



KING JAMES'S SCHOOL, KNARESBOROUGH
POLICY STATEMENT



Relationships and Sex Education Policy

This policy incorporates advice from the Department of Education and supplementary advice:

- Sex and Relationship Education Guidance (DfEE 2000) <https://www.gov.uk/government/publications/sex-and-relationship-education>
- Sex and Relationships Education for the 21st Century (May 2014) – supplementary advice to the above guidance https://www.pshe-association.org.uk/sites/default/files/SRE%20for%20the%2021st%20Century%20-%20FINAL.pdf_0.pdf

The Government announced in March 2017 that Relationships and Sex Education will become statutory in September 2019, and that Personal, Social, Health Education (PSHE) may also become statutory. The government will be consulting on the final requirements of the subjects for schools but they have developed a policy statement which is available at <https://www.gov.uk/government/publications/relationships-education-rse-and-pshe>.

In summary, this means we have a duty that our Relationships and RSE will be age appropriate, building knowledge and life skills over time in a way that prepares pupils for issues they will soon face, such as:

- different types of relationships, including friendships, family relationships, dealing with strangers and, at secondary school, intimate relationships;
- how to recognise, understand and build healthy relationships, including self-respect and respect for others, commitment, tolerance, boundaries and consent, and how to manage conflict, and also how to recognise unhealthy relationships;
- how relationships may affect health and wellbeing, including mental health;
- healthy relationships and safety online; and
- factual knowledge, at secondary school, around sex, sexual health and sexuality, set firmly within the context of relationships

The policy has been produced in consultation with Governors and will be shared with staff and parents/carers on the school website and Fronter.

1 IMPORTANCE AND PURPOSE OF RELATIONSHIP AND SEX EDUCATION (RSE)

Relationships and Sex Education is learning about the emotional, social and physical aspects of growing up, relationships, sex, sexuality and sexual health. It should support pupils gain accurate information, develop skills and form positive beliefs, values and attitudes. It also gives pupils essential skills for building positive, enjoyable, respectful, loving and non-exploitative relationships staying safe both on and offline. This enables them to take responsibility for their body, relationships, reproduction, sexual health and wellbeing.

Relationship and Sex Education is vital in fulfilling our statutory duty to protect and safeguard our pupils, to promote their wellbeing and prepare them for the physical and emotional changes they will experience so they are better equipped for the challenges, opportunities and responsibilities of adult life. Technology is evolving at a tremendous pace and the need to protect children from inappropriate online content, cyber-bullying and exploitation is a growing concern. It is therefore an important aspect of our PSHCEE programme. Research shows that a comprehensive RSE programme delays sexual activity for young people increases the likelihood of using contraception and thus can be linked to the reduction of teenage pregnancy.

2 THE RELATIONSHIP AND SEX EDUCATION CURRICULUM

Some elements of the RSE curriculum are covered by the statutory requirements of the Science curriculum. The curriculum delivered through PSHCEE lessons has three main elements:

Attitudes and Values

- learning the importance of values, individual conscience and moral considerations
- learning the value of marriage, family life and stable relationships
- learning the value of respect, love, care and relationships that are healthy, equal and safe
- exploring, considering and understanding moral dilemmas
- challenge stereotypes and gendered expectations for both boys and girls (including the gender expectations of sex portrayed through pornography)
- developing critical thinking as part of decision making

Personal and Social Skills

- learning to manage emotions and relationships confidentially and sensitively
- developing self-respect and empathy for others
- equipped with the information, skills and values to have safe, fulfilling and enjoyable relationships
- learning to make choices based on an understanding of difference and with an absence of prejudice
- explore and develop the social and personal skills needed to make informed choices with an appreciation of the consequences of choices made
- develop assertiveness skills to managing negotiation and conflict
- learning how to recognise and avoid abuse, control and exploitation, and how to seek help if they are being abused / exploited
- learning how to recognise pressure and ways of dealing with it
- understand a range of 'different families', sexualities and the gender spectrum: Lesbian, Gay, Bisexual and Transgender (LGBT) and able to challenge transphobic and homophobic, biphobic and transphobic language and bullying
- able to take responsibility and have respect for their bodies, wellbeing and sexual health
- develop the knowledge and skills to be able to seek appropriate help

Knowledge and Understanding

- learning and understanding physical and emotional development at appropriate stages, including the appropriate terminology to describe the names for their genitalia and reproductive organs
- learn that their body belongs to them and they can say who has access to it
- learn and implement strategies to keep safe both on and offline (including inappropriate online content, cyberbullying and exploitation)
- consider the impact of the media on body image and portrayal of all genders
- understanding human sexuality, reproduction, sexual health, emotions and healthy relationships
- learning about contraception and protection and the importance of protecting against STI's, HIV and AIDS 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 a delay
- the avoidance of unplanned pregnancy
- learn about the law and sexual consent.

This is delivered through a programme which:

- caters for students' needs and is sensitive to individuals and groups
- assists students to understand their personal responsibilities for their own bodies
- encourages the acceptance of sexual matters without embarrassment
- enables students to accept variations in rates of growth and development, physical, social and emotional
- creates an atmosphere where questions and discussions can take place without embarrassment
- provides reassurance that change is part of the life cycle and enables students to develop strategies for coping with change
- involves extended service providers who specialise in relationship and sex education as part of the PSHCEE programme and enrichment
- provides guest speakers in lessons to ensure students have access to unbiased and independent information
- enables students to communicate about any unwanted invasion of personal body space and/or their body

- raises awareness of sources of help and enables students to acquire the skills and confidence to seek out and engage with external advice and support, school liaises with parents to secure students' welfare through the school's pastoral system and nurses. Nurse and Healthy Child Team will suggest appropriate resources for lessons/school website/Fronter and offer more targeted intervention for individuals/small groups where appropriate
- Ensures a response to current practice, developments and incidents in young people's lives both locally and nationally eg online access, inappropriate images on-line grooming (CSE), sexting, bullying (including cyber bullying), sexual exploitation, domestic violence, LGBT issues, Female Gender Mutilation (FGM), Forced Marriage (FM), peer on peer/teenage relationship abuse etc.

The programme is delivered in keeping with the school's values. Morality is an essential part of sexuality and relationships. The relationship and sex education programme will work towards promoting the values that are important in society. These include:

- value of family life, friends and the wider community
- taking responsibility for choices and actions
- respect for individual and human rights
- respect for human dignity
- freedom from exploitation
- respect for diversity and minority groups.

3 ROLES AND RESPONSIBILITIES

Student entitlement

The school regards access to a coherent programme of relationship and sex education as a fundamental right for all students and will provide appropriate courses for all students. This is regardless of disability, educational needs, race, nationality, ethnic or national origin, sex, gender, identity, religion, sexual orientation or looked after children. The programme is structured to emphasise the individual students' responsibility for the health of their own body.

All aspects of relationship and education are taught within a moral framework and with due regard and sensitivity to the range of different values and beliefs within a multi-faith and multi-cultural society. We promote all pupils' spiritual, moral, social and cultural development to enable them to participate fully in democratic, modern Britain.

Students will be taught in mixed gender groups.

Parent/Carer entitlement

We work in partnership with families, value their views and endeavour to keep them informed of RSE provision. Parents are notified in writing and given information about the programme prior to the RSE programme being delivered. Links to resources and help from external agencies will be available on Fronter to support parents/carers in appropriate discussions with their child.

All parents/carers have a legal right (under section 405 of the Education Act 1996) to withdraw their child from sex education within the Relationship and Sex Education programme element of PSHCE lessons (other than the sex education National Curriculum science lessons).

A minority of parents/carers may wish to do so, and in this event, they should contact the Assistant Headteacher. The school will discuss individual cases with the family concerned and take the necessary action for alternative provision in school.

Assessment, monitoring, review and evaluation

SRE will be assessed in accordance with the school's policy for Assessment, Monitoring, Evaluating and Reviewing of Curriculum Subjects. Assessment of the curriculum will:

- Provide regular opportunities for pupils to give and receive feedback on their progress and achievements, helping them to identify what they should do next
- Bi-annually complete the Growing up In North Yorkshire Survey to support the monitoring and evaluation of the RSE provision and to identify any emerging issues for pupils and to use this information to inform lesson planning
- Involve pupils in discussion about learning objectives and desired outcomes
- Include pupils as partners in the assessment process e.g. through self-assessment and peer-assessment
- Reflect the principles of inclusion and the range of pupils learning styles enabling all pupils to demonstrate their achievement

The Assistant/Deputy Headteacher will be responsible for monitoring the provision of RSE and for reporting the results to the Senior Leadership Team, and via the Headteacher to the Governors. The PSHE co-ordinator is responsible for evaluating the programme of work, reporting the findings on an annual basis and for making recommendations for changes to the programme. The RSE programme is regularly monitored and evaluated within the school's framework for teaching and learning and delivery of the curriculum. The views of pupils, parents/carers and teachers are used to make changes and improvements to the programme on an ongoing basis. Staff will be provided with the appropriate training to deliver the programme and ensure that they appropriately report any information or disclosure which raises concern that a child may be at risk of significant harm as per school safeguarding procedures. The policy will be formally reviewed every three years for the following purposes:

- To review and plan the content and delivery of the programme of study for RSE
- To review resources and renew as appropriate
- To update training in line with current guidance and staff identified needs