

LOOE COMMUNITY ACADEMY
Relationship and Sex Education Policy
January 2014

Relationship and Sex education is the right and responsibility of the parent. The Academy provides relationship and sex education to support parents in fulfilling their responsibility. If parents are not happy with what the Academy provides in its basic curriculum with regard to relationship and sex education, they have a right to withdraw their child/children from those aspects of relationship and sex education, not covered by the National Curriculum Science Order.

Defining Relationships and Sex Education (RSE)

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

The Aims of Relationship and Sex Education

Based on the above definition the aims of RSE in this Academy are:

- To enable our students to better understand the nature of human relationships;
- To enable students to see the importance of and stable loving relationships for the bringing up of children;
- To prepare students for the changes that occur to their bodies, minds and emotions as a consequence of transition from childhood to adulthood.

In Looe Community Academy RSE has three main elements, all of which are important for a balanced RSE programme.

Attitudes and values

- Learning the importance of values and individual conscience and moral consideration;
- Learning the value of family life and stable and loving relationships for the nurture of children;
- Learning the value of respect, love and care;
- Exploring, considering and understanding moral dilemmas; and
- 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; and
- Learning how to recognise and avoid exploitation and abuse.

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.

Moral dimension

As part of the whole curriculum the Academy seeks to explore issues of right and wrong. The Academy recognises that RSE is fraught with certain difficulties, and whilst it acknowledges different life style

choices, it promotes a view that stable loving relationships are the best context for sexual relationships, and the bringing up of children.

Content of the Academy's RSE programme

The content of the Academy's programme is based on the National Curriculum Science Order, and the non-statutory guidance for PSHE. A summary of that content as set out in the DfE's Guidance 0116/2000, the PSHE Framework and the National Curriculum Science Order is as follows:

At secondary school level, sex and relationship education should prepare young people for an adult life in which they can

- Develop positive values and a moral framework that will guide their decisions, judgements and behaviour;
- Be aware of their sexuality and understand human sexuality;
- Understand the arguments for delaying sexual activity;
- Understand the reasons for having protected sex;
- Understand the consequences of their actions and behave responsibly within sexual and personal relationships;
- Have the confidence and self esteem to value themselves and others and respect for individual conscience, and the skills to judge what kind of relationships they want;
- Communicate effectively;
- Have sufficient information and skills to protect themselves and, where they have one, their partner from unintended/unwanted conceptions, and sexually transmitted infections including HIV;
- Avoid being exploited or exploiting others;
- Avoid being pressured into unwanted or unprotected sex;
- Access confidential sexual health advice, support and if necessary treatment; and
- Know how the law applies to sexual relationships.

PSHE framework

Key Stage 3

Developing a healthy, safer lifestyle, students should be taught:

- a) To recognise the physical and emotional changes that place at puberty, and how to manage these changes in a positive way.
- b) How to keep healthy and what influences health, including the media.
- c) That good relationships and an appropriate balance between work, leisure and exercise can promote physical and mental health.
- d) In a context of the importance of relationships, about human reproduction, contraception, sexually transmitted infections, HIV and high risk behaviours including early sexual activity.
- e) To recognise when pressure from others threatens their personal safety and well-being, and to develop effective ways of resisting pressures, including knowing when and where to get help.

Developing good relationships and respecting the differences between people, students should be taught:

- a) About the nature of friendship and how to make and keep friends.
- b) To recognise some of the cultural norms in society, including the range of lifestyles and relationships.
- c) The changing nature of, and pressure on, relationships with friends and family and when and how to seek help.
- d) About the role and importance of stable and loving relationships.
- e) About the role and feelings of parents and carers and the value of family life.
- f) To recognise that goodwill is essential to positive and constructive relationships.
- g) To negotiate within relationships, recognising that actions have consequences and when and how to make compromises.

- h) To resist pressure to do wrong, to recognise when others need help and how to support them.
- i) To communicate confidently with their peers and adults.

Key Stage 4

Developing a healthy, safer lifestyle, students should be taught:

- a) To think about the alternatives and long and short term consequences when making decisions about personal health.
- b) To use assertiveness skills to resist unhelpful pressure.
- c) About the health risks of early sexual activity and pregnancy, and about safer choices they can make.
- d) In the context of the importance of relationships, how different forms of contraception work, and where to get advice, in order to inform future choices.
- e) To seek professional advice confidently and find information about health.

Developing good relationships and respecting the differences between people, students should be taught:

- a) To be aware of exploitation in relationships.
- b) To be able to talk about relationships and feelings.
- c) To deal with changing relationships in a positive way, showing goodwill to others and using strategies to resolve disagreements peacefully.
- d) About the nature and importance of stable and loving relationships for family life, and bringing up children.
- e) About the role and responsibilities of a parent, and the qualities of good parenting and its value to family life.
- f) About the impact of separation, divorce and bereavement on families and how to adapt to changing circumstances.
- g) To know about the statutory and voluntary organisations that support relationships in crisis.

National Curriculum Science

Key Stage 3

- a) That fertilisation in humans is the fusion of a male and a female cell.
- b) About the physical and emotional changes that take place during adolescence.
- c) About the human reproductive system, including the menstrual cycle and fertilisation.
- d) How the foetus develops in the uterus.
- e) How the growth and reproduction of bacteria and the replication of viruses can affect health.

Key Stage 4

- a) The way in which hormonal control occurs, including the effects of sex hormones.
- b) Some medical uses of hormones, including the control and promotion of fertility.
- c) The defence mechanisms of the body.
- d) How sex is determined in humans.

The Academy recognises that RSE must be taught at both Key Stages and appears in each Year's PSHE programme. The Academy's prospectus clearly states that RSE will be part of the PSHE programme. Parents wishing to see the RSE programme, the materials used and/or the PSHE scheme of work may do so by contacting their child's tutor. Parents will also be informed when RSE is going to be delivered in school to their child via the Academy's website with an invitation to support the work being done in school by discussing issues at home.

The Delivery of RSE

All teachers are responsible for teaching about and modelling good relationships within school. Much of the general work in school is based on good relationships, and in this regard RSE is supported by the Academy's behaviour management policy. It is the responsibility of the Science department's staff to deliver the National Curriculum Science Order according to the Scheme of Work. Where specific sex

education occurs, which is outside or beyond the National Curriculum Science Order, the Academy has a team of teachers trained specifically to deliver RSE within the secondary context. RSE is delivered as part of the Academy's PSHE programme and can be identified clearly within the Academy's programme for each year (see attached).

Methods of teaching and resourcing

In the delivery of RSE, teachers will use a variety of teaching methods and resources. The following are recognised methods for the effective delivery of RSE:

- Discussion
- Drama and role play
- Research and presentation.

Teachers will also use other teaching methods to enable students to learn about RSE, which are age appropriate, taking into account the developmental needs of individual students. Parents are welcome to discuss with teachers their approach to RSE, and the methods of teaching and learning to be used.

The Academy uses a wide variety of resources, including videos and books. Parents are welcome to view these materials, and may borrow them from the Academy to support the sex education of their children in the home context. Books used to support RSE are also found in the Academy library, and students may borrow them when and as need occurs. Resources used by the Academy are produced for schools by educational publishers, and are intended for students in the light of best current research into RSE.

Assessment

Regular assessment should be made to assess changes in student's knowledge, attitudes and skills at the end of each RSE module. Teachers should report to parents to include a course descriptor, effort/commitment to work, ability to express opinions, participation and understanding.

Monitoring and evaluating RSE

RSE will be monitored by the Academy's PSHE Coordinator. It is the coordinators responsibility to:

- a) Ensure that RSE occurs in the Academy's curriculum according to the schemes of work for PSHE;
- b) Monitor the use of teaching and learning styles;
- c) Monitor the use of teaching materials;
- d) Evaluate the effectiveness of the Academy's programme.

The coordinator will be given time to monitor and evaluate the Academy's RSE programme, as it occurs in the Academy's schemes of work for each Key Stage.

Dealing with sensitive issues

Teachers need to be sure that they are aware of issues that may arise out of teaching, and learning about RSE. The following are protocols for discussion based lessons with students;

- No one (teacher or student) will have to answer a personal question;
- No one will be forced to take part in a discussion;
- Only the correct names for body parts will be used;

Meanings of words will be explained in a sensible and factual way; and Teachers may use their discretion in responding to questions, and may say that the appropriate person to answer that question is the parent. Where a member of staff is concerned that a child protection issue is arising, it is his/her responsibility to follow the Academy's policy in this matter to the letter.

Visitors contributing to RSE

From time to time as part of a planned module of work the Academy will invite in local experts, on issues relating to RSE, as well as using health and other professionals associated with the Academy. All Academy associate health and other professional and visitors will be asked to conform to the following;

- Visitors contributing to RSE will do so at the invitation of the Academy and will be qualified to make an appropriate contribution.
- Visitors must agree with the aims of the Academy in delivering its policy on RSE;
- When in class visitors will be supervised by a teacher, who will be present at all times;
- Visitors will follow the Academy's child protection procedures if a disclosure occurs within the classroom setting;
- Visitors will know and understand where their contribution fits into the Academy's programme for RSE and PSHE.

Services to Young People provided by the Academy

The Academy provides services for its young people. These services are provided by health and other professionals attached to the Academy. These services are advertised throughout the Academy, and parents may also contact these services by making an appointment with the school nurse or the Careers South West Personal Advisor.

Health professionals

Outside the teaching situation, health professionals such as school nurses can:

- Give one to one advice or information to a student on a health related matter including contraception; and
- Exercise their own professional judgement as to whether a young person has the maturity to consent to medical treatment including contraceptive treatment.

(The criteria for making such a decision are based on the 'Fraser guidelines' and can be found in guidance issued jointly by the Health Education Authority, the British Medical Association, Brook Advisory Centres and others. Any competent young person, regardless of age, can independently seek medical advice and give valid consent to treatment)

Parental right to withdrawal from RSE

As stated above, parents have the right to withdraw their students from RSE that falls outside the National Curriculum Science Order. They do so in writing to the Headteacher. When the Headteacher receives such a letter he/she will invite the parents to a meeting, at which the Headteacher will explain clearly what the Academy's policy is, and seek to accommodate the wishes and/or concerns of the parents. If that is not possible the student will be withdrawn from RSE and placed in another class where suitable work and supervision will be provided. The right to withdrawal will be made clear in the Academy's prospectus.

Policy review

The Academy's PSHE Governor's Committee forms the RSE policy and it will review this policy every two years from the date below. In reviewing the policy it will consult the following groups:

- Parents;
- Staff;
- Students.

Confidentiality

The Academy's position on confidentiality ensures that the Academy meets the requirements of the:

- Data Protection Act;
- The Children's Act;
- The Schools Standard and Framework Act 1998;
- Looe Community Academy Child Protection Policy.

Child Protection

Teachers will be clear that they cannot be totally confidential, and that if a student makes a disclosure that indicates that child abuse is taking place, the teacher is bound by law to refer that student to the designated person in school giving a value free report of the disclosure.

Sex and Relationships Education

In cases where a teacher learns from an under 16 year old that they are having, or contemplating having sexual intercourse, the teacher should:

- Encourage the student to talk to their parent or carer;
- Encourage the student to contact the school nurse or counsellor to access contraceptive and other services in the locality of the Academy.

Teachers will only have to report such disclosures where child protection issues are involved. When the teacher who receives the information believes there is a child protection issue to be addressed, they should refer the case to a designated teacher for child protection. They should also make clear to the student that they cannot guarantee confidentiality. The teacher should ensure that the student understands that if confidentiality has to be broken they will be informed first.

The Headteacher and Governors will monitor the frequency of child protection cases as set out in the relevant policy.

Health professionals and others employed by the Academy

Health professionals are bound by their professional codes of conduct to maintain confidentiality. The school nurse will be bound by the UKCC code of conduct and the Academy's counsellor by BAC codes of conduct. The Academy expects that health professionals employed by the Academy will maintain their professional status and registration.

This policy has been considered with due regard to the guide to good practice "Sex and Relationships" 2002. OFSTED HM1433

Appendix

Learning Outcomes for Relationships and Sex Education (by Key Stage)

By the end of Key Stage 3

Students will be able to:

- Manage changing relationships;
- Recognise risk of personal safety in sexual behaviour, and be able to make safe decisions;
- Ask for help and support;
- Explain the relationship between their self esteem and how they see themselves;
- Develop skills of assertiveness in order to resist peer pressure and stereotyping;
- See the complexity of moral, social and cultural issues and be able to form a view of their own;
- Develop good interpersonal skills to sustain existing relationships as they grow and change, and to help them make new relationships;
- Be tolerant of the diversity of personal, social and sexual preference in relationships;
- Develop empathy with the core values of family life in all its variety of forms;
- Recognise the need for commitment, trust and love in meaningful relationships, which may manifest themselves in a variety of forms, including marriage;
- Recognise the stages of emotions in relation to loss and change caused by divorce, separation and new family members and how to manage their feelings positively.

Students will know and understand:

- That fertilisation in humans is the fusion of a male and a female cell.
- The physical and emotional changes that take place during adolescence.
- About the human reproductive system, including the menstrual cycle and fertilisation.
- How the foetus develops in the uterus.
- How the growth and reproduction of bacteria and the replication of viruses can affect health.
- How the media influence understanding and attitudes towards sexual health.
- How good relationships can promote mental wellbeing.
- The law relating to sexual behaviour of young people.
- The sources of advice and support.
- About when and where to get help, such as at a genitourinary medicine clinic.

Students will have considered:

- The benefits of sexual behaviour within a committed relationship;
- How they see themselves affects their self confidence and behaviour;
- The importance of respecting difference in relation to gender and sexuality;
- How it feels to be different and be discriminated against;
- Issues such as the costs of early sexual activity;
- The unacceptability of prejudice and homophobic bullying;
- What rights and responsibilities mean in relationships.

By the end of Key Stage 4

Students will be able to:

- Recognise the influences and pressures around sexual behaviour and respond appropriately and confidently seek professional health advice;
- Manage emotions associated with changing relationships with parents and friends;
- See both sides of an argument and express and justify a personal opinion;
- Have the determination to stand up for their beliefs and values;
- Make informed choices about the pattern of their lifestyle which promote wellbeing;

- Have the confidence to assert themselves and challenge offending behaviour;
- Develop qualities of empathy and sympathy and the ability to respond emotionally to the range and depth of feelings within close relationships;
- Work cooperatively with a range of people who are different from themselves.

Students will know and understand:

- The way in which hormonal control occurs, including the effects of the sex hormones, some medical uses of hormones including the control and promotion of fertility.
- The defence mechanisms of the body.
- How sex is determined in humans.
- How HIV and other sexually transmitted infections affect the body.
- The link between eating disorders and self image and sexual identity.
- The risks of early sexual activity and the link with the use of alcohol.
- How the different forms of contraception work and where to get advice.
- The role of statutory and voluntary organisations.
- The law in relation to sexual activity for young people and adults.
- How their own identity is influenced by both their personal values and those of their family and society.
- How to respond appropriately within a range of social relationships.
- How to access the statutory and voluntary agencies which support relationships in crisis.
- The qualities of good parenting and its value to family life.
- The benefits of stable and loving relationships in bringing up children.
- The way different forms of stable and loving relationships depend for their success on maturity and commitment.

Students will have considered:

- Their developing sense of sexual identity and feel confident and comfortable with it.
- How personal, family and social values influence behaviour.
- The arguments around moral issues such as abortion; contraception and the age of consent.
- The individual contributions made by partners in a sustained relationship, and how these can be of joy or benefit to both.
- The consequences of close relationships including having children, and how this will create family ties which impact on their lives and those of others.