

# Relationships and Sex Education Policy



## Oastlers Policy

<b>Approved by Governing Body On</b>	<b>June 2022</b>
<b>To be Reviewed On</b>	<b>June 2024</b>
<b>Signed on Behalf of the Governing Body</b>	<b>Susan Mawson</b>

## Relationships and Sex Education Policy

This policy was developed in response to Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance DfES 2019, the National Teenage Pregnancy Strategy and National Healthy Schools Programme, Section 34 and 35 of the Children and Social Work Act 2017, Education Act 2002, Equality Act 2010, Keeping Children Safe in Education 2019 and section 403 of the Education Act 1996.

The policy also reflects our commitment to the UN Convention on the Rights of the Child, in particular to Article 19 because children have the right to be protected from being hurt or mistreated (including sexual abuse) in body or mind.

### Aims

The aim of Relationships and Sex Education (RSE) is to provide balanced and factual information about human reproduction, together with consideration of the broader emotional, ethical, religious, and moral dimensions of sexual health. The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. Our RSE programme aims to prepare learners for an adult life in which they can:

- develop positive values and a moral framework that will guide their decisions, judgements and behaviour; have the confidence and self-esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationship they want
- understand the consequences of their actions and behave responsibly within sexual, intimate and peer relationships
- avoid being exploited or exploiting others or being pressured into unwanted or unprotected sex
- understand that a loving relationship is based upon consent
- communicate effectively by developing appropriate terminology for sex and relationship issues
- develop awareness of their sexuality and understand human sexuality; challenge sexism and prejudice, and promote equality and diversity
- understand the arguments for delaying sexual activity
- understand the importance of having protected sex
- have sufficient information and skills to protect themselves and, where they have one, their partner from uninvited/unwanted conceptions and sexually transmitted infections (STIs) including HIV.
- be aware of sources of help and acquire the skills and confidence to access confidential health advice, support and treatment if necessary
- know how the law applies to sexual relationships

### What is Relationships and Sex Education?

RSE is lifelong learning about *physical, sexual, moral and emotional development*. It is about understanding the importance of stable and loving relationships, respect, love, care and family life. It involves acquiring information about all aspects of what constitutes positive relationships, developing skills and forming positive beliefs, values and attitudes. At Oastlers School we believe the understanding of such values is integral to supporting and developing positive attitudes towards each other and ensuring positive emotional well-being.

## **Principles and Values**

In addition, Oastlers School believes that RSE should:

- be an integral part of the lifelong learning process, beginning in early childhood and continuing into adult life
- be an entitlement for all young people
- encourage every learner to contribute to and make our community a safe and respectful one that supports every individual so they can grow and learn
- be set within the wider school context and supports family commitment and love, respect and affection, knowledge and openness. Family is a broad concept; not just one model, e.g. nuclear family. It includes a variety of types of family structure, and acceptance of difference
- encourage learners and teachers to share and respect each other's views
- raise an awareness of different approaches to sexual orientation, without promotion of any particular sexual identity. The important values are love, respect and care for each other
- generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment
- recognise that parents/carers are the key people in teaching their children about relationships, sex and growing up. Working in partnership with parents/carers and learners, Oastlers will consult with parents/carers about the content of programmes
- recognise that the wider community has much to offer so working in partnership with health professionals, social workers, peer educators and other mentors or advisers is critical to the success of the programme

RSE at Oastlers has three main elements taught across Key Stages, 3, 4 and 5. The three main elements are as follows:

### **Attitudes and Values**

- learning the importance of values, individual conscience and moral choices
- learning that the basis of a relationship is consensual, based on trust and equality
- learning the value of family life, stable and loving relationships, and marriage
- learning about the nurture of children
- learning the value of respect, love and care
- exploring, considering and understanding moral dilemmas
- developing critical thinking skills as part of decision-making
- challenging myths, misconceptions and false assumptions about behaviour

## **Personal and Social Skills**

- learning to manage emotions and relationships confidently and sensitively
- developing self-respect and empathy for others
- learning to make choices with an absence of prejudice
- developing an appreciation of the consequences of choices made
- managing conflict
- empower learners with the skills to be able to avoid inappropriate pressures or advances (both as exploited or exploiter)

## **Knowledge and Understanding**

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

## **Organisation and content of RSE**

Oastlers School specifically delivers RSE through its personal, social and health education (PSHE)/citizenship curriculum, RE and science lessons at KS3 and KS4.

Teachers, as well as other members of staff such as the school counsellor, safer schools officer and school social worker, work closely with learners over a number of years and we believe that they are usually the best people to work with learners on many of the RSE topics as they are sensitive to individual circumstances, have specific expertise and experience that contributes to the overall aims of the policy.

RSE lessons are set within the wider context of the PSHE curriculum and focus more on the emotional aspects of development and relationships, although the physical aspects of puberty and reproduction are also included. The science 'National Curriculum' is delivered by specialist staff in the science department. These lessons introduce learners to the physical aspects of development and reproduction which will include methods of contraception.

PSHE and science is taught to all our learners throughout their time in school but specifically our younger learners will focus on relationships before moving towards specialist delivery of human biology and reproduction at KS4.

Any RSE lesson may expose questions or issues that some learners 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 learners ask questions, we aim to answer them honestly, within the ground rules established at the start of the sessions. When it is believed that answering a specific question would involve information at a level inappropriate to the development of the rest of the learners, the question may be dealt with individually at another time.

The school has a specialist teacher for PSHE and RSE – **Mrs Sabrina Shariff** - to deliver the majority of the curriculum but she will seek additional support from external agencies such as the school nurse, drugs & alcohol team or the men's & boy's sexual health team to support certain aspects of the curriculum.

Assessment is carried out at the end of every module and involves teacher, learner and peer assessment to capture evidence of knowledge and understanding, interpersonal skills, and attitudes.

## **Inclusion**

### *Ethnic and Cultural Groups*

Our policy is sensitive to the needs of different ethnic groups. For some young people it is not culturally appropriate for them to be taught particular issues or topics in mixed groups. We will respond to parental/carers requests and concerns individually and as they arise.

### *Special Needs*

All our learners receive relationship and sex education. Our curriculum offer is appropriate to the particular needs of all our learners, taking specialist advice where necessary.

### *Sexual Identity, Gender and Sexual Orientation*

We aim to deal sensitively and honestly with issues regarding sexual orientation, answer appropriate questions and offer support to those in need of guidance. This may include referrals for support to specialist organisations such as BLAST. Young people, whatever their developing sexuality, need to feel that RSE is relevant and beneficial to them irrespective of their sexual orientation.

Additionally, learners will explore gender identity as and what it means to be male or female (or other) and how that influences gender based roles in society. A person may identify his/her gender as a boy or a girl or something different. This may be different from their sex, which is related to your physical body and biology.

## **Right of withdrawal of learners from RSE**

Parents/carers have the right to withdraw their child from all or part of RSE except for those parts included in the National Curriculum (science for example). Oastlers School wishes to work collaboratively with our parents/carers about this matter and will make alternative arrangements if an aspect of RSE causes particular concern. Parents/carers are encouraged to discuss their concerns with Mrs Shariff at the earliest opportunity. Parents/carers are welcome to review any RSE resources the school uses. If, after discussion and reflection, parents/carers choose to withdraw their child from RSE, parents/carers are asked to inform the school, in writing. The confirmation of withdrawal should be addressed to the headteacher. Unless the school receives notification of this kind, it is assumed that no objection has been raised and that attendance of RSE is approved.

## **Confidentiality, controversial and sensitive Issues**

At the heart of RSE is a focus on keeping children safe. Staff at the school do not offer unconditional confidentiality. Staff at Oastlers School know what to do if a learner reports abuse, neglect or if they witness abuse. Staff will ensure learners understand how confidentiality in lessons will be handled and what will happen if a learner reports abuse. During our RSE lessons the offer of confidential support on sexual health matters such as access to counselling, advice on contraception and signposting to sexual health support services will be made available. Any such guidance is in accordance with the legal framework that young people are entitled to. What this means is that guidance of this nature, when sought by learners, is not required to be disclosed to parents/carers unless concerns are evident that are of a safeguarding nature.

Oastlers School operates a robust Safeguarding Policy and will adhere to it at all times and apply it where appropriate if:

- it becomes apparent that any learner under 16 years old is having or contemplating sexual intercourse
- child protection is identified, a referral to one of the schools Designated Safeguarding Leads will be made and acted upon accordingly as per policy

In any case where child protection procedures are followed, the teacher will ensure that the young person understands that if confidentiality has to be broken, they will be informed first as per child protection procedures.

Health professionals in school, such as school nurse or Step 2 sexual health advisor, are bound by their own professional code of conduct in any one-to-one situation with an individual learner.

### **Monitoring and evaluation of RSE**

It is the responsibility of the PSHE co-ordinator to oversee and organise the monitoring and evaluation of PSHE, in the context of the overall school plans for monitoring the quality of teaching and learning. The PSHE programme will be treated as a subject department in this exercise.

The Governing Body is responsible for overseeing, reviewing and organising the revision of the Relationships and Sex Education Policy.

Ofsted is required to evaluate and report on spiritual, moral, social and cultural development of all learners in school. This includes evaluating and commenting on the school's Relationships and Sex Education policy, and on support and staff development, training and delivery of this vital subject.

### **Links with other policies**

- Safeguarding and Code of Conduct Policy
- Anti-Bullying Policy
- Behaviour Policy
- Equality Information and Objectives Policy
- ICT E-safety and ICT Acceptable Use Policy

## Appendix 1 – supporting understanding of relationships and sex education

<p><b>Families</b></p>	<p>Learners should know</p> <ul style="list-style-type: none"> <li>• that there are different types of committed, stable relationships.</li> <li>• how these relationships might contribute to human happiness and their importance for bringing up children.</li> <li>• what marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.</li> <li>• why marriage is an important relationship choice for many couples and why it must be freely entered into.</li> <li>• the characteristics and legal status of other types of long-term relationships.</li> <li>• the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.</li> <li>• 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.</li> </ul>
<p><b>Respectful relationships, including friendships</b></p>	<p>Learners should know</p> <ul style="list-style-type: none"> <li>• 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</li> </ul>

	<p>practical steps they can take in a range of different contexts to improve or support respectful relationships.</p> <ul style="list-style-type: none"> <li>• how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).</li> <li>• 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.</li> <li>• about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.</li> <li>• that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.</li> <li>• what constitutes sexual harassment and sexual violence and why these are always unacceptable.</li> <li>• 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.</li> </ul>
<p><b>Online and media</b></p>	<p>Learners should know</p> <ul style="list-style-type: none"> <li>• their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.</li> <li>• 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.</li> <li>• not to provide material to others that they would not want shared further and not to share personal material which is sent to them.</li> <li>• what to do and where to get support to report material or manage issues online.</li> </ul>



	<ul style="list-style-type: none"> <li>• the impact of viewing harmful content.</li> <li>• that specifically sexually explicit material e.g. 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.</li> <li>• that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.</li> <li>• how information and data is generated, collected, shared and used online.</li> </ul>
<p><b>Being safe</b></p>	<p>Learners should know</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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).</li> </ul>
<p><b>Intimate and sexual relationships, including sexual health</b></p>	<p>Learners should know</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.</li> <li>• the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.</li> <li>• that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.</li> </ul>

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|  | <ul style="list-style-type: none"><li>• that they have a choice to delay sex or to enjoy intimacy without sex.</li><li>• the facts about the full range of contraceptive choices, efficacy and options available.</li><li>• the facts around pregnancy including miscarriage.</li><li>• that 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).</li><li>• 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.</li><li>• about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.</li><li>• how the use of alcohol and drugs can lead to risky sexual behaviour.</li><li>• how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.</li></ul> |
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## Appendix 2 – supporting physical health and mental wellbeing

<b>Mental wellbeing</b>	<p>Learners should know</p> <ul style="list-style-type: none"><li>• how to talk about their emotions accurately and sensitively, using appropriate vocabulary.</li><li>• that happiness is linked to being connected to others.</li><li>• how to recognise the early signs of mental wellbeing concerns.</li><li>• common types of mental ill health (e.g. anxiety and depression).</li><li>• how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.</li><li>• the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.</li></ul>
<b>Internet safety and harms</b>	<p>Learners should know</p> <ul style="list-style-type: none"><li>• the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online.</li><li>• how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.</li></ul>

<p><b>Physical health and fitness</b></p>	<p>Learners should know</p> <ul style="list-style-type: none"> <li>• the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.</li> <li>• the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardio-vascular ill-health.</li> <li>• about the science relating to blood, organ and stem cell donation.</li> </ul>
<p><b>Healthy eating</b></p>	<p>Learners should know</p> <ul style="list-style-type: none"> <li>• how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.</li> </ul>
<p><b>Drugs, alcohol and tobacco</b></p>	<p>Learners should know</p> <ul style="list-style-type: none"> <li>• the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions.</li> <li>• the law relating to the supply and possession of illegal substances.</li> <li>• the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.</li> <li>• the physical and psychological consequences of addiction, including alcohol dependency.</li> <li>• awareness of the dangers of drugs which are prescribed but still present serious health risks.</li> <li>• the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.</li> </ul>
<p><b>Health and prevention</b></p>	<p>Learners should know</p> <ul style="list-style-type: none"> <li>• about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about</li> </ul>

	<p>antibiotics.</p> <ul style="list-style-type: none"> <li>• about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.</li> <li>• (late secondary) the benefits of regular self-examination and screening.</li> <li>• the facts and science relating to immunisation and vaccination</li> <li>• the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn</li> </ul>
<p><b>Basic first aid</b></p>	<p>Learners should know</p> <ul style="list-style-type: none"> <li>• basic treatment for common injuries.</li> <li>• life-saving skills, including how to administer CPR.</li> <li>• the purpose of defibrillators and when one might be needed.</li> </ul>
<p><b>Changing adolescent body</b></p>	<p>Learners should know</p> <ul style="list-style-type: none"> <li>• key facts about puberty, the changing adolescent body and menstrual wellbeing.</li> <li>• the main changes which take place in males and females,</li> </ul>