

Swanwick School and Sports College.

Relationships and Sex Education Policy

Last reviewed	October 2023
Next review and consultation	September 2024

Why Do We Teach Relationships and Sex Education?

The term Relationships and Sex Education (RSE) is used in this policy to emphasise the importance of learning about relationships. Through RSE we aim for all of our pupils to grow into confident and healthy adults able to make positive choices.

Within this policy, as in the DfE guidance:

Relationships Education is defined as teaching about the fundamental building blocks and characteristics of positive relationships, with particular reference to respectful friendships, family relationships, and relationships with other children and with adults, including online.

Health Education is defined as teaching pupils about physical health and mental wellbeing, focusing on recognising the link between the two and being able to make healthy lifestyle choices

Sex Education is defined as teaching children how human reproduction occurs, including how a baby is conceived and born. This includes sexual health, sexuality, healthy lifestyles, diversity and personal identity. This draws on knowledge of the human life cycle set out in the national curriculum for science.

RSE is not about the promotion of sexual activity

Our school's approach to RSE goes beyond the provision of biological information. We support The Sex Education Forum's definition of RSE: *as learning about sex, sexuality, emotions, relationships, sexual health and ourselves*. At SSSC we support the Forum's set of 10 values that should be applied to RSE which includes:

- ***Be accurate and factual, covering a comprehensive range of information about sex, relationships, the law and sexual health, in order to make informed choices.***
- ***Be positively inclusive in terms of gender, sexual orientation, disability, ethnicity, culture, age, religion or belief or other life-experience.***
- ***Promote a critical awareness of the different attitudes and views on sex and relationships within society such as peer norms and those portrayed in the media;***
- ***Be part of lifelong learning, starting early in childhood and continuing throughout life. It should reflect the age and level of the learner;***
- ***Be relevant and meet the needs of children and young people, and actively involve them as participants, advocates and evaluators in developing good quality provision.***

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

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.

The DfES 'Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance' 2021 says:

“schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils”

“High quality, evidence-based and age-appropriate teaching of these subjects can help prepare pupils for the opportunities, responsibilities and experiences of adult life”

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. Safeguarding our children and young people now and in their future, is an important element of our RSE programme and will include communicating the importance of consent.

The following quotation demonstrates how RSE contributes to spiritual, moral, social and cultural development as defined by OfSTED:

The spiritual development of pupils is shown by their:

- *ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values*
- *sense of enjoyment and fascination in learning about themselves, others and the world around them*
- *use of imagination and creativity in their learning*
- *willingness to reflect on their experiences.*

The moral development of pupils is shown by their:

- *ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England*
- *understanding of the consequences of their behaviour and actions*
- *interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.*

The social development of pupils is shown by their:

- *use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds*
- *willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively.*

The role of PSHE, citizenship education and SMSC in obtaining good outcomes in section 5 inspections from September 2015

Janet Palmer HMI (National Lead for PSHE education)

What does our RSE Curriculum Include?

Attitudes and Values

- learning the importance of values and individual conscience
- learning the value of stable and loving relationships, whether in the context of marriage, civil partnership or other family models, for the nurture of children
- learning about the value of respect, love and care
- exploring, considering and understanding moral dilemmas
- learning to respect and value difference and diversity including diverse family models, genders and sexualities
- learning about the rights and responsibilities to oneself and others
- understanding responsibility for one's own safety and that of others both in the real and digital world
- understanding the importance of equality concerning genders and sexuality
- learning that violence and coercion in relationships is unacceptable

Skills

- learning to recognise one's own emotions and those of others
- learning to manage emotions and relationships with confidence and sensitivity
- learning to manage change
- developing self-respect
- learning how to use appropriate language in the real and the digital world
- learning to be empathetic to others
- learning to make choices based on an understanding of difference and with an absence of prejudice
- learning how to identify risk in relationships both in the real and digital world
- learning how to recognise and avoid exploitation and abuse
- learning how to keep oneself safe and how to extricate oneself from an unsafe situation
- developing critical thinking
- learning to make and carry out informed decisions
- developing decision-making skills both in the real and the digital world
- developing an appreciation of the consequences of choices both in the real and digital world
- learning to manage conflict and developing negotiation skills

- learning how to cope with and resisting unwelcome peer pressure
- learning to communicate openly and respectfully about relationships and sex
- learning how to ask for help and accessing advice/services

Knowledge and Understanding

- learning and understanding emotional and physical development at appropriate stages
- learning about the impact of stereotyping and negative language
- learning and understanding reproduction and sexual health
- learning about sexuality and understanding differences
- learning about a safe and healthy lifestyle based on accurate information
- understanding the positive benefits of loving, rewarding and responsible relationships
- learning how to resist unwelcome pressures to be sexually active both in the real and digital world
- learning protective behaviours
- learning how to avoid unplanned pregnancy and Sexually Transmitted Infections (STIs)
- learning about pregnancy and the choices available knowing and understanding legal aspects of sexual behaviour
- understanding the nature of consent
- learning about consent in the law
- learning about the impact of coercion and violence
- knowing where to seek appropriate help and advice

All these elements will be delivered in an age appropriate manner.

Pupils will develop their knowledge and understanding of a range of vocabulary including terms linked to RSE. A 'glossary of terms' in relation to RSE can be provided to parents upon request. These terms will be delivered when relevant and appropriately to pupils with increased emphasis as they progress through the school. In support of the DfE SSSC will ensure that teaching this content is sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law

Equal Opportunities

We recognise that pupils 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 approaches that will actively engage them. We shall also be proactive in combating sexism, sexualised behaviour and sexist bullying.
- Some pupils may have learning, emotional or behavioural difficulties, or physical disabilities that result in particular RSE needs at times which we will support. It may also mean that they have difficulty accessing the RSE

curriculum. We will assess their need and provide an appropriate RSE curriculum.

- Different ethnic and cultural groups may have different attitudes 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 and cultural groups in line with safeguarding and schools 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 include sensitive, honest and balanced consideration of sexuality. We support all pupils to be respectful to all regardless of sexual orientation or gender identity. 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.

How is RSE Provided?

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 PSHE coordinator.
4. Through other curriculum areas for example Drama, English etc.
5. Through assemblies.
6. Through pastoral support.
7. By the provision of appropriate leaflets and other information sources.
8. Via drop-in clinics or other forms of enhance provision.
9. Via targeted intervention, where appropriate, with vulnerable individuals.
10. Delivery in response to incidents.

Teaching, Learning and Assessment

At SSSC we assess pupils' knowledge and understanding of RSE through the School's PSHE Rainbow Assessment system and Nurture Stages. These have been designed and adapted by teaching staff at SSSC using guidance from the National Curriculum, Pre-Key Stage Standards and government guidance.

Teaching and Learning Methods

Teaching and learning best practice will be applied, this includes active learning methods and varied strategies that promote co-operation, support participation and negotiation, encourage reflection and consider risk reduction.

A Safe Learning Environment

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

- Group agreements or ground rules are negotiated, explained, displayed and referred to wherever appropriate. (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. We will not expect a group to keep what is discussed within the classroom, within the room.
- 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.
- Humour is an important element of the PSHE classroom, however we will laugh together.
- Signposting to sources of support when dealing with sensitive issues

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 is important that both genders learn about the other gender e.g. through puberty. It is also important to note that at times, friendship groupings may be the safest way for pupils to discuss an issue. It will be left to the teacher's discretion to make these decisions.

Asking and Answering Questions

Teachers will attempt to answer pupil's questions and concerns in a sensitive, age and development appropriate manner. Individual teachers will discretion in these situations, and if necessary, refer to the PSHE coordinator or Pastoral Team 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-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 the ground rules/group agreement.
4. Teachers will set the tone by speaking in a matter-of-fact way and ensuring that pupil's discussion issues in a way which encourages thoughtful participation. As previously mentioned, humour may be used appropriately.
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.

A Normative Approach

Our staff will keep in mind that majority of our pupils are not engaging in sexual relationships and inappropriate sexual behaviour. In RSE we communicate a positive attitude about the behaviour of our pupils, and we use a range of data and research to correct misconceptions about young people's sexual behaviour.

Resources

Teaching resources will be selected on the basis of their appropriateness to pupils and their impact.

Continuity, Progression and Assessment

Continuity and progression will be generated through the adoption of a whole school approach to the planning and delivery of outcomes covering knowledge, skills and attitudes developed in response to the baseline (needs) assessment of pupils building on previous/existing knowledge, experience and understanding. Baseline, self, peer and end of module assessments will contribute to the effective delivery of RSE.

Pupils existing knowledge needs to be the starting point for all RSE work. Needs assessment will be built into some lesson planning as each group may have different knowledge, experience and understanding.

The high levels of expectation for the quality of the work produced in RSE will be the same expectations as in any other subject area.

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 PSHE provision and builds on existing school systems.

Parental Concerns and Withdrawal of Pupils

We aim to work in active partnership with parents/carers, value their views and keep them informed about our RSE provision. 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.

For pupils at Primary age:

If you do not want your child to take part in some or all of the lessons on Sex Education, you can ask that they are withdrawn. At primary level the Co-Head teachers will grant this request. Please note that the Science curriculum also includes content on human development, including reproduction, which there is no right to withdraw from.

For pupils at Secondary age:

If you do not want your child to take part in some or all of the Sex Education lessons delivered at secondary, you can ask that they are withdrawn. The Co-Headteacher's will consider this request and discuss it with parents/carers, and will grant this in all but exceptional circumstances, up until three school terms before your child turns 16. At this age, your child can choose to receive Sex Education if they would like to, and the school should arrange for your child to receive this teaching in one of those three terms (unless there are exceptional circumstances).

If parents/carers decide to withdraw their child, we shall work with them and their child to explore possible alternative provision and will work to ensure the safety of that child.

Personnel and Training

There is a PSHE subject lead who is regularly trained and updated in this fast-moving subject area. They are responsible for RSE.

To ensure quality delivery of RSE, the staff deliver RSE have appropriate and regular training to keep them updated to. 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 as part of the Staff Induction process.

Monitoring and Evaluation

The programme is regularly evaluated by the PSHE subject leader. 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 will also inform any changes to the curriculum.

PSHE staff receive the same teaching and learning monitoring and support as other subjects. The PSHE subject leader receives time in order to carry out this process.



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.

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

This document is freely available to the entire school community. It has also been made available on the school website.

It will be reviewed on a biannual basis.

Review date.....

Signed..... Chair of Governors

Date.....

Policy Links

Drugs Policy SSSC
Safeguarding policies
Anti-Bullying Policy

