

As a maintained secondary school we must provide RSE to all pupils as per the Children and Social work act 2017.

In teaching RSE, we must have regard to to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

As a secondary school we must provide RSE to all pupils as per section 34 of the Children and Social work act 2017.

In teaching RSE, we are required by our funding agreements to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

RSE is not about the promotion of sexual activity.

At NHTS we teach RSE as set out in this policy.

3. National Context

Relationships education, health education, science and sex education work together to protect children by ensuring they have knowledge of their bodies, the human life-cycle, emotions, acceptable behaviour and right and wrong. 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 children and young people to make responsible and informed decisions about their health and well-being.

RSE makes an important contribution to health and well-being by supporting children and young people's ability to learn, achieve and flourish. "The right to education includes the right to sexual education, which is both a human right in itself and an indispensable means of realising other human rights, such as the right to health, the right to information and

sexual and reproductive rights." Report to the UN General Assembly - July 2010 | Item 69, paragraph 18.

This policy requires that young people are protected from teaching and materials which are inappropriate having regard to the age and religious and cultural background of the students concerned.

The sex education elements contained in the National Curriculum Science Orders are mandatory for all students and cover anatomy, puberty and biological aspects of sexual reproduction.

RSE at North Huddersfield Trust school aims to:

- develop a healthy and positive attitude about sex, sexuality and gender within a clear moral and culturally aware framework
- ensure protection from exploitation (abuse/FGM) and is factually and sensitively shared
- help pupils understand the workings of their own bodies
- introduce and enhance the personal and social skills which children and adults need to make informed decisions
- ensure that understandings of sexual facts and issues occurs at appropriate times in the pupils' development
- ensure respect for diverse religious and cultural backgrounds

As a school we understand the importance of delivering RSE within a moral framework and will promote:

- Honesty
- Tolerance and celebration of differences
- Care and compassion
- Respect for all
- Love and affection
- Equal opportunities
- Fairness and justice

4. School Context

North Huddersfield Trust School is a comprehensive school that caters for the 11-16 year old students. The school serves the communities of Fartown, Fixby, Birkby, Bradley, Deighton and Sheepridge. It is a co-educational school with approximately 700+ students on role. The school community has a rich cultural diversity. Furthermore, North Huddersfield Trust School celebrates the ethnic diversity of the school and the ethnic and cultural composition of school reflects that of the wider community. It is with respect to this cultural and religious diversity that the policy has been developed.

5. Policy Aims

Effective relationship and sexual health education is essential if young people are to make responsible and well informed decisions about their lives. RSE within the school PSHCE framework teaches young people to understand sexuality and to respect themselves and others.

The Teaching and Learning of RSE enables students to understand difference and respect themselves and others for the purpose of preventing and removing prejudice.

It enables young people to mature, to build up their confidence and self-esteem and understand the reasons for the age of consent and sexual activity.

Students reflect on the nature and value of marriage and stable relationships as an important building block of society and of family life, diverse family units and types of marriage are shared with pupils without bias.

RSE ensures students develop understanding of the value of family life, the implication of parenthood and the needs of young children and the importance of equality in relationships.

RSE is relevant and accessible to all students within the school. It takes into consideration the students' varying religious beliefs, culture, maturity and sexual orientation, and ensures that there is gender dimension to all sex education work.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

6. Policy Objectives

- To understand aspects of Britain's legislation regarding sexual behaviour
- To understand the biological aspects of reproduction
- To consider the advantages and disadvantages of various methods of family planning in terms of personal preference and social implications
- To be able to recognise and discuss sensitive and controversial issues which involve a serious consideration of attitudes, values, beliefs and morality
- To recognise that there are people of different sexual orientation in all communities and that their rights need to be respected
- To understand that microorganisms can be transmitted in a variety of ways, in some cases, sexually
- To be aware of the availability of statutory and voluntary organisations which offer support in human relationships (e.g. Relate) and sexual matters (e.g. C.A.S.H, Young

People's Advice Centre) and to acquire the skills and confidence to use them should students wish to do so

- To encourage unembarrassed acceptance of sexuality by providing appropriate vocabulary for all parts of the body and encouraging positive attitudes towards all body functions
- To generate an atmosphere where questions and discussions on sexual matters can take place without embarrassment
- To provide constant reassurance that change is part of the life cycle, and give help in adjusting to these changes
- To understand the value of family life and the implications of parenthood
- To develop skills in personal relationships, for example, communication and assertiveness
- To develop skills in decision-making and problem solving
- To help students assert their rights, to be able to resist unwanted touch or advances and to communicate about such matters

The overarching policy objective is to ensure the protection of our pupils by building an awareness through RSE teaching and learning.

7. Methodology

The school website informs parents about RSE in the school. Parents have a right to withdraw their children from RSE classes except from that which forms part of the national curriculum. Parents should notify the school in writing if they wish to withdraw their children from these lessons. Students may use the school library at these times.

Sex education is usually taught to mixed groups of students in the school. Teachers use a wide range of methodologies and there is an important emphasis on the development of appropriate skills such as listening and communicating effectively, assertiveness training and resisting peer pressure. Active learning involves discussions, debate, safety scenarios, surveys and problem solving.

The school recognises that sex education should not be over emphasised or sensationalised. It is part of a wider health education programme and as such teachers who know the students well teach the vast majority of the work.

Many students (and adults) feel insecure about talking about sexual matters; this must be recognised and respected. Small group work is often used as many students find this easier than full class discussion. Students should feel they have the right not to discuss a particular issue if they feel uncomfortable with it 'right to pass'. The teacher should facilitate the group to establish very firm ground rules about what is, and what is not, acceptable.

The curriculum content of relationships and sexual health education supports the learning objectives set out in the schemes of work ensuring that the spiral curriculum revisits RSE in each year group. RSE is usually delivered the final term of each academic year. Ensuring that pupils are; familiar with the standards and expectations within PSHCE lessons, have learned to trust and share within the group and finally are the eldest they can be in the academic year. The science curriculum ensures coverage of RSE. These elements are compulsory for all pupils.

The schemes of work ensure that content and learning objectives are developmental. Special consideration is given to the differing needs of Key Stage 3 and Key Stage 4 and in particular the transitional context. The programme also recognises that students with additional needs i.e. SEN may need more help in learning about acceptable and appropriate behaviour.

8. Teaching and Learning & Monitoring and Evaluation

Teachers and other support staff will develop a variety of techniques to encourage the development of students' confidence in speaking about issues as well as listening and thinking about relationships and sex by:

- Establishing ground rules
- Using distancing techniques (i.e. ensuring that the subject matter is taught objectively rather than making it personal to individual students' experience)
- Dealing with unexpected questions and comments from students appropriately
- Using discussion and project learning methods and appropriate materials
- Encouraging reflection

The Head of PSHE and the Senior Leadership Team will monitor delivery of RSE through learning walks, lesson observation and discussion with teaching staff to ensure consistent and coherent curriculum provision. Evaluation of the programme's effectiveness will be conducted on the basis of:

- Pupil and teacher evaluation of the content and learning processes
- Staff input into review

9. Safeguarding

Should a disclosure may be made during these RSE sessions, safeguarding procedures must be followed immediately. Sometimes it is clear that certain children may need time to talk one-to-one after the lesson. If disclosures occur, the school's disclosure and/or confidentiality policy is followed.

10. The School, Parents/Carers and Community Links

The Head of PSHCE takes overall responsibility for the policy and its implementation in school. This responsibility includes liaison with the governing body, parents, the LA and appropriate agencies.

The Headteacher has responsibility for any contact with the media. No other member of staff should speak to the media about matters covered by this policy. At all times, the Headteacher will ensure that if any reporting of incidents does take place, it is in the best interest of the student, his/her family and the school.

The school is strongly committed to the shared responsibility that parents/carers are key people in teaching children about RSHE and the timings of delivery of that education.

The school works in partnership with parents and therefore informs parents of the school's RSE programme.

The school has a Welfare Officer who runs a 'drop-in centre' whereby pupils can arrange to discuss RSE matters and an additional in-house 'listening' service whereby pupils can seek out further support or information.

The LGBTQ+ after school drop-in service provides a support network for pupils who wish to attend. These sessions focus on boosting self-esteem, promoting discussion surrounding LGBTQ+ culture and rights.

Delivery of RSE is not the sole responsibility of the school and it recognises that the wider community has much to offer; therefore the school works closely with the school nurses, community groups and external service to ensure students have accessibility to the community services provided.

11. Roles and responsibilities

The Governing Board

The governing board will hold the Headteacher to account for the implementation of this policy.

The governing board has delegated the approval of this policy to the Headteacher.

The Headteacher

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE.

Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non- statutory components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Headteacher.

The main link on the teaching staff for RSE is Mrs R Allison.

Students

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

12. Parents' right to withdraw

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing and addressed to the Headteacher.

A copy of withdrawal requests will be placed in the pupil's educational record. The Headteacher will discuss the request with parents and take appropriate action.

Alternative work will be given to pupils who are withdrawn from sex education.

13. Monitoring arrangements

The delivery of RSE is monitored by Mr M Schofield through:

The school's MER cycle, lesson observations and whole school drop-ins.

Students' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by Mr M Schofield annually. At every review, the policy will be approved by the governing body.

Appendix 1: By the end of secondary school students should know

TOPIC	PUPILS SHOULD KNOW
Families	<ul style="list-style-type: none">• That there are different types of committed, stable relationships• How these relationships might contribute to human happiness and their importance for bringing up children• What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony• Why marriage is an important relationship choice for many couples and why it must be freely entered into• The characteristics and legal status of other types of long-term relationships• The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting• How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed

TOPIC	PUPILS SHOULD KNOW
<p>Respectful relationships, including friendships</p>	<ul style="list-style-type: none"> • The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship • Practical steps they can take in a range of different contexts to improve or support respectful relationships • How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice) • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help • That some types of behaviour within relationships are criminal, including violent behaviour and coercive control • What constitutes sexual harassment and sexual violence and why these are always unacceptable • The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal

TOPIC	PUPILS SHOULD KNOW
Online and media	<ul style="list-style-type: none"> • Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online • About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online • Not to provide material to others that they would not want shared further and not to share personal material which is sent to them • What to do and where to get support to report material or manage issues online • The impact of viewing harmful content • That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners • That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail • How information and data is generated, collected, shared and used online
Being safe	<ul style="list-style-type: none"> • The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships • How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)

TOPIC	PUPILS SHOULD KNOW
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> • How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship • That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing • The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women • That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others • That they have a choice to delay sex or to enjoy intimacy without sex • The facts about the full range of contraceptive choices, efficacy and options available • The facts around pregnancy including miscarriage • That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help) • How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing • About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment • How the use of alcohol and drugs can lead to risky sexual behaviour • How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment