

**NORTH YORKSHIRE COUNTY COUNCIL
CHILDREN AND YOUNG PEOPLE'S SERVICE**

SCALBY SCHOOL

Relationship and Sex Education (RSE) Policy

HISTORY OF DOCUMENT

Issue No.	Author	Date Written	Approved by Governors	Comments
1	NYCC	10/10/09	21.10.09	
2	NYCC		9.11.11	

The Government response to the report by the SRE Review Steering Group, October 2008, will begin to have an impact on RSE. Adjustments will eventually affect policy making and until such time this policy takes full account of the school's legal obligations and the last DfEE guidance 'Sex and Relationship Education Guidance 2000'.

Member of staff responsible: Assistant Headteacher - Deep Support

Review date: October 2013

Member of staff with PSHE CPD Accreditation: Assistant Headteacher - Deep Support

1. Sources of Information

This policy has drawn on:

- DfEE 'Sex and Relationship Education Guidance', 2000.
- Ofsted, 2002, *Sex and Relationships*. Office for Standards in Education, London.
- Social Exclusion Unit, 1999, *Teenage Pregnancy Strategy*. Social Exclusion Unit, London.
- Taking the Initiative: positive guidance on SRE for Secondary Schools. SEF Factsheet 23.
- SRE Framework. SEF Factsheet 30.

2. How this Policy was Developed

This policy has been developed by consultation between John Jones, Associate Assistant Headteacher - Deep Support, Vicki Michael, Assistant Headteacher - Deep Support, and Sharon Mallison, Subject Head of Life Curriculum.

It has then been ratified by the consideration of the school's senior leadership team, and the former Interim Executive Board.

3. What is RSE?

The term *Relationship and Sex Education, RSE*, is used in this policy rather than *sex education*. This is to stress that our approach goes beyond provision of biological information to also focus on clarifying attitudes and values, and developing self-esteem and the skills to manage relationships.

According to the latest DfEE guidance RSE is:

'...lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health'

DfEE 'Sex and Relationship Guidance', 2000.

The guidance suggests that RSE should have three main elements as follows:

Knowledge and understanding

- Learning and understanding physical development at appropriate stages.
- Understanding human sexuality, sexual health, emotions and relationships.
- Learning about contraception and a range of local and national sexual health advice, contraception and support services.
- Learning the reasons for delaying sexual activity, the benefits to be gained from such delay.
- The avoidance of unplanned pregnancy.

Attitudes and values

- Learning the importance of values and individual conscience and moral considerations.
- Learning the value of family life, marriage and stable and loving relationships for the nurture of children.
- Learning the value of respect, love and care.
- Exploring, considering and understanding moral dilemmas.
- Developing critical thinking as part of decision making.

Personal and social skills

- Learning to manage emotions and relationships confidently and sensitively.
- Developing self-respect and empathy for others.
- Learning to make choices based on an understanding of difference and with an absence of prejudice.
- Developing an appreciation of the consequences of choices made.
- Managing conflict.
- Learning how to recognise and avoid exploitation and abuse.

The school's approach to RSE consists of:

1. The taught National Curriculum Science Programme of Study
2. RSE modules within each Key Stage delivered within a planned "Life" Education programme – see attached Appendix.
3. Pastoral support for students who experience difficulties

4. Why RSE?

4.1 Legal obligations

Maintained secondary schools in England and Wales have a legal responsibility to provide a 'sex education' programme. They also have a responsibility to keep an up to date written statement of the policy they choose to adopt and this must be available to parents. Parents have a right to withdraw their children from 'sex education' lessons which fall outside those aspects covered in the National Curriculum Science.

4.2 The needs of young people and the role of schools

The overall aims of the school and New Secondary curriculum are for all young people to become:

- successful learners who enjoy learning, make progress and achieve
- confident individuals who are able to live safe, healthy and fulfilling lives
- responsible citizens who make a positive contribution to society.

The DfEE 'Sex and Relationship Guidance', 2000, recommends that 'Effective sex and relationship education is essential if young people are to make responsible and well informed decisions about their lives'. The school has a key role, in partnership with parents/carers, in providing RSE.

Research has shown that young people who feel good about themselves, and are knowledgeable and confident about sex and relationships, are more likely to be more discerning in their relationships and sexual behaviours and to have fulfilling relationships.

'Research demonstrates that good, comprehensive sex and relationship education does not make young people more likely to enter into sexual activity. Indeed it can help them learn the reasons for, and the benefits to be gained from, delaying such activity'.

DfEE 'Sex and Relationship Guidance', 2000.

4.3 National and local support and guidance for schools to develop RSE

Rates of teenage pregnancy, abortion and sexually transmitted infection in the UK are among the highest of all European countries. The Government has developed a comprehensive strategy to change this situation and RSE for pupils in both primary and secondary schools is seen, alongside other initiatives, as a key element. Our schools approach to RSE is in line with the Government's strategy and guidance given to schools in DfEE 'Sex and Relationship Guidance', 2000.

At a local level support and guidance for schools to develop RSE includes:

- the "Life" Scheme of Work for KS3/KS4, see Attached Appendix, that has been developed as a result of collaboration between Scalby School and the Outwood grange Family of Schools, and the recognition that good quality RSE is a vital tool in the drive to reduce the number of teenage pregnancies and sexually transmitted infections
- Access and advice to the PSHE CPD Accreditation programme, offered nationally by the University of Roehampton. To date John Jones has achieved status and is available for Sharon Mallison to call upon to advise her.

4.4 National Healthy Schools

At **Scalby School** we recognise the National Healthy Schools Programme as an effective vehicle to promote PSHE education which offers an integrated whole school approach, set alongside nationally agreed criteria, looking at health and wellbeing issues in their wider sense.

Scalby School is working with local partners, agencies, LA Advisers and Consultants from the family of schools to ensure appropriate provision in the key areas of PSHE, including RSE and Drug Education, and Emotional Health and Wellbeing.

5. Morals and Values Framework

Our approach to RSE will be conducted within a clear morals and values framework based on the following principles:

- The value of stable and loving relationships.
- Respect, understanding and empathy towards others who may have different backgrounds, cultures, sexuality, feelings and views.
- The development of relationships, including sexual relationships, based on mutual consent, rather than coercion.
- The right not to be abused by other people or be taken advantage of.
- The right of people to follow their own sexuality, within legal parameters.

We also believe that students have an entitlement to:

- age and circumstance appropriate RSE
- access to help from trusted adults and helping services.

RSE involves consideration of a number of sensitive issues about which different people may hold strong and varying views. The school's approach to RSE will be balanced and take account of, and be sensitive to, different viewpoints but will not be based on personal bias. We shall endeavour to have an approach that is educational, rather than one based on propaganda and sensationalism.

6. Inclusion

'Mainstream schools and special schools have a duty to ensure that children with special educational needs and learning difficulties are properly included in sex and relationships education. Sex and relationship education should help all pupils understand their physical and emotional development and enable them to make positive decisions in their lives'.

DfEE SRE Guidance, July 2000

Young people may have varying needs regarding RSE depending on their circumstances and background. The school strongly believes that all students 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:

The needs of boys as well as girls. Girls tend to have greater access to RSE than boys, both through the media, particularly teenage magazines, and the 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 and sexist bullying.

Ethnic and cultural diversity. Different ethnic and cultural groups may have different attitudes to RSE. The school will consult students 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.

Varying home backgrounds. We recognise that our students may come from a variety of family situations and home backgrounds. We shall take care to ensure that there is no stigmatisation of children based on their home circumstances.

Sexuality. On average, about 5% of Britain's students will go on to define themselves as gay, lesbian or bi-sexual, GLB. Students may also have GLB parents/carers, brothers or sisters, other family members and/or friends. All our students will meet and work with GLB people. Our approach to RSE will include sensitive, honest and balanced consideration of sexuality. Our pastoral support will take account of the needs of GLB students. We shall promote a culture of care and respect and also actively tackle homophobic bullying.

Special educational needs. We shall take account of the fact that some students may have learning, emotional or behavioural difficulties or physical disabilities that result in particular RSE needs.

The teaching programme for Relationship and Sex Education. We intend that all students shall experience a programme of RSE at a level which is appropriate for their age and physical development.

Students who use alternative methods of communication. Some students have physical, visual or hearing impairments or are unable to use speech and may use signing, symbols and/or communication switches and aids. The staff will adapt their teaching of RSE to ensure that these students have equal access. .

Students with profound and multiple learning difficulties are not excluded from the programme. Using appropriate methods, they will experience most of the basic content; self-awareness, gender awareness, body recognition, privacy.

Students with autism will require individual pre-teaching to meet their specific needs. RSE may be included in their support programme. Explicit teaching and use of pictures and visual aids is essential to avoid confusion.

Contraceptive advice to older students. Students will be taught, in the context of sexual intimacy and safer sex, that intercourse should always involve using a condom. Questions about forms of contraception will be answered accurately and honestly within the student's ability to understand. If students need further personal advice about contraceptive use, counselling and support will be sought from appropriate agencies and personnel.

6. A Whole-School Approach

A whole-school approach will be adapted to RSE that actively involves the whole school community. All groups who make up the school community have rights and responsibilities regarding RSE. In particular:

The senior leadership team, SLT, will endeavour to support the provision and development of RSE in line with this policy by providing leadership and adequate resourcing.

The designated RSE co-ordinator, currently Sharon Mallison, will maintain an overview of RSE provision and have overall responsibility for its development. This will include keeping up to date with developments and good practice, accessing training, developing the provision to meet students' needs, providing support and resources for

staff, arranging staff training, liaison with outside agencies and monitoring and evaluation.

Teaching staff. All teachers play an important pastoral role by offering support to students. Any teacher can be approached by a student who experiences a difficulty regarding relationship and sex issues. Teachers will be given support and advice from experienced members of staff and access to appropriate training to enable them to provide this supportive role.

Non-teaching staff may be involved in a supportive role in some RSE lessons and also play an important, informal pastoral support role with students. They will have access to information about the RSE programme and supported in their pastoral role.

Governors have responsibilities for school policies. They will be consulted about the RSE provision and policy and have regular reports at Governor's meetings. Good practice would be to have a designated governor with responsibility to oversee PSHE Education, including RSE and access appropriate training, once the new governing body is established.

Parents/carers have a legal right to view this policy and to have information about the school's RSE provision. They also have a legal right to withdraw their children from dedicated sex education lessons if they wish, see section 8.8. The school will seek and take account of parent/carer views and endeavour to adopt a partnership approach with parents/carers. This will periodically include information/education workshops for parents/carers. The school's approach to RSE will encourage dialogue between parents/carers and their children.

The school nurse can play a key role in supporting the teacher in RSE both in terms of advice, input into lessons, provision of pastoral support for students and resources. The school will work in ongoing consultation and partnership with the school nurse.

Outside agencies and speakers may be involved in inputting to RSE lessons and as points of referral as support services for students. The school will only work with agencies and speakers who are appropriate to student needs. We shall work in partnership with them and jointly plan their work within the school. We will aim to use the exemplar pro-formas recommended by NYCC LEA. The school will also promote relevant helping agencies that students can access.

Students have an entitlement to age and circumstance appropriate RSE and to pastoral support. They will be actively consulted about their RSE needs and their views will be central to developing the provision.

7. The Taught RSE Programme

The RSE programme will be delivered as part of the school's approach to PSHE Education and Citizenship.

8.1 Aims of the programme

The overall aims of the RSE programme are to:

1. provide accurate information about, and understanding of, RSE issues
2. dispel myths
3. explore a range of attitudes towards RSE issues and to help students to reach their own informed views and choices for a healthier lifestyle
4. develop respect and care for others
5. increase student's self-esteem
6. develop skills relevant to effective management of relationships and sexual situations. Examples include communication with and empathy towards others, risk assessment, assertiveness, conflict management, decision making, seeking

- help and helping others
7. contribute to a reduction in local and national teenage pregnancy, sexually transmitted infections and abortion rates.

8.2 Place in the curriculum

The main RSE programme will be delivered through lessons delivered by a small team of teachers delivering the “Life” curriculum. In addition certain biological aspects are delivered through Science lessons.

8.3 Content and learning objectives

The RSE programme is delivered in a developmental manner so that issues are explored in greater depth as students mature.

8.4 Methodology and resources

A wide range of teaching methods are used, that enable student's to actively participate in their own learning. This includes use of quizzes, case studies, research, role-play, video, small group discussion and use of appropriate guest speakers. Where it is regarded as particularly beneficial students are divided into single gender groups for a part of lessons or whole lessons. Occasional use of theatre in education productions also forms part of the programme.

Teaching is conducted in a safe learning environment through the use of ground rules and distancing techniques so that students are not put on the spot or expected to discuss their own personal issues in class. Teaching resources are selected on the basis of their appropriateness to students.

8.5 Answering students' questions

The school believes that students should have opportunities to have their genuine questions answered in a sensible and matter-of-fact manner. However, occasionally a student may ask a particularly explicit, difficult or embarrassing question in class. Teachers will use their skill and discretion to decide about whether to answer questions in class and, if so, how. They will establish clear parameters of what is appropriate and inappropriate in class by discussing ground rules with students and by taking an approach that encourages students to be mature and sensible.

If a teacher does not know the answer to a question they will acknowledge this and suggest that they and students research the answer to the question later. If a question is too explicit or inappropriate to answer in class at that moment, teachers will acknowledge it and attend to it later with the student who asked it. If a question is too personal teachers will remind students about the ground rules and if necessary point out appropriate sources of support. If a teacher is concerned that a student is at risk of sexual abuse they will follow the school's safeguarding procedures.

8.6 Monitoring and evaluation

The programme is regularly evaluated by the RSE co-ordinator. The views of students and teachers who deliver the programme are used to make changes and improvements to the programme on an ongoing basis.

Monitoring and evaluation arrangements are open to external assessment by the LA and Ofsted.

8.7 Assessment

Pupils' progress in RSE is assessed as part of the "Life" assessment strategy which is in line with the schools assessment policy. Pupils' knowledge, skills and attitudes are assessed through a range of methods including teacher, peer and self assessment.

8.8 Parental concerns and withdrawal of students

Parents have a legal right to withdraw their children from dedicated 'sex education' lessons. They do not have a right to withdraw their children from those aspects of RSE that are taught in National Curriculum Science or where RSE issues arise incidentally in other subject areas.

We will 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. If any parents/carers decide to withdraw their child we shall work with them and their child to explore possible alternative provision.

9. Pastoral Support for Students who Experience Difficulties

9.1 The nature of support available to students

The school takes its role in the promotion of student welfare seriously. Staff endeavour to make themselves approachable and to provide caring and sensitive pastoral support for students in a number of ways. Staff may be approached for help on an individual basis and through the tutorial/ pastoral system. They offer a listening ear and kind eyes and, where appropriate, information and advice. The school nurse offers a health and support service to students. Where appropriate, students are referred to the school nurse and/or outside helping agencies. The school will keep up to date about the development of local services and national help lines for young people, promote their existence to students and endeavour to form working relationships with local agencies that are relevant to student needs.

9.2 Confidentiality and informing parents/carers

We are aware that some parents find it hard to cope with their children's sexual development, and are happy for the school to take the initiative. We will take every opportunity to inform and involve parents and carers:

- by making our commitment clear on the school website
- by placing RSE on the agenda at the relevant governors' meeting
- by inviting parents to discuss RSE when their child enters the school and at primary-secondary transition

- by discussing and agreeing a consistent approach for students to be used at home and school
- by inviting parents to a meeting where resources are available, and their use explained.

School staff cannot promise absolute confidentiality if approached by a student for help. Staff must make this clear to students. Safeguarding procedures must be followed when any disclosures about abuse are made.

It is very rare for a student to request absolute confidentiality. If they do, in situations other than those involving safeguarding issues, staff must make a careful judgement about whether or not a third party needs to be informed. This judgement will be based upon:

- the seriousness of the situation and the degree of harm that the student may be experiencing
- the student's age, maturity and competence to make their own decisions.

Where it is clear that a student would benefit from the involvement of a third party, staff should seek the consent of the student to do so. If appropriate, staff might inform the third party together with the student. Unless clearly inappropriate, students will always be encouraged to talk to their parent/carer.

9.3 Dealing with bullying

Bullying commonly includes inappropriate and hurtful comments and behaviours concerning sexism, homophobia, appearance and other sex/relationship issues. The school takes the issue of bullying very seriously in line with DCSF 'Safe to Learn' Guidance 2007. This is reflected in the school's anti-bullying policy. Staff will challenge and deal sensitively with any evidence of bullying. Students will be encouraged to report any incidents. Staff will endeavour to investigate any incidents of bullying as soon as possible and give feedback to students who complain of bullying. The RSE and PSHE programmes will consider bullying and aim to discourage bullying based on sexism, homophobia, appearance and other sex/relationship issues.

All schools are required to report and log all known incidents of bullying on school premises and to provide an annual summative report to the local authority. The reporting process and form is contained in the LA 'An Exemplar Anti-bullying Policy'. It is important that any form of harassment or hurtful comments of a sexual nature are seen within the context of the schools anti-bullying policy.

10. Dissemination of the Policy

Policy was presented to SLT meeting for approval on 15/10/09 and to the IEB for approval and ratification on 21 October 2009.

Following this the policy was disseminated to all staff, and a copy placed on the public folders held on the school computer network.