



# Sir James Smith's Community School

*Aspiration • Ambition • Achievement*

## RELATIONSHIPS AND SEX EDUCATION (RSE) POLICY

***MAY 2018***

- 1. Background*
- 2. Aims*
- 3. Objectives*

# Relationships and Sex Education Policy

## 1.0 Background

The school has a PHSEE programme, which is delivered to our pupils throughout their school career. It is taught in discrete M&E lessons, within the tutorial programme and sometimes is presented more appropriately in specific subject areas. It is within this broad framework that Sex & Relationships Education is provided for all our pupils at different stages of their school life with continuing reference to **helping children to achieve more**.

We are confident that our policy is an integral part of our general legal requirement to:

"promote the spiritual, moral, cultural, mental and physical development of pupils ..... and prepares them for the opportunities, responsibilities and experiences of adult life".

Indeed our Sex & Relationships Education provision operates within a clear moral framework which encourages pupils to appreciate the value of stable family life, marriage and the responsibilities of parenthood; to consider the importance of self-restraint, dignity, respect for themselves and others, loyalty and fidelity. Simultaneously, we encourage sensitivity to avoid causing hurt and offence to all children to reflect these values and experiences, and to allow all children to feel a sense of worth.

## 2.0 Aims:

### 2.1

- To help young people to recognise that healthy sexual development is relevant to many areas of a person's life.
- To help them to recognise that sexuality is an area of human development acceptable for open and frank discussion.
- To help adolescents to understand their own bodies.
- To ensure that they have a clear understanding of the health risks that can arise from sexual activity.
- To ensure that they appreciate the need to take responsibility for their own behaviour and well-being.
- To reduce the confusion that sometimes exists in young minds as a result of misinformation and pressures brought upon them by a variety of sources such as peer groups, television, the press, social media and the internet.
- To promote an on-going dialogue between parents, and the teachers and outside agencies responsible for the delivery of Sex Education in the school.
- To protect pupils from inappropriate teaching and materials in line with their age and cultural background.
- To build Self-esteem.
- Ensure young people understand how the law applies to sexual relationships.
- Focus on boys as much as girls.
- Increase awareness/understanding of gender/gender issues

**2.2** The Governors are acutely aware of potential areas of difficulty and contention in some areas of Sex Education; however, Governors are absolutely committed to encouraging students to address the issues facing young people today. They particularly realise that such problems could arise when some aspects of the course are being delivered to year groups whose members could well represent a wide range of emotional and physical development and of sexual awareness. They would stress the need for sensitivity and the delicacy on the part of all concerned in delivering the programmes.

Nevertheless, we do acknowledge that parents have the right to withdraw their children from Sex Education (non-National Curriculum) lessons. In such circumstances, we would invite parents in to discuss the situation.

**2.3** The school will seek to provide additional information, advice and guidance to students via outside agencies such as Youth Cornwall. This is in recognition of the difficulties faced by many students; access to IAG (Information, Advice and Guidance) in a rural area is extremely difficult due to the cost and lack of public transport. The school should provide opportunities for students to discuss health and sexual matters in a safe, secure and confidential setting.

**2.4** Child Sexual Exploitation (CSE)

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To ensure students understand the potential issue of sexual exploitation staff will use assembly time and curriculum to address CSE.

All staff will be issued with guidance regarding CSE and safeguarding training will include a CSE section

## 3.0 Objectives

### 3.1 At Key Stage 3 [Years 7 – 9] our objectives are:

- to recognise the importance of personal choice in managing relationships and issues around consent, so that they do not present risks, eg to health, to personal safety
- to understand that organisms (including HIV) can be transmitted in many ways, in some cases sexually
- to discuss moral values and explore those held by different cultures and groups
- to understand the concept of stereotyping and identify its various forms
- to be aware of the range of sexual attitudes and behaviours in present day society
- to understand that people have the right of choice in sexual activity; recognise that parenthood is a matter of choice; know in broad outline the biological and social factors which influence sexual behaviour and their consequences
- to understand the human reproductive system, menstrual cycle, fertilisation, and the role of the placenta
- to understand how the foetus develops in the uterus
- to understand the physical and emotional changes that take place during adolescence

### AT KEY STAGE 3: YEARS 7 - 9 : AGES 11 - 14

SUBJECTS	OBJECTIVES	TO KNOW AND UNDERSTAND	TO DO AND BE ABLE	TO FORM OWN SET OF MORALS, VALUES AND ATTITUDES
<b>M&amp;E / DRAMA (on ad hoc basis) TUTORIAL</b>	1. Recognise the importance of personal choice in managing relationships so that they do not present risks, eg to health, to personal safety.	1. How to protect oneself against unguarded sexual behaviour. Range of sexual activity as alternative to intercourse, eg kissing, caressing.	1. To resist pressure to do the things with which one does not feel comfortable. To manage relationships so that they do not present risks. To do what is right.	1. Taking responsibility for one's own actions and possible consequences. The importance of personal rights, developing own sexual feelings.
<b>SCIENCE (but only parts of)</b>	2. Understand that organisms (including HIV) can be transmitted in many ways, in some cases sexually.	2. Awareness of organisms and diseases which can be sexually transmitted.		2. Responsibility for the moral well-being of others.

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<p><b>MORALITY &amp; ETHICS (also incidentally across most subjects) TUTORIAL</b></p>	<p>3. Discuss moral values and explore those held by different cultures and groups.</p>			<p>3. Tolerance, appreciation of and respect for different values and beliefs in cultures/religions other than one's own. Be aware of different male/female roles in multicultural society and effects on sexual relationships.</p>
<p><b>ENGLISH (on ad hoc basis. Themes are covered when they are an integral part of the literature being discussed)</b></p>	<p>4. Understand the concept of stereotyping and identify its various forms.</p>	<p>4. How men and women are portrayed in the media.</p>	<p>4. To recognise instances of sexual stereotyping</p>	<p>4. Be aware of one's own attitude to male and female roles.</p>
<p><b>ENGLISH / M&amp;E/TUTORIAL TIME</b></p>	<p>5. Be aware of the range of sexual attitudes and behaviours in present day society.</p>	<p>5. That different sexual behaviours are present in society, and that there is a law relating to age of consent to protect people.</p>		
<p><b>MORALITY &amp; ETHICS</b></p>	<p>6. Understand that people have the right of choice in sexual activity; recognise that parenthood is a matter of choice; know in broad outline the biological and social factors which influence sexual behaviour and their consequences.</p>			
<p><b>SCIENCE</b></p>	<p>7. Understand the human reproductive system, menstrual cycle, fertilisation, and the role of the placenta.</p>			

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<b>SCIENCE / TECHNOLOGY</b>	8. Understand how the foetus develops in the uterus.			
<b>TUTORIAL TIME</b>	9. Understand the physical and emotional changes that take place during adolescence.			9. Develop positive attitude to changes during adolescence. An awareness of the range of questions, fears and doubts that occur during adolescence.
<b>LUNCHTIME POP-INS LGBTQ 'UNITE' Support Centre Staff and guest Speakers</b>	10. Fortnightly sessions to cover issues as required			

### 3.2 At Key Stage 4 (Years 10 - 11) our objectives are:

- to understand aspects of Britain's legislation relating to sexual behaviour
- to understand the biological aspects of reproduction
- to consider the advantages and disadvantages of various methods of contraception in terms of personal preference and social implications
- to recognise and be able to discuss sensitive and controversial issues such as conception, birth, HIV/AIDS, child-rearing, abortion and technological developments which involve consideration of attitudes, values, beliefs and morality
- to be aware of the need for preventative health care and know what this involves
  - to be aware of the availability of statutory and voluntary organisations which offer support in human relationships, eg Relate, and/or give guidance on treatment [eg Brook Advisory]
- to be aware that feeling positive about sexuality and sexual activity is important in relationships; understand the changing nature of sexuality over time and its impact of lifestyles, eg the menopause
- to be aware of partnerships, marriage and divorce and the impact of loss, separation and bereavement
- to be able to discuss issues such as sexual harassment in terms of their effects on people
- to understand the importance of loving and stable relationships
- to understand the arguments for delaying sexual activity

### AT KEY STAGE 4: YEARS 10 - 11: AGES 14 - 16

<b>SUBJECTS</b>	<b>OBJECTIVES</b>	<b>TO KNOW AND UNDER- STAND</b>	<b>TO DO AND BE ABLE</b>	<b>TO FORM OWN SET OF MORALS, VALUES AND ATTITUDES</b>
<b>M&amp;E (maybe via Police or outside Agency, Brook, LED and others) DLD used as an opportunity for whole day focus on subject</b>	1. Understand aspects of Britain's legislation relating to sexual behaviour.	1. Laws relating to age of consent, contraception, rape, other forms of sexual abuse, abortion, homosexuality.		1. Be aware of the law in relation to own behaviour.

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<b>*M&amp;E/SCIENCE (values)</b>	2. Reinforce understanding of the biological aspects of reproduction.	2. Process of sexual intercourse, menstrual cycle and conception.		2. Emotional and moral implications of sexual activity.
<b>*GEOGRAPHY (Brook Advisory) M&amp;E</b>	3. Consider the advantages and disadvantages of various methods of contraception in terms of personal preference, social and religious implications.	3. The range of contraception methods available, use and availability, reliability and suitability at different stages of life.		3. Influence of religious teaching and personal faith on actions / decisions of the believer.
<b>*M&amp;E</b>	4. Recognise and be able to discuss sensitive or controversial issues such as conception, birth, HIV/AIDS, child rearing, abortion and technological developments which involve consideration of attitudes, values, beliefs and morality.		4. To discuss with others different points of view sensibly (sensitivity and tolerance).	4. Moral, emotional, religious considerations relating to sexual issues and acceptability within a relationship.
<b>M&amp;E &amp; SUPPORT CENTRE STAFF</b>	5. Be aware of the need for preventative health care and know what this involves.	5. The importance of preventative medicine, eg breast awareness, testicular self-examination and taking advantage of opportunities for cervical smear testing and breast screening.		

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<b>M&amp;E &amp; SUPPORT CENTRE STAFF</b>	6. Be aware of the availability of statutory and voluntary organisations which offer support in human relationships, eg Relate, Family Planning Clinics, CRUSE.	6. Local provision		
<b>M&amp;E &amp; SUPPORT CENTRE STAFF</b>	7. Be aware that feeling positive about sexuality and sexual activity is important in relationships; understand the changing nature of sexuality over time and its impact on lifestyles, eg the menopause.	7. Changes in sexuality with age, eg menopause. Effects of fatigue, stress and family life on sexual activity.	7. To obtain help when required.	7. Sexuality and sexual activity as influenced by stability in a relationship.
<b>M&amp;E</b>	8. Be aware of partnerships, marriage and divorce and the impact of loss, separation and bereavement.	8. Legal and moral requirements of marriage, partnership.		8. Notions of stability of marriage, fidelity to spouse and the importance of family stability as ideals. Religious teaching on marriage and divorce.
<b>M&amp;E &amp; SUPPORT CENTRE STAFF</b>	9. Be able to discuss issues such as sexual harassment in terms of their effects on individuals and group dynamics.		9. To seek help is sexual safety is threatened and / or sexual attention is unsolicited.	
<b>TUTORIAL TIME New 'rejigged' PSHE Programme WED/THU 8.25am - 8.40am</b>	10. To cover all aspects as above			

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<b>LUNCHTIME POP-INS LGBTQ 'UNITE' Support centre staff and guest speakers</b>	11. Fortnightly sessions to cover issues as required
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*If you would like this in a different format please contact the school*

*Reviewed By – Steve Brown/Jon Lawrence*

*Reviewed – May 2018*

*Ratified by Governors –May 2018*

*Next Review May 2019*