

Policy Title: Relationships & Sex Education Policy	Effective Date:	June 2023
LT Member Responsible: Alison Simpson	Review Date:	June 2026
Governors' Committee Responsible: Curriculum		

1. Rationale

- 1.1. According to the **statutory** DfE guidance (July 2019) updated September 2021, 'The aim of Relationships and Sex Education (RSE) is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship.'
- 1.2. Relationships and sex education (RSE) at Sheldon School is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It should equip our young people with the information, skills and values to have safe, fulfilling and enjoyable relationships and to take responsibility for their sexual health and well-being. Our RSE programme supports the mandatory Guidance September 2021.

2. Aims

- 2.1. To combat ignorance and increase understanding
- 2.2. To reduce anxiety and develop self-esteem
- 2.3. To promote responsible behaviour
- 2.4. To combat exploitation
- 2.5. To promote the ability to make informed decisions based on sound knowledge
- 2.6. To facilitate communication on sexual matters
- 2.7. To develop educational skills for future parents and child carers
- 2.8. To clarify values and attitudes regarding relationships and sexuality
- 2.9. To increase awareness of cultural and religious influences on relationships and sexuality
- 2.10. To challenge all discrimination and prejudice in society and to promote equal opportunities
- 2.11. To promote sexual health agencies and in-school support

3. Delivery

- 3.1. Within any one age group a teacher will be faced with a class of children at different levels of maturity. Our provision of RSE is planned and progressive in terms of language, concepts and content which increase in depth and complexity as pupils progress through school. RSE is a life-long process and should be appropriate to the age and development of the child at each stage. In Sheldon delivery comprises:
 - Biological facts and how the human body works
 - Moral, legal, cultural, ethical dimensions, including the value of family life
 - The exploration of feelings about love, sexuality, responsibility towards self and others
 - The development of personal skills including decision-making, communication, negotiating and assertiveness
 - Signposting

- 3.2. It is the policy of the school to ensure a coherent programme of RSE is delivered through the PSRE faculty, science faculty, IT and tutors/assemblies.

4. How Relationships & Sex Education is delivered in PSRE

- 4.1 As RSE is more than simply imparting facts, we include the development of personal and social skills, the clarification of attitudes and values and a consideration of moral issues. There is a growing awareness that knowledge by itself does not enable people to change their attitudes or behaviour.
- 4.2 An important aim of effective education is self 'empowerment', where individuals, by understanding the consequences of their actions, can take responsibility for controlling their own lives and enhancing their own self-esteem, but not at the expense of others. A healthy person has been empowered to make informed decisions about their sexual behaviour, the use of drugs and alcohol and they can resist sexual exploitation. They do not exploit others.
- 4.3 Part of our approach to RSE is to look at what is required to make and sustain healthy and lasting relationships. In this context some core values are emphasised, such as commitment, self-restraint, dignity, fidelity, respect for self and others and taking responsibility.
- 4.4 Successful RSE will ultimately depend upon our use of appropriate and effective teaching methods. We establish clear ground rules and use clear, simple language. Empathy is developed by offering the opportunity to explore the opinions, lifestyles and beliefs of others. As teachers we cannot avoid tackling controversial sexual matters. Pupils ask questions and as teachers we offer balanced and factual responses/information. At times it may be appropriate to respond individually to a pupil's question and this is a matter of professional judgement.
- 4.5 We teach RSE in mixed ability and mixed-gender groups. Resources are chosen very carefully and are evaluated before and after use to assess appropriateness.
- 4.6 We enhance our programme by incorporating visitors and links with services and agencies. Visitors are part of our planned programme and are met and fully briefed prior to the visit. Adequate preparation and follow up is essential, as is the presence of a teacher during the session – such team-teaching is very effective.
- 4.7 The school believes that a team approach is best suited to the delivery of RSE. Teachers, parents, governors and outside agencies all work to promote an effective programme. Parents are informed of the content of the RSE programme through the Year 7 curriculum handbook issued each year and curriculum documents available on the school website. Under the 1993 Education Act parents/carers have the right to withdraw their children from all/some aspects of the RSE delivered through PSRE curriculum. Should parents wish to discuss further they are encouraged to speak to the Head of PSHEE and/or PSRE.

5. Other Matters

5.1. Equal Opportunities

- RSE is an equal opportunities issue – all pupils have a right to information about how their bodies grow and change and about relationships and sexuality whatever their gender, race, religion, social class, sexual orientation and whether or not they have disability or special educational need.

5.2. Pupils seeking advice

- We follow the DfE advice (1993) offered to teachers, stating that "the general rule must be that giving an individual pupil advice on contraceptive matters without parental knowledge or consent would be an inappropriate exercise of a teacher's professional responsibilities". It goes on to say that a teacher approached by an individual pupil for specific advice on contraception or other aspects of sexual

behaviour should, whenever possible, encourage the pupil to seek advice from parents and, if appropriate, from the relevant health service professionals. As professionals we can give information.

5.3. Confidentiality

5.3.1. In our lessons we encourage openness. As teachers we are not bound by law either to maintain or break confidentiality with a pupil. However, confidentiality is important in encouraging pupils to seek advice and simple rules should be followed:

- Where in doubt the teacher seeks the advice from their line manager or the designated safeguarding lead (child protection)
- We never promise a pupil absolute confidentiality
- We encourage pupils to inform and involve parents
- We follow guidelines on child protection procedures in staff handbook in cases of suspected abuse, exploitation and where a child is at risk

5.4. Staff development and training

- It is our aim at Sheldon to ensure that staff delivering any elements of RSE feel confident in what they are teaching. All staff involved have relevant and appropriate training and INSET – this may be provided in-house or by using outside agencies and training providers.

5.5. Evaluation

- Aspects of the course are regularly evaluated. The process seeks views from pupils, staff and other interested parties. The information generated enables us to improve the programme.

Appendix A

DECLARED CURRICULUM CONTENT

	Curriculum Delivery Point		Curriculum Delivery Point
<p>YEAR 7</p> <ul style="list-style-type: none"> Onset of menstruation – coping (at beginning of Y7) Adolescent growth & development – physical, social, emotional Relationships/conflict in families. Divorce, separation Healthy/Unhealthy relationships and Consent Smoking and Vaping Love, caring for people Human reproduction – sex cells, foetus development, birth, development of baby, growing up E-safety 	<p>PSRE/PE</p> <p>Science</p> <p>ICT/PSRE</p>	<p>YEAR 8</p> <ul style="list-style-type: none"> Physical & emotional development Sex stereotyping/ images & gender – the difference between biological sex, gender identity and sexual orientation Respect for self & others. Self-esteem and consent Relationships – girl friends/boy friends. Setting limits. E-safety – Internet, social media, including the sharing of images Cyber security 	<p>PSRE</p> <p>ICT</p>
<p>YEAR 9</p> <ul style="list-style-type: none"> Diversity and making choices Drugs and alcohol – the use and risks Commitment, relationships, emotions Personal responsibility Conception/contraception, safe sex Agencies in the community Parenting Sexuality/identity STIs Healthy/unhealthy relationships, understanding the signs of abusive behaviours 	<p>PSRE</p> <p>RE Science</p>	<p>YEAR 10</p> <ul style="list-style-type: none"> Challenging attitudes, sex stereotyping Sexuality Relationships & consequences. The right to say NO to sexual activity including the impact the use of drugs and alcohol can have on these decisions Contraception, safe sex STIs, HIV/AIDS Sexual health services Healthy lifestyle. Responsible behaviour/attitudes with regard to sexual behaviour/harassment and the response to indicators of unhealthy relationships including where to go for help The law relating to abuse in relationships, including coercive control and online harassment Prejudice – stereotyping, challenging attitudes E-safety The impact of viewing harmful content 	<p>PSRE</p>
<p>YEAR 11</p> <ul style="list-style-type: none"> Morality. Expectations with regards to relationships Sex and the law Teenage pregnancy. Options Adult roles/marriage 	<p>PSRE</p>		

