

The Roundhill Academy

Relationships and Sex Education Policy (RSE)

This policy was developed in response to Relationship and Sex Education Guidance DfES 2019, the National Teenage Pregnancy Strategy and National Healthy Schools Programme.

What Is Relationships and Sex Education?

At The Roundhill Academy RSE has been developed across the curriculum and is delivered by teaching staff. 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.

Principles and Values

In addition the 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 student to contribute to make our community and aims to support each individual as they grow and learn.
- Be set within this 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 and it is our intention to share this information as it comes out using our website pages.
- 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.

Relationships and Sex Education in this school has three main elements:
Attitudes and Values

- learning the importance of values, individual conscience and moral choices;
- learning the value of family life, stable and loving relationships, and marriage;
- learning about the nurture of children and the responsibilities of parenthood;
- learning the value of respect, love and care;
- exploring, considering and understanding moral dilemmas;
- developing critical thinking as part of decision-making;
- challenging myths, misconceptions and false assumptions about acceptable behaviour.

Personal and Social Skills

- learning to manage emotions and relationships confidently and sensitively;
- developing self-respect and empathy for others;
- learning to respond to prejudice and make choices with an absence of prejudice;
- developing an appreciation of the consequences of choices made;
- managing conflict within relationships;
- empower students 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;
- understanding what is meant by sexual consent and developing the confidence to discuss the issues related to this;
- learning about contraception and safe sex, including 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;
- identify risk taking behaviour including peer pressure.

Aims

The aim of RSE is to provide balanced factual information about human reproduction, together with consideration of the broader emotional, ethical, religious,

and moral dimensions of sexual health. 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 personal 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 arguments for delaying sexual activity.
- 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.

Organisation and Content of Sex and Relationship Education

The Roundhill Academy specifically delivers Relationships and Sex Education through its PD Programme, RE and Science lessons. All students in years 7-11 have access to the school nurse where they can use the weekly drop in service in school or access the range of services, information and guidance available through the school nurse service.

Much of the Relationships and Sex Education at the school takes place within the PD curriculum starting in Year 8 but mainly in Year 9 and Year 10. Teachers generally deliver the PD Curriculum with support from professionals where appropriate. RSE lessons are set within the wider context of the PD curriculum in year 8 and 9 lessons and within drop down days in year 10. Whereas the focus in year 8 looks at adolescence and understanding the emotional and physical changes that happen, the focus in year 9 and 10 is on the emotional aspects of love and different types of relationships as well as sexual health. The Science National Curriculum is delivered by subject specialists in the Science department where lessons are more concerned with the physical aspects of development and reproduction, although the importance of relationships is not forgotten.

Our PD Programme is taught in every year. Topics relating directly to RSE are: Families in Year 7, Becoming an adolescent and Healthy and Safe Lifestyles in Year 8, Healthy Relationships and Sexual Health in Year 9 and Healthy Sexual

Relationships in Year 10. Teachers who deliver this aspect of the curriculum have received Red Box training.

Any RSE lesson may consider questions or issues that some students 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 students ask questions, we aim to answer them honestly, within the ground rules established at the start of the sessions. When it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the students, the question may be dealt with individually at another time. More formal assessments are carried out at the end of modules to ascertain student understanding.

Inclusion

Ethnic and Cultural Groups

We intend our policy to be sensitive to the needs of different ethnic groups. For some young people if it is deemed culturally inappropriate for them to be taught in mixed groups, the member of staff who is delivering the session will make that judgement. We will respond to parental requests and concerns. Parents are informed of the Personal Development programme and directed to the course of study on the school website.

Students with Special Needs

We will ensure that all young people receive sex and relationship education, and we will offer provision appropriate to the particular needs of all our students, taking specialist advice where necessary. We request the intervention of outside providers such as the school nurse service when this is deemed necessary.

Sexual Identity and Sexual Orientation

We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate questions and offer support. Young people, whatever their developing sexuality, need to feel that sex and relationship education is relevant to them.

Right of Withdrawal of Students from Relationships and Sex 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 sex and relationship education at Key Stage 3 except for those parts included in the statutory National Curriculum (i.e. in Science lessons) or when safeguarding information and guidance demands that our students are well informed e.g FGM, CSE and consent and the law. Parents are encouraged to discuss their decisions with Helen Blythe the school Designated Safeguarding Lead and Vice Principal at the earliest opportunity. Parents should be advised that the teaching of Sexual Health at Key Stage 4 is now mandatory.

Confidentiality, Controversial and Sensitive Issues

Teachers cannot offer confidentiality. Teachers are not legally bound to inform parents or the Principal of any disclosure unless the Principal has specifically requested them to do so. The school promotes a young person's right to confidentiality however safeguarding also remains a priority.

In a case where a teacher learns of a safeguarding concern for example from an under 16 year 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 one of the DSL's responsible for Child Protection under the school's procedures.
- The young person will be properly counselled about all matters related to sexual activity including contraception by the school nurse. Health services are available in the community and students are signposted to these on the school website. 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.
- In addition to this information and guidance, the School Nurse, under the Fraser guidelines, is permitted to issue a young person with condoms and carry out pregnancy tests when required. Consent from parents for this treatment is not legally necessary although the involvement of parents is encouraged.

Fraser guidelines state that "Any competent young person in the UK can consent to medical, surgical or nursing treatment, including contraception and sexual and reproductive health. They are said to be competent if they are capable of fully understanding the nature and possible consequences of the treatment."

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 and the school's safeguarding procedures.

Monitoring and Evaluation of Sex and Relationship Education

It is the responsibility of the Assistant Principal along with the Personal Development Coordinator, to monitor and evaluate the Personal Development programme in line with the schools Quality Assurance guidelines.

The Governors are 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 students. This includes evaluating and commenting on the school's sex and relationship education policy, and on support and staff development, training and delivery.

Reviewed by Helen Blythe & Charlie Hardy September 2019