

Relationships and Sex Education (RSE) Policy

James Brindley School

Date ratified by the Governing Body: July 2018
To be reviewed (every 3 years) by:
Full Governing Body

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1. INTRODUCTION

At James Brindley School, Relationship and sex Education is concerned with the physical, emotional, social, cultural, moral, intellectual and spiritual development of young people. The importance of stable loving relationships based upon respect, trust, love and care is emphasised within the context of a modern changing society. The Safeguarding Children and Safer Recruitment in Education Guidance 2012 and the school's Safeguarding Statement 2018 support the overall ethos of curriculum delivery. This policy has been written using the Policy statement: Relationship Education, Relationship and sex education, and Personal, Social and Health Education March 2017. The government laid an amendment to the Children and Social Work Bill on 1st March 2017 which is intended to come into effect from September 2019.

The 1996 and 2000 legislation makes it a statutory requirement for some parts of sex education to be taught to all pupils of primary and secondary age through the Science curriculum (biological aspects of puberty, reproduction and the spread of viruses). There is also a separate requirement for secondary schools to teach about HIV, Aids and sexually transmitted infections to secondary aged pupils. The broader topics of sex and relationships contained in the PSHE non statutory guidance are therefore not compulsory but are strongly recommended.

2. AIMS

- To safeguard and promote the welfare of all pupils
- To increase awareness of individual behaviours and respect for those within relationships
- To promote a knowledge and understanding of physical and emotional development.
- To promote a positive attitude towards the range of sexual orientation within relationships whilst understanding the similarities and differences between people
- To encourage growth of personal development that increases self-esteem, confidence and positive self image.
- To help pupils develop the skills needed to manage risk avoiding high-risk behaviours
- To promote responsible action within relationships accepting that actions have consequences for self and others
- To help pupils balance risk and pleasure within the legal boundaries
- To develop assertiveness skills and how to negotiate their way through difficult situations
- To develop understanding of the roles and responsibilities of parents, carers, children and other family members
- To promote the importance of parenting skills and their central importance to family life

3. OBJECTIVES

- To inform pupils about the processes of puberty, sexual intercourse and human reproduction and to present them with factual information about sexual health
- To present up- to-date and age appropriate factual information objectively and with sensitivity so that pupils from all backgrounds receive appropriate guidance
- To develop positive values and a moral framework that will guide their decisions, judgements and behaviours

- To enable pupils to be assertive, to make well informed , reasonable and responsible choices
- To understand the arguments for delaying sexual activity
- To enable pupils to demonstrate positive approaches in their relationships to develop confidence in themselves and respect towards others
- To provide knowledge about loving relationships and the importance of a stable family life
- To discuss the nature and range of sexuality in society whilst respecting the diversity of others
- To demonstrate to pupils how to use information effectively to discuss values and beliefs without embarrassment, offence or prejudice
- To develop pupils' research skills to locate and interpret information from a range of sources
- To ensure that pupils know how and where to access additional support if needed
- To identify high risk behaviours that could lead to unwanted pregnancies, sexually transmitted infections or risks to personal safety of self and others
- To give guidance to inappropriate sexual behaviours(age related)
- To understand that in some relationships domestic violence and other types of abuse will put individuals at risk and there are support mechanisms to help victims
- To ensure pupils do understand the legal position regarding the age of consent, safe sex, acceptable behaviour and confidentiality
- To understand what is meant by sexual exploitation whether at home, in the community or on the internet

4. PROCESSES

- The content and method of delivery will follow guidance from the Department of Education and the Department of Health
- Primary pupils will be taught RSE through Science, Literacy and the foundation subjects
- Secondary pupils will be taught RSE through Science and separate PSHE lessons, although it is recognised that all subjects will have SMSC (Spiritual, Moral, Social and Cultural) values and the safeguarding of pupils embedded
- A range of teaching methods and strategies will be used that encourage open discussion within a supportive learning environment based upon a set of agreed ground rules.
- Resources, CPD and teacher support is available. Community nurses also contribute to the overall delivery of RSE and in some sectors other medical staff work with pupils.

- Parents will be informed about the timing of RSE lessons and may choose to withdraw their children by writing to the appropriate Head of Sector /Assistant Head Teachers. This will be recorded and alternative provision will be made within existing resources where possible
- We also use theatre companies such as Loudmouth Theatre and organisations such as Umbrella to assist staff in delivering RSE topics

5. EQUAL OPPORTUNITIES

The school is committed to working to equality of opportunity in all aspects of provision. In this context, particular emphasis will be given to the need to provide adequately for individuals.

6. MONITORING & EVALUATION

RSE will be co-ordinated, monitored and evaluated through the Performance Management systems of the school including lesson observations.

The Science Co-ordinator, Primary Co-ordinator and PSHE Co-ordinator will manage the overall delivery of RSE. Pupils have an important part to play in the evaluation process regarding the content and style of delivery of RSE.

This policy should be read and used in conjunction with the overall policies for PSHE, Science, Confidentiality and Equal Opportunities and Safer Internet Policy.