

OVERTON GRANGE SCHOOL POLICY

RELATIONSHIPS AND SEX EDUCATION (RSE) POLICY

Govs Comm. CURRICULUM & STUDENT

This policy was developed in response to the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017.

Principles

What Is Relationships and Sex Education?

The aim of RSE is to give students 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. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what is acceptable and unacceptable behaviour in relationships. (DfE Guidance, p25)

Principles and Values

Overton Grange School believes that RSE is an integral part of the whole school curriculum because:

1. It is vital that the information students receive regarding sexual matters is factual and accurate. It is clear that some sexual education received outside of school can be incorrect and lead to misunderstanding. RSE at school gives an objective and balanced view.
2. Effective, informative and well-taught RSE helps prevent unplanned pregnancy and Sexually Transmitted Infections (STIs).
3. RSE can help students to develop a positive self-image and high self-esteem, responsibility and the ability to make informed decisions.
4. RSE helps to empower students by making them aware of external agencies that exist to help young people with a wide range of sexual issues
5. RSE is part of the provision of a broad and balanced curriculum.

Equality, inclusion and social justice

We believe that RSE is a key vehicle for promoting equality, inclusion and social justice.

Our RSE curriculum is designed to promote gender equality through challenging gender stereotypes and sexism and sexual harassment in school. We take these issues seriously and ensure that we embed content on gender equality throughout the curriculum.

We are also committed to an RSE curriculum that makes every student feel valued and included and is relevant to them. This means we are committed to an LGBT+ inclusive and SEND inclusive curriculum and are mindful of the SEND Code of Practice 2014 when planning for this subject. We will also ensure that we take into account the religious and cultural background of all students when teaching RSE.

An inclusive RSE at Overton Grange School will seek to challenge all forms of discrimination and prejudice between students and promote understanding and respect as outlined under the Equality Act 2010.

How is the policy going to be put into practice?

RSE at Overton Grange School:

RSE should not be isolated subject. It is primarily taught through our Citizenship curriculum. Each year group in Years 7,8 and 9 has a weekly 60-minute lesson of Citizenship, while in Years 10 and 11 there are three lessons a fortnight. Within each year a reasonable amount of time is dedicated to RSE and Health Education. Other subjects that also deliver aspects of the RSE curriculum are Science, Religious Education, Physical Education and ICT. All the teachers that deliver this curriculum are trained subject specialists. A small number of students will cover some of the prescribed topics in our Personal Development groups.

RSE lessons are set within the wider context of the Citizenship curriculum (incorporating PSHE) and focus more on the emotional aspects of development and relationships, although the physical aspects of puberty and reproduction are also included. The Science Curriculum is delivered by staff in the Science department. These lessons are more concerned with the physical aspects of development and reproduction, although the importance of relationships is not forgotten.

All content will be delivered in a timely way and will be age and developmentally appropriate to meet the needs of our students, including those students with SEND.

Any RSE lesson may consider questions or issues that some students will find sensitive. Before embarking on these lessons ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson.

When students ask questions, we aim to answer them honestly, within the ground rules established at the start of the sessions. When it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the students, the question may be dealt with individually at another time.

All teachers and other staff members who are required to teach RSE will have relevant training, resources and support. If staff are asked questions that they do not know the correct information for, then they will inform students that they will find out for the next lesson.

Learning Outcomes: the main RSE topics as stated by the DfE 2019 Statutory Guidance are below:

Families. Students should know:

- 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 eg. that marriage carries legal rights and protections not available to couples who are cohabiting or 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.

Respectful relationships, including friendships. Students should know :

- 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 (eg. 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.

Online and media. Students should know:

- 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 eg. 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. Students should know:

- 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).

Intimate and sexual relationships, including sexual health. Students should know:

- 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, eg. 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 and menopause.
- 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.
- 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.

Delivery of the RSE Curriculum content.

RSE is primarily taught through our Citizenship curriculum. Other subjects that also deliver aspects of the RSE curriculum are Science, Religious Education, Physical Education and ICT.

Parental right to request their child be excused from sex education

As outlined within the Statutory Guidance, parents/carers have the right to request their child be withdrawn from all or part of sex education lessons that are delivered as part of RSE.

Parents/carers do not have a right to withdraw their child from Relationships Education (family, friendship, safety (including online safety)).

Parents/carers do not have the right to withdraw their child from any sex education delivered as part of the Science curriculum.

Parents/carers do not have the right to withdraw their child from Health Education.

All students have the right to opt into sex education three terms before they turn 16 and the school will make arrangements for this to happen. In practice, this means that when a student turns 15 they have the right to be taught sex education if they want to.

Although parents/carers have the right to request to withdraw their child from any or all of sex education as part of Relationships Education, it is our aim to encourage parents/carers to see the value of RSE learning and its contribution to keeping students safe, developing their emotional, social and physical wellbeing and for promoting equality and social justice.

Should a parent/carer decide that they do not wish their child to take part in any of these lessons, we would ask that they write to the Headteacher outlining their concerns. The Headteacher will reply to the parent/carer trying to address any concerns/objections to the content of the curriculum.

If then, parents/carers do decide to withdraw their child, they should inform the Headteacher in writing and the school will keep a record of this. We would make alternative arrangements in such cases.

Except in exceptional circumstances, we will respect the parents/carers request to withdraw their child up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school will make arrangements to provide the child with sex education during one of those terms.

We will remind parents annually that the request to withdraw is still in place and invite them to confirm whether they still want it.

Roles and responsibilities

Head of Citizenship

The Head of Citizenship will ensure our RSE curriculum reflects national guidance.

The Head of Citizenship will liaise with other Sutton Schools to find out how they deliver their RSE programmes and exchange resources/approaches as required.

The Head of Citizenship will ensure there is appropriate resources/training/support for classroom teachers.

Classroom teachers

Classroom Practice

Teachers will establish clear parameters of what is appropriate and inappropriate in a whole class setting. It will be a matter of common practice that:

- No-one (teacher or student) will have to answer a personal question
- No-one will be forced to take part in a discussion
- The correct names for body parts will be used
- Sensitivity will be shown towards those of particular faith backgrounds
- Nothing should be said that could be construed as embarrassing or offensive to other students
- Students are not to mention the names of other students when mentioning sexual behaviour

If a question is too personal, the student will be reminded of the ground rules. The student may then be referred to the appropriate health professional or outside agency via the designated safeguarding leads.

If a question is too explicit, seems too old for the student, is inappropriate for the whole class or raises concerns about sexual abuse, it will not be answered in front of the whole class. The member of staff will discuss their concerns with the Child Protection Officer and other suitable staff, as appropriate. In cases of concern over sexual abuse, the school child protection procedures will be followed.

Visitors and external agencies

From time-to-time we might invite external experts and visitors to deliver parts of our RSE curriculum. When in a classroom situation they must follow the school's confidentiality and Child Protection policy. They will also be expected to comply with other related policies. A teacher will always be present throughout these lessons.

All staff

Confidentiality, Controversial and Sensitive Issues

Teachers cannot offer unconditional confidentiality.

In any case where child protection procedures are followed, all staff will ensure that the young person understands that confidentiality cannot be guaranteed.

Criteria for success

Through these lessons, students should be equipped to build positive relationships. We seek to ensure that it gives them the knowledge, skills, attitudes and values that will help them to:-

- realise their health (including sexual health), wellbeing and dignity;
- build self-esteem and self-worth;
- explore and value their personal and sexual identity and the personal/sexual identities of others;
- understand and make sense of the real-life issues they are experiencing in the world around them;
- manage and explore difficult feelings and emotions;
- consider how their choices affect their own wellbeing and that of others;
- develop as informed and responsible citizens; and,
- understand and ensure the protection of their rights throughout their lives.

Monitoring and evaluation

We will regularly monitor our RSE scheme of work to ensure that the quality of teaching is consistent, that the curriculum is meeting the new national requirements under the Relationships Education, RSE and Health Education guidance, and that learning outcomes are reflective of student need.

The policy will be reviewed annually to assess what improvements/amendments need to be made and will feature consultation with:

- Students including the School Council
- Review of the RSE curriculum content with staff and students
- Consultation with wider school community e.g. health professionals

If changes are needed, members of staff, parents/carers and students will be consulted and any subsequent changes made clearly communicated.

Evaluation of our programme is crucial to ensure that we can continue to improve on provision and teaching effectiveness. The evaluation process involves structured and informal student and staff feedback including: teacher evaluation of lessons and the overall RSE programme; evidence from lesson observations; feedback and evaluation by students; scrutiny of student assessments; and sampling of student work.

Links with other policies

Anti-bullying Policy

Child Protection Policy and procedures (including peer-on-peer abuse)

Equal Opportunities Policy

Special Educational Needs Policy

Behaviour Policy