



Ludlow CE School

RELATIONSHIP AND SEX EDUCATION POLICY

Approved By	School Performance Committee
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Policy Statement

The school believes that RSE should be a partnership between home and school. It should be taught in school where it is a required curricular provision, and a proper part of students' educational development.

RSE should be taught in a positive caring atmosphere. Teaching in RSE should help students to move forward with confidence through puberty and adolescence into adulthood, enabling them to make responsible and well informed decisions about their lives. Teaching will be consistent with the Mission Statement of the School:

"Mindful of its position as the only secondary school in its area, the school aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith - in both Christianity and other religions, and promotes Christian values through the experience it offers to all its students".

What is relationship and sex education (RSE)?

RSE is lifelong learning about sex, sexuality, emotions, relationships and sexual health. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

Why does relationship and sex education need to be provided in school?

Research suggests that children and young people want to learn more about sex and relationships and that parents welcome the help that schools can give them in this task. Evidence shows that RSE can make a positive contribution to children and young people's personal and social development, helping them build the skills needed to make responsible decisions, communicate effectively and develop healthy and appropriate relationships. It can also help to prevent negative health outcomes such as unintended pregnancies and sexually transmitted infections.

RSE in schools is a legal requirement.

National Curriculum for Science

The Science curriculum provides students with the biological understanding of sexual reproduction and development.

The National Curriculum for Science specifies what students should be taught at each stage.

Key Stage 3

- Reproduction in humans (as an example of a mammal), including the structure and function of the male and female reproductive systems, menstrual cycle (without details of hormones), gametes, fertilisation, gestation and birth, to include the effect of maternal lifestyle on the foetus through the placenta

Key Stage 4

- The way in which hormonal control occurs, including the effects of sex hormones
- Some medical uses of hormones, including the control and promotion of fertility
- The defence mechanisms of the body
- How sex is determined in humans

The National Framework for Personal, Social and Health Education (PSHE) and the Programme of Study for Citizenship

The National Framework for Personal, Social and Health Education (PSHE) and the Programme of Study for Citizenship were published as part of the National Curriculum. The Framework and Programme aim to give students the knowledge, skills and understanding they need to live confident, healthy, independent lives and to become informed, active and responsible citizens.

The four strands of the framework are:

- Developing confidence and responsibility and making the most of their abilities
- Preparing to play an active role as citizens
- Developing a healthy, safer lifestyle
- Developing good relationships and respecting the differences between people

RSE is one theme of PSHE and should be delivered within the broader context of PSHE and citizenship.

The aims of RSE

RSE should enable students to acquire the skills and knowledge to make informed choices about their personal and sexual relationships so that they can enjoy their sexuality without harm.

As part of RSE we should aim to encourage a positive and balanced perception of sexuality enabling individuals to make and implement informed choices about their sexuality and sexual behaviour.

In RSE students will be involved in an exploration of values, moral and social issues, a consideration of personal relationships and the development of communication and decision making skills, as well as providing information about reproductive biology and sexual health.

The teaching of RSE

Skills

Children and young people want to learn and practise personal and social skills which will help them to develop and maintain relationships, to take responsibility for their own and other's sexual health, to access support and help and to make informed choices and decisions regarding their sexual health and emotional well-being.

These life skills include:

- Personal skills: managing emotions and relationships confidently and effectively and developing empathy for others; developing independence in thought and action and defending values.
- Communication skills; listening to others, asking questions, expressing emotions, giving opinions, listening to others' opinions and being assertive;
- Negotiating skills with friends and partners
- Practical skills; caring for self and others, accessing support and advice
- Decision making skills; sensible choices made in the light of relevant information; making moral judgements in particular situations; acting responsibly as an individual and with others.
- Problem-solving skills; managing and resolving conflict

Knowledge

The knowledge content of RSE will address:

- What children and young people already know
- What children and young people say they need
- Social, emotional, cultural, legal and biological aspects of sex, sexual development, sexuality and health
- The importance of contraception and the potential consequences of unprotected sex e.g. unplanned pregnancies, young mother and fatherhood, sexually transmitted infections including HIV and AIDS
- Positive and negative consequences of sexual behaviour
- Appropriate and inappropriate relationships including CSE
- Information, which aims to educate against prejudice and discrimination
- Access to help and support

RSE is taught as part of citizenship lessons in both Key Stage 3 and 4. The biological aspects of reproduction are also delivered through the science national curriculum. In dealing with all topics care must be taken by all teachers and the school to:

- Use language which aims to balance the dignity and beauty of sex on the one hand, and on the other, the practical and human issues it involves. At no stage should they use language which demeans the sexual dignity of anyone
- The issue of consent will be covered, again outlining the safety and dignity of all involved
- Use materials appropriate to the age group, accompanied by explanation and discussion
- Ensure that children are protected in school from accessing unsuitable material on the Internet
- Ensure a framework for establishing what is appropriate and inappropriate in a whole class setting, and be clear how individual questions should be dealt with.

Sexual safety and electronic communication

In the wider curriculum, the issue of personal and sexual safety through the use of the internet, mobile phones and other hand-held devices will be explored (e.g. sexting, dissemination/solicitation of personal and explicit images).

Sexual orientation and Identity

This should be dealt with honestly and sensitively, providing appropriate answers to questions, with offers of support. CLTs are key points of contact in this area. There should be no promotion of any sexual orientation, and, in line with our equality policies, there will not be prejudice against diverse forms of sexual orientation.

Abortion

When this is discussed the views, religious or otherwise, of parents and young people should be respected and students given the opportunity to explore the dilemmas, understand about abortion and develop the skills to communicate with teachers, parents and health professionals.

STIs

Young people must be made aware of the risks of the main STIs, HIV and AIDS; but it should not dominate the programme. However, in the light of recent statistics the dangers of not using condoms should be emphasised. Teachers should try to ensure that students gain a high degree of accuracy and truth about these diseases. Students will be made aware of the risks, symptoms, prevention and treatment of these diseases and how they can affect people's lives forever.

In a Church of England School especially it is appropriate that the Christian tradition of care and compassion towards the suffering should be emphasised.

Withdrawal of students from RSE

Parents have the right to request that their child be withdrawn from some or all of the sex education aspect of RSE – any requests and the decisions made should be recorded.

The Headteacher should first discuss the request with parents, to clarify the reasoning behind it and to explain the benefits of receiving this education and any detrimental effects withdrawal may have on the student.

After these discussions, schools should respect the parent's request to withdraw their child, up to, and until, three terms before the child turns 16 – after this point, schools should make arrangements for the student to receive sex education should the student want to.

Working with parents and health professionals

The school will endeavour to work in partnership with parents, making available to them the contents of the programme. It will work with health and other professionals in delivery of the programme and ensure that they also abide by the school's policy.

The school will seek to ensure that students who miss teaching in RSE are helped to catch up. Students with complex SEND are provided with a differentiated RSE programme devised by Woodlands Outreach Service. This is delivered on a 1:1 or small group basis in the Student Support Centre.

Confidentiality

Teachers cannot offer or guarantee students unconditional confidentiality. Teachers are not legally bound to inform parents or Headteachers of any disclosures but do have a duty under Child Protection rules to share disclosures with the school's Child Protection Officer, if such matters arise.

Review

This policy should be reviewed on a three-year cycle, subject to changes in the regulatory frameworks.

Date: October 2017