



The Bishop of Hereford's Bluecoat School

DRAFT RELATIONSHIPS AND SEX EDUCATION POLICY

SLT Lead: Jonathan Nicholas

Reviewed by SLT: 1st July 2021

Governor Committee Approval: Full Governors

Review Date: September 2022

Related Items

School policies & procedures:

- Curriculum Policy
- Skills 4 Life (PSHE) Policy
- Skills for life Schemes of work
- Science Schemes of Work
- Religious Studies Schemes of work
- Drop in Clinic Terms of Reference

DfE

The Department for Education published statutory guidance for Health Education, Relationships Education and RSE in June 2019. This made Relationships and Sex Education (RSE) compulsory for all students receiving secondary education. We are required to fulfil our duty to educate our students promoting the value of equality. This is in accordance with the Equality Act 2010. Section 149 of the Equality Act 2010 sets out that 'any public authority must in the exercise of its functions have due regard to the need to:

- a) Eliminate discrimination, harassment, victimisation and any other conduct prohibited under the Act.
- b) Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.
- c) Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

The relevant protected characteristics for the purposes of (b) and (c) are: sex, race, disability, religion or belief, sexual orientation, pregnancy and maternity, gender reassignment and age.' (DFE 2019)

The subjects of Relationships Education, Relationships and Sex Education (RSE) and Health Education aim to prepare our students for life as an adult. This policy also takes into account our duty under the United Nations Convention on the Rights of the Child (UNCRC).

This curriculum area covers broad areas of particular relevance and concern to children and young people today. It ensures that every student is guaranteed a PSHE education that covers mental health and wellbeing; physical health (including healthy lifestyles and first aid); learning about safe, healthy relationships and sex (including understanding consent, negotiating life online, intimate relationships). [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/780766/Relationships and Sex Education-Equality Impact Assessment.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/780766/Relationships_and_Sex_Education-Equality_Impact_Assessment.pdf)

RELATIONSHIPS AND SEX EDUCATION - CHURCH OF ENGLAND GUIDANCE

<http://www.churchofengland.org/education>

RSE is an important part of PSHE. The Church of England believes that it is important to value and to protect all God's children and this informs our approach to Sex and Relationship education. We believe that good quality Sex and Relationship education which treats all with dignity and respect, is an entitlement of every child.

Sex is a powerful fact of human existence and a gift of God in creation. Used rightly, sex can lead to a positive sense of personal identity and value. The Church believes that sexual relationships require maturity, self-discipline and a mutually supportive environment, which supports one another. It can also bring great joy and intimacy.

Sex and relationship education makes a positive contribution to the growing maturity of young people when it places sex within a Christian context of love, faithfulness and forgiveness. In this context, students can develop an increasing awareness of their individual and social responsibility and safety for themselves and also for those whom they love and with whom they live and work. (*The Church of England*).

All maintained schools providing secondary education:

- Must provide sex education (including education about HIV and AIDS and other sexually transmitted diseases).
- Should teach human growth and reproduction as set out in the statutory National Curriculum for science
- Should ensure RSE is embedded in Personal, Social, Health and Economic (PSHE) education to ensure that students consider the moral aspects of sex education and are encouraged to develop loving and caring relationships. (*Governors Guide to the Law*)

The guidance from the PSHE association (2017) aims to give students the knowledge, skills and understanding they need to live confident, healthy, independent lives and to become informed, active and responsible citizens. The guidance is about:

1. Developing confidence and responsibility and making the most of their abilities

2. Giving students the correct information to enable them to be active members of their community who can challenge myths, misconceptions and false assumptions about normal behaviour
3. Developing a healthy, safer lifestyle
4. Developing good relationships and respecting the differences between people

RSE is one theme of PSHE and should be delivered within the broader context of PSHE and Citizenship. (National Curriculum)

PRINCIPLES

Christian values are a central part of teaching and learning at the Bishop of Hereford's Bluecoat School and as such form an integral and important part in our teaching Relationships and sex Education (RSE). We believe that RSE should be delivered in line with a modern Christian framework, taking account of the community and world we live in, and the needs of young people today. It is a part of a student's whole experience as well as a curricular provision. This helps students to move forward with confidence through puberty and adolescence into adulthood by helping students to deal with difficult moral and social questions and pressures.

As a church school we emphasise the powerful message in the gospels about motives and about the quality of our relationships, one with another and with God. RSE is taught in a positive caring atmosphere.

In emphasising the sanctity of marriage, we commend the need for a loving and committed relationship between sexual partners, taking care to ensure that there is no stigmatisation of young people based on their personal circumstances. Standards are important; Christians cannot avoid having boundaries on sexual behaviour. We believe the sexual act as an end in itself is meaningless and harnessed to selfish ends, becomes destructive. We cannot condone casual or unloving encounters where one person exploits the body or the emotions of another, for transitory gratification, status, revenge, a sense of power or other selfish purpose.

Sex and Relationships Education aims to:

- explore the nature and implications of marriage, civil partnerships and stable relationships as key building blocks of community and society
- develop awareness of the implications of marriage, civil partnerships and stable relationships as key blocks of community and society
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- prevent and remove prejudice
- develop attitudes and values, personal and social skills, knowledge and understanding
- increase students' understanding of human sexuality and the reasons for and benefits of delaying sexual activity
- enable students to gain information about obtaining appropriate advice on sexual health, including all forms of contraception
- help students to learn how to distinguish between appropriate and inappropriate sexual behaviour
- deepen student's understanding of sexual harassment
- develop maturity, confidence and self-esteem in students

- encourage students to recognise how they can build self-esteem in others
- ensure students are prepared for the opportunities, responsibilities and experiences of adult life
- enable young people to acquire the skills and knowledge to make informed choices about their personal and sexual relationships so that they can enjoy their sexuality without harm
- encourage a positive and balanced perception of sexuality enabling individuals to make and implement informed choices about their sexuality and sexual behaviour
- help understand what constitutes a risky or negative relationship
- understand the risks of sexting and pornography
- explore values & moral and social issues and consider personal relationships
- develop communication and decision-making skills and foster self-esteem, self-awareness, a sense of responsibility towards others and the skills to avoid and resist abuse and unwanted sexual experiences

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of students based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some students may have a different structure of support around them (for example: looked after children or young carers).

POLICY DEVELOPMENT

This policy has been developed in consultation with staff, students and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
4. Student consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

ROLES AND RESPONSIBILITIES

Parent/carer consultation takes place through parent/carer forums which all parents and carers are welcome to attend. Parents/carers and any interested parties were invited to contribute their views about the policy at this meeting. This takes place on an annual basis.

Students were also consulted– we investigated what exactly students want from their RSE through student reviews of resources and consultation. This is completed annually.

Health and other professionals will contribute to the delivery of the programme. This will be in line with the school's policy.

Staff cannot offer or guarantee students unconditional confidentiality. Teachers are not legally bound to inform parents/carers of any disclosures. Any disclosure **must** be reported to a member of the safeguarding team. This comprises Pete Gibbins DSL, Jonathan Nicholas DDSL, Jane Browne School Counsellor and the Pastoral Mentors. When appropriate they will liaise with parents/carers.

DELIVERY

RSE is taught in KS3 and 4 - Skills 4 Life (S4L), and elements of relationships, both sexual and platonic will occur in Religious Studies and other subject areas.

The Skills 4 Life curriculum is delivered in line with the Science curriculum to ensure cohesion.

Teachers of RSE are trained to deliver the curriculum in line with the latest educational developments and are sensitive to the views of the school and the needs of the students.

Specialists will support staff with the teaching of certain aspects of the curriculum. These specialists may include health professionals and other suitable outside agencies.

The biological aspects of RSE will be covered in the science curriculum in year 7. Students will also be given the opportunity to look at the emotional, financial, social and ethical aspects of relationships.

The knowledge content of RSE will address what students already know and what students say they need and include:

- the importance of contraception and the potential consequences of unprotected sex, e.g. unplanned pregnancy, young motherhood and fatherhood, sexually transmitted infections including HIV and AIDS
- positive and negative consequences of sexual behaviour;
- information which aims to educate and encourage students to challenge prejudice and discrimination
- precise information about where young people can access contraception and advice services.
- how the law applies to sexual relationships

TRAINING

Staff are trained on the delivery of RSE as part of our continuing professional development. Before each Scheme of work is delivered, staff are offered top up training to ensure they feel confident and supported in the delivery of RSE.

MONITORING ARRANGEMENTS

The delivery of RSE is monitored by Lou Barker through the schools monitoring and quality assurance process. This will include learning walks, work samples and drop in observations.

Students' development in RSE is monitored by class teachers through Milestone assessments that check understanding.

Analysis of the safeguarding log will feed back into the S4L curriculum, so that areas of concern are covered.

Student feedback on the curriculum will also ensure that areas covered meet the needs of all stakeholders.

Feedback from Pastoral Mentors ensures the curriculum delivered meets the needs of the students.

INCLUSION:

Ethnic and Cultural Groups

- We intend our policy to be sensitive to the needs of different ethnic and cultural groups and we will respond to parental and/or student queries in order to allay any concerns that may exist about the RSE curriculum.

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.

Sexual Identity, Sexual Orientation and Gender Reassignment

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

SPECIFIC ISSUES:

- Sexual Orientation and Identity will be dealt with honestly and sensitively, providing appropriate answers to questions, with offers of support. There should be no direct promotion of any sexual orientation.
- The issue of consent will be covered, along with the signs of a risky or negative relationship
- Students will be taught about the dangers associated with using the internet and sexting.
- Abortion, when discussed, the views, religious or otherwise, of parents/carers and young people should be respected and students should be given the opportunity to explore the dilemmas, understand about abortion and develop the skills to communicate with staff, parents/carers and health professionals.
- Young people must be made aware of the risks of the main STI's, HIV and AIDS. The dangers of not using condoms should be emphasised.
- Students will be made aware of the risks, symptoms, prevention and treatment of these diseases and how they can affect people's lives for ever i.e. cause recurring symptoms and sterility.

In dealing with all topics, care will be taken by all staff and the school to ensure

- language is used which aims to balance the dignity and beauty of sex on the one hand, and on the other, the practical and common sense of our mortal

attempts to cope with it. At no stage should language be used which demeans the sexual dignity of anyone.

- the materials used are appropriate to the age group and are accompanied by explanation and discussion.
- students are protected in school from accessing unsuitable material (e.g. through the internet).
- all teachers of RSE are aware of the role of RSE in trying to reduce the incidence of teenage conceptions

PARENTS' RIGHT TO WITHDRAW

Parents have the right to withdraw their children from the [non-statutory/non-science] components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing using the form found in Appendix 1 of this policy and addressed to the Pastoral Mentor in the first instance. This will then be referred to Lou Barker as the Curriculum Team Leader for Skills for life.

A copy of withdrawal requests will be placed in the student's educational record. A meeting will then take place where we will discuss the request with parents and take appropriate action.

Alternative work will be given to students who are withdrawn from sex education.

OUTCOMES

Students will leave school with choices in regard to their sexual and platonic relationships.

Students will be confident about and value the choices they make.

Students will know where to get help and advice in the future should they need to do so.

This policy will be reviewed by Lou Barker annually. At every review, the policy will be approved by the governing board and the headteacher.

Approved by the Achievement & Quality of Teaching Committee

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Chairman

.....
Date

Appendix 1: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	

