



Relationship and Sex Education (RSE) Policy

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Headteacher:		Date:	8 th May 2017
Chair of Governors:		Date:	8 th May 2017

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1. Introduction

This policy was developed in response to Relationship and Sex Education Guidance DfES 2000, the National Teenage Pregnancy Strategy and National Healthy Schools Programme.

RSE is lifelong learning about physical, sexual, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care, for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. This is not the task of the school in isolation and we seek to work with parents and carers to ensure that the teaching of RSE reflects their expectations and complements teaching at home.

2. Delivery of the Curriculum

The school policy, as well as the autism policy, fulfils the requirements of the QCA guidelines as set out in the RSE schemes of work through appropriately differentiated schemes of work which will encourage children and young people according to their ability and level of development to:-

- Be an integral part of the lifelong learning process, beginning in early childhood and continue into adult life.
- Be an entitlement for all young people
- Encourage every student to contribute to our community and aims to support each individual as they 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 different approaches.
- Encourage students and teachers to share and respect each other's views. We are aware of different approaches to sexual orientation, without promotion of any particular family structure. 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 are the key people in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents and students, consulting them about the content of programmes.
- Recognise that the wider community has much to offer and we aim to work in partnership with health professionals, social workers, peer educators and other mentors or advisers.

RSE lessons are set within the wider context of the PSHE curriculum and focuses more on the emotional aspects of development and relationships, although the physical aspects of puberty and where appropriate, reproduction are also included. The Science National 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.

Our RSE programme aims to prepare students 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 and pastoral relationships.
- Avoid being exploited or exploiting others or being pressured into unwanted or unprotected sex.
- 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 reasons for 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 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.

To meet the needs of all pupils with diagnoses of autism, SLD and PMLD, modes of delivery will include:

- Visual presentation
- Modelling
- Pictorial presentation
- A range of communication media – signs, symbols and augmentative aids.
- Auditory presentation
- Multi-sensory experiences
- Investigation
- Exploratory play
- Didactic approach

3. Staffing and Resources

The governing body will:

- Seek the advice of the head teacher on this policy, keep it up updated and make it available to parents.
- Ensure that RSE is provided in a way that encourages pupils to consider morals, the value of family life and the importance of marriage.



The head teacher will ensure that:

- The governing body is advised about the nature and organisation of RSE and how it reflects the aims and values of the school.
- RSE is provided in a way that encourages pupils to consider morals, the value of family life and the importance of marriage.
- Pupils are protected from inappropriate materials.
- A scheme of work is agreed and implemented.
- Parents are informed about the programme for RSE.

Staff in the Upper School are expected to teach RSE in the designated curriculum time. They are expected to:

- Provide RSE in accordance with this policy and implement the agreed scheme of work.
- Participate in training to provide RSE in line with the school curriculum policy

4. Cross Curricular

Relationship and Sex education forms an integral part of the curriculum policy and the schemes of work for Science, Citizenship/PSHE and relates to child protection.

5. Assessment

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

6. Right of Withdrawal of Students from Sex and Relationship Education

Some parents prefer to take the responsibility for aspects of this element of education. They have the right to withdraw their children from all or part of the relationship and sex education except for those parts included in the statutory National Curriculum (i.e. in Science lessons). We would make alternative arrangements in such cases. Parents are encouraged to discuss their decisions with staff at the earliest opportunity. Parents are welcome to review any RSE resources the school uses.

7. Confidentiality, Controversial and Sensitive Issues

Teachers cannot offer unconditional confidentiality. Teachers are not legally bound to inform parents or head teacher of any disclosure unless the head teacher has specifically requested them to do so.

In a case where a teacher learns from an under 16 years old that they are having or contemplating sexual intercourse:

- The young person will be persuaded, wherever possible, to talk to parent/carer and if necessary to seek medical advice.



- Child protection issues will be considered, and referred if necessary to the teacher responsible for Child Protection under the school's procedures.
- The young person will be properly counselled about contraception, including precise information about where young people can access contraception and advice services.

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.

Health professionals in school are bound by their codes of conduct in a one-to-one situation with an individual student, but in a classroom situation they must follow the school's confidentiality policy.

8. Review Procedures

The policy is to be reviewed, by the co-ordinator, bi-annually or earlier if necessary.