Portal House School

Relationships and Sex Education Policy

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Link Governor:

Approved by:

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Review Due:

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**1. Aims of the RSE Policy**

Producing an up to date RSE policy is the statutory responsibility of the governing body.

The purpose of the policy is to:

▪ Give information to staff, parents and carers, governors, pupils and outside visitors about the content, organisation and approach to teaching RSE

 ▪ Enable parents and carers to support their children in learning about RSE

 ▪ Give a clear statement on what the school aims to achieve from RSE, the values underpinning it and why it is important for secondary school pupils

 ▪ Set out how the school meets its legal requirements in respect of RSE

1. Duty to promote well-being (Children Act 2004)
2. Duty to prepare children for the challenges, opportunities and responsibilities of adult life (Education Act 2006)
3. Ensure pupils learn about the nature of marriage and its importance for family life and bringing up of children (Learning and Skills Act 2006)
4. Protect pupils from unsuitable teaching and materials (Learning and Skills Act 2006)
5. Teach statutory RSE elements in the Science National Curriculum
6. Have an up to date policy developed in consultation with pupils and parents (Education Act 1996)
7. Meeting the school’s safeguarding obligations
8. Make the policy available to pupils and parents (Education Act 1996)
9. Right of parental withdrawal from all or part of SRE except those parts included in the national curriculum (Education Act 1996)
10. Taken account of the DfEE guidance on SRE (2017)
11. DfE expects that all state schools “should make provision for personal, social, health and economic education (PSHEE) and that “SRE is an important part of PSHEE” (DfE guidance on PSHEE 2013)
12. Prevent discrimination, advance equality of opportunity and foster good relations between different groups (Equality Act 2010)
13. Provide SRE which includes (as a minimum, information about HIV/AIDS and other sexually transmitted infections (STI) (Education Act 2002)
14. Ofsted review of PSHE (2013)

**2. Development of the Policy**

This policy was developed by the PSHE coordinator in consultation with school governors, staff and outside agencies, including Kent County Council.

We have also taken account of the:

● SRE guidance (DfEE 2017)

● Guidance on PSHEE (DfE 2013)

● Guidance produced by the PSHE Association “SRE for the 21st century” (February 2014)

● Policy Statement (DfE 2017)

● The Relationships Education, Relationships and Sex Education and Health Education Regulations (2019)

**3. Links to other policies**

This policy links to the Child Protection policy, anti-bullying/behaviour policy, drugs policy, Equality policy and e-safety policy.

Our provision of RSE is part of our approach to support the health and well-being of children.

**4. Definition of RSE**

We use the definition suggested by the PSHE Association

“SRE is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health”.

We have renamed SRE as Relationships and Sex Education (RSE) to emphasise the relationships aspect of SRE in accordance with the recommendation from the Commons Education Committee (Feb 2015) and to prepare for the changes that will require secondary schools to teach Relationships and Sex Education (RSE) from September 2019.

It has three main elements:

 1. **Knowledge and Understanding** including; emotional, social and physical development, body image, human sexuality, gender identity different types of families, different types of relationships, healthy and unhealthy relationships, sex, consent, rights and responsibilities to others, reproduction, sexual health, contraception, the range of local and national sexual health services, reasons and benefits for delaying sexual activity, law about sexual activity and the use of technology and social media, misuse of drugs and alcohol and sexual activity, sexual exploitation and violence in all types of relationships, including personal and family relationships, the impact of pornography on relationships, FGM, being safe including online.

2. **Personal and Social Skills** including; managing emotions and relationships, developing self-respect and empathy for others, resilience to cope with change, how to make choices and understanding the consequences of choices, managing conflict, dealing with peer pressure, recognising and avoiding exploitation and abuse, communicating respectfully, making responsible and safe decisions, how to identify, assess and manage risk, ask for help and access advice and services

3**. Attitudes and Values** including; understand a range of views about relationships and sex in society, respect in relationships, the importance of stable and loving relationships including marriage(both heterosexual and same sex) and civil partnerships, respect, love and care, rights and respect for rights in relationships, value of family life, gender equality, acceptance of difference and diversity. Understanding that violence, coercion and sexual exploitation in relationships is unacceptable, including forced marriage, understanding that discrimination based on gender, gender identity, sexual orientation, disability, ethnicity, culture, age, faith is unacceptable, promoting equality and challenging inequality

**5. Why teach RSE at secondary school?**

• It is a statutory requirement for all secondary schools and is a statutory part of the science curriculum covering the biological aspects of RSE.

• It prepares young people for the physical and emotional changes that will take place at puberty

• It helps develop positive attitudes, values and self-esteem and challenges negative attitudes and prejudices. • It helps promote equality in relationships

• It helps make sense of misinformation in the media and from peers

• It provides an opportunity to talk about feelings and relationships

• It helps develop the skills necessary for effective communication and loving, caring, respectful and happy relationships.

• It protects young people from risk and harm in relationships, including violence and sexual exploitation and inappropriate online content and communication

• It helps deal appropriately with social and cultural pressures as a result of being exposed to distorted or inaccurate view of sex and relationships in the media

• It helps to reduce early sexual activity, prevent teenage conceptions, STIs, sexual exploitation and abuse, domestic violence and FGM

**6. Values promoted through RSE**

We believe that pupils should have accurate information that relates to their needs. They need help to explore their own feelings and attitudes, and those of society, in order to develop values on which to base decisions about relationships. They need to learn the communication skills necessary to help them take increasing responsibility for their own sexual behaviour.

Our RSE programme promote the aims and values of our school which include

* Respect for self and others
* Commitment, trust and love within relationships  Rights and responsibilities in relationships
* Understanding diversity regarding religion, gender, gender identity, culture and sexual orientation
* Reducing intolerance and discrimination based on sexual orientation, disability, ethnicity, religion, and gender
* Acceptance of difference and diversity
* Promote gender equality, challenge gender stereotypes and inequality and promotes equality in relationships
* Value of family life and of stable and loving relationships, including marriage (both heterosexual and same sex) and civil partnerships, for bringing up children
* RSE will support the importance of strong and stable relationships, including marriage for heterosexual and same sex couples and civil partnerships, for family life and bringing up children. Care is taken to ensure there is no stigmatisation of pupils based on their different home circumstances.

**7. Aims for RSE**

To enable children to:

● Develop the confidence to talk, listen and think about feelings and relationships

● Develop skills to make and maintain positive and healthy relationships

● Understand the importance of respect, responsibility, love and care in relationships

● Understand and respect different types of relationships, including friendships, family relationships (including families with same sex parents), dealing with strangers and intimate relationships

● Recognise, understand and build healthy relationships

● Recognise unhealthy relationships

● Understand about human sexuality, sexual orientation (heterosexual, gay, lesbian, bisexual), gender identity and transgender issues.

● Know about the law in relation to consent, sex, online communication and sharing sexual images and FGM

● Understand the impact of pornography on relationships

● Develop positive and healthy attitudes about growing up

● Explore their own and other people’s attitudes and values

● Challenge and prevent discrimination based on sexual orientation and gender

● Prevent sexist, sexual, homophobic, biphobic and transphobic language and bullying

● Challenge gender stereotypes and inequality and promote equality and respect in relationships

● Know the correct biological names for the parts of the body, including the male and female reproductive parts

● Know and understand about emotional, social and physical changes at puberty

● Know and understand about reproduction

● Discuss their concerns and correct misunderstanding they may have gained from the media and peers

● Know how to keep safe online and offline and understand about the consequences of using inappropriate communication and images online

 ● Recognise when something is risky or unsafe and make healthy and safe choices

● Know where are how to seek information and advice when they need help, including for mental health issues

● Know about contraception and the main types of contraceptives, how to prevent STIs and teenage pregnancy

**8. Content and Organisation of the RSE Programme**

Where is RSE taught?

RSE is taught as part of the planned PSHE curriculum in every year, as well as in science. This ensures that it covers the statutory biological aspects, but also the social and emotional aspects. We ensure that the same messages about being safe online are taught through RSE as in IT/computing.

What is taught in each year group?

The content for each year group covers knowledge, skills and attitudes and is appropriate to the age and maturity of pupils and progresses from one year to another, building on what has been learnt in previous years. It covers statutory science and PSHE.

We have a statutory duty to teach about HIV and AIDS and sexually transmitted infections as well as the RSE elements of the science national curriculum:

**Key Stage 3**

Reproduction

● reproduction in humans (as an example of a mammal), including the structure and function of the male and female reproductive systems, menstrual cycle (without details of hormones), gametes, fertilisation, gestation and birth, to include the effect of maternal lifestyle on the foetus through the placenta

**Key Stage 4**

Coordination and Control

● hormones in human reproduction, hormonal and non-hormonal methods of contraception

**See Appendix 1 for what is taught at each key stage.**

Who teaches RSE?

RSE will be delivered generally by some form tutors and other designated staff in discrete PSHE lessons and occasionally by outside visitors and professionals as available and appropriate. Aspects are also covered in other curriculum areas - including, but not limited to, RE, Science, Food Technology, PE, English and ICT.

We will sometimes involve other agencies to enhance rather than replace teacher-led RSE e.g. school nurses and sexual health advisers from the Brandon Centre.

When visitors are involved in RSE we will:

● plan and evaluate their contribution as part of the school’s RSE teaching programme.

● provide the visitor with an up-to-date copy of the school's RSE Policy and ensure they adhere to it

● ensure that the class teacher is present throughout the lesson, taking responsibility for class management

● provide follow up lessons

TA support to individual pupils to ensure the RSE meets their individual needs will be vital.

**9. How RSE is taught:**

● In Years 7 - 11, pupils are taught in their form groups, usually by their form tutors or another designated member of staff, this may change depending upon an individual teacher’s timetabling commitment.

● Teachers set a group agreement or ground rules with pupils to ensure that an atmosphere is created where pupils feel able to ask questions, discuss concerns, talk about feelings and relationships, but do not discuss personal experiences or issues or ask information of each other or the teacher. Staff do not discuss details of their personal experiences or relationships with pupils.

● We answer questions honestly and sensitively, appropriate to the age and maturity of the pupils. Questions may be answered to the whole class, in small groups or on a one-to-one basis, as appropriate. We also use question boxes so that pupils can ask questions anonymously

● Resources, such as DVDs and leaflets are chosen to ensure that they are appropriate to the age and maturity of pupils. They take into account equality of opportunity through their use of language, cultural attitudes, family make-up and images, including body image, avoiding stereotyping, racism and sexism.

● A variety of teaching methods are used that enable pupils to participate and reflect on their learning such as role play, quizzes, pair and small group work, mixing groups so that pupils work with a range of peers. We also use case studies, stories and role plays to help de-personalise discussions and help pupils gain confidence to talk and listen to each other.

● The RSE policy reflects and is in line with our equal opportunities policy and the school ensures that the RSE teaching programme is an inclusive one and is appropriate and relevant to all pupils, including those with SEN and disabilities. Teachers ensure that the content, approach and use of inclusive language reflect the diversity of the school community, and help all pupils feel valued and included, regardless of their gender identity, sexual orientation, ability, disability, experiences and family background.

● Where needed, RSE is differentiated to meet the needs of pupils and specialist resources may be used to respond to their individual needs. In some cases pupils have individual support or work in small groups with a TA.

● Teachers do not offer individual pupils advice on contraception. The teaching programme includes information about local services that can offer confidential information and advice.

● Teachers are sensitive to the issues of different types of relationships. Promoting inclusion and reducing discrimination are part of RSE throughout the school and reflect our equality policy. When teaching about relationships and families we include same sex relationships and specific understanding of different types of relationships, including lesbian, gay and bisexual relationships.

● Homophobic, bi-phobic and transphobic references, language and bullying are not tolerated in school and are challenged and dealt with as part of our commitment to promoting inclusion, gender equality and preventing bullying.

● Teaching about different families is part of RSE and we aim to reflect the broad range of experiences amongst pupils and ensure all pupils feel their family is valued, such as: single parent families; recently divorced parents; parents who are married, parents who are not married, parents who have non-monogamous relationships; lesbian, gay or bisexual parents; children living between two homes; in foster homes; in residential homes and living with relations other than biological parents. We will emphasise the importance of strong and supportive relationships, including marriage (both heterosexual and gay) and civil partnerships, for family life and bringing up children.

**10. Involving Students**

To ensure the RSE programme meets the needs of students, students will be asked to complete a survey on their experiences at the end of each academic year. The PSHE Coordinator involves students in the process of reviewing and evaluating the programme each year.

Students are involved in raising awareness about relevant RSE issues such as sexual exploitation, domestic violence, keeping safe online and equality in relationships. Student diaries include information about where to go to get advice and information locally including young people’s sexual health services. Information about these services can also be found on the PSHE noticeboard.

**11. Confidentiality, safeguarding and child protection**

Although RSE is not about personal disclosures and personal issues, it is possible that a pupil may disclose personal information. Staff understand that they cannot promise pupils absolute confidentiality, and pupils know this too. Although teachers cannot offer unconditional confidentiality, pupils are reassured that their best interests will be maintained. They will be reminded that if confidentiality has to be broken, they will be informed first, if possible, and then supported as appropriate. They are encouraged to talk to their parents or carers and are provided with support to do so

If teachers are concerned in any way that a pupil is at risk of sexual or any other kind of abuse, they will talk to the Designated Child Protection Officer and follow the school’s Child Protection Procedures.

This school upholds the right of any health professional to work within their professional code of conduct. However, when professionals are delivering aspects of RSE in the classroom they are bound by the school’s RSE policy.

**12. Assessing RSE**

Pupils’ progress in learning in RSE is assessed as part of the assessment of science and PSHE lessons. This assessment may involve teacher, peer or self-assessment.

**13. Monitoring and evaluating RSE**

The PSHE Coordinator monitors teachers’ planning and works with the Deputy Head, form tutors and class teachers to monitor delivery of lessons to ensure RSE is being taught. Pupils and staff are involved in evaluating the RSE teaching programme as part of the annual review of PSHE which also involves the school council.

**14. Training staff to deliver RSE**

It is important that RSE is taught by teachers that are knowledgeable, skilled and confident. We ensure that teachers are trained to teach RSE and provide a range of training opportunities including school based INSET, team teaching, classroom observations and external training courses provided by the LA and other organisations.

Training could include:

* What to teach and when
* Leading discussions about attitudes and values
* Information updates
* Practising a variety of teaching methods
* Facilitating group discussions
* Answering questions
* Managing sensitive and controversial issues

**15. Working with Parents/Carers and Child Withdrawal Procedures**

We place the utmost importance on sharing responsibility with parents and carers for their children’s education.

We will take every opportunity to inform and involve parents and carers by:

● Making the policy available on the school’s website

● Including a summary of the content and organisation of RSE on the school website.

● Providing materials for parents to use when talking about RSE with their children

● Discussing individual concerns and helping parents and carers support the needs of their children

Parents/carers are made aware of procedures to follow if they wish to withdraw their children from RSE. Students may not be removed from lessons that cover the statutory national curriculum and this means that parents and carers cannot withdraw their children from the RSE aspects of the science national curriculum.

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. The school, before granting any such request, will require the Head teacher to discuss the request with the parent and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. Following the discussions, except in exceptional circumstances, the school will respect the parents’ request to withdraw their child. There is no right to withdraw from the national curriculum.

Even when a child has been withdrawn from RSE lessons, if the child should ask questions at other times, these questions would be answered honestly by staff.

**16. Disseminating the policy**

A copy of this policy is on the school website.

A summary is included in the school prospectus. Copies are supplied to visitors who are involved in providing RSE in school.

When the policy is being reviewed, parents are informed through the newsletter and school’s website.

Key contacts:

 PSHE Education Co-ordinator: Mr S O’Brien

 RSE Lead: Mr S O’Brien

 Lead Governor:

 Safeguarding Children Lead: Mrs J Cador

 Healthy School Co-ordinator: Mrs R Bradley

 Appendix one:

SECONDARY PSHE EDUCATION: LONG TERM OVERVIEW — COMPETENCIES-BASED MODEL

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Autumn 1**Independence and aspirations | **Autumn 2**Autonomy and advocacy | **Spring 1**Choices and influences | **Spring 2**Independence and aspirations | **Summer 1**Autonomy and advocacy | **Summer 2**Choices and influences |
| **Year 7** | Developing goal setting, organisation skills and self- awareness:* Personal identity and values
* Learning skills and teamwork
* Respect in school
 | Developing empathy, compassion and communication:* Making and maintaining friendships
* Identifying and challenging bullying
* Communicating online
 | Developing agency, strategies to manage influence and decision making:* Regulating emotions
* Diet and exercise
* Hygiene and dental health
* Sleep
 | Developing self-confidence and self-worth:* Puberty and managing change
* Body satisfaction and self-

concept | Developing assertive communication, risk management and support-seeking skills:* Rights in the community
* Relationship boundaries
* Unwanted contact
* FGM and forced marriage
 | Developing agency and decision making skills:* Drugs, alcohol and tobacco
* Safety and first aid
 |
| **Year 8** | Developing risk management skills, analytical skills and strategies to identify bias:* Managing online presence
* Digital and media literacy
 | Developing respect for beliefs, values and opinions and advocacy skills:* Stereotypes, prejudice and discrimination
* Promoting diversity and equality
 | Developing agency and strategies to manage influence and access support:* Drugs and alcohol
* Introduction to contraception
* Resisting peer influence
* Online choices and influences
 | Developing goal setting, motivation and self-awareness:* Aspirations for the future
* Career choices
* Identity and the world of work
 | Developing communication and negotiation skills, clarifying values and strategies to manage influence:* Healthy relationships
* Boundaries and consent
* LGBT+ inclusivity
* ‘Sexting’
* Managing conflict
 | Developing agency and strategies to manage influence and access support:* Maintaining positive mental

health* Importance of physical activity
 |
| **Year 9** | Developing goal-setting, analytical skills and decision making:* GCSE options
* Sources of careers advice
* Employability
 | Developing self-confidence, risk management and strategies to manage influence:* Friendship challenges
* Gangs and violent crime
* Drugs and alcohol
* Assertive communication
 | Developing empathy, compassion and strategies to access support:* Mental health (including self- harm and eating disorders)
* Change, loss and bereavement
* Healthy coping strategies
 | Developing analytical skills and strategies to identify bias and manage influence:* Financial decisions
* Saving and borrowing
* Gambling, financial choices

and debt | Developing assertive communication, clarifying values and strategies to manage influence:* Healthy/unhealthy relationships
* Consent
* Relationships and sex in the

media | Developing decision making, risk management and support-seeking skills:* Sexually transmitted infections (STIs)
* Contraception
* Cancer awareness
* First aid
 |
| **Year 10** | Developing self-awareness, goal-setting, adaptability and organisation skills:* Managing transition to key

stage 4 including learning skills* Managing mental health concerns
 | Developing empathy and compassion, strategies to manage influence and assertive communication:* Relationship expectations
* Impact of pornography
* Identifying and responding to

abuse and harassment | Developing agency and decision making, strategies to manage influence and access support:* First aid and life-saving
* Personal safety
* Online relationships
 | Developing goal setting, leadership and presentation skills:* Skills for employment
* Applying for employment
* Online presence and

reputation | Developing respect for diversity, risk management and support- seeking skills:* Nature of committed relationships
* Forced marriage
* Diversity and discrimination
* Extremism
 | Developing motivation, organisation, leadership and presentation skills:* Preparation for, and reflection

on, work experience |
| **Year 11** | Developing resilience and risk management skills:* Money management
* Fraud and cybercrime
* Preparing for adult life
 | Developing communication and negotiation skills, risk management and support-seeking skills:* Relationship values
* Maintaining sexual health
* Sexual health services
* Managing relationship

challenges and endings | Developing confidence, agency and support-seeking skills:* Making safe and healthy lifestyle choices
* Health promotion and self- examination
* Blood, organ, stem cell

donation | Developing empathy and compassion, clarifying values and support-seeking skills:* Families and parenting
* Fertility, adoption, abortion
* Pregnancy and miscarriage
* Managing grief and loss
 | Developing confidence, self-worth, adaptability and decision making skills:* Recognising and celebrating

successes* Transition and new opportunities
* Aligning actions with goals
 |  |



Appendix 3: Example of year group breakdown of PSHE coverage

PSHE skills coverage year 7

|  |  |  |  |
| --- | --- | --- | --- |
| **PHSE Skill** |  |  |  |
| **Term 1** |  |  |  |
| I am able to set goals for the future. |  |  |  |
| I understand skills to support learning such as teamwork and organisation. |  |  |  |
| I understand school rules and how people can help me with transition.  |  |  |  |
| **Term 2** |  |  |  |
| I understand skills required to make and maintain new friendships. |  |  |  |
| I am able to empathise with and show compassion towards my peers. |  |  |  |
| I am able to communicate safely online. |  |  |  |
| I can recognise bullying in different forms. |  |  |  |
| **Term 3** |  |  |  |
| I can recognise, express and manage emotions to promote my daily wellbeing. |  |  |  |
| I understand how diet and exercise can affect my wellbeing. |  |  |  |
| I can make healthy and informed decisions to maintain hygiene and dental health. |  |  |  |
| I understand the importance of sleep and maintaining healthy sleep patterns. |  |  |  |
| **Term 4** |  |  |  |
| I can recognise ways to develop my self-confidence and feelings of self-worth. |  |  |  |
| I understand the physical changes that occur during puberty. |  |  |  |
| I understand how to manage influences on body image. |  |  |  |
| **Term 5** |  |  |  |
| I understand how to assertively communicate and negotiate boundaries with friends and in other relationships, including online relationships. |  |  |  |
| I recognise the importance of consent.  |  |  |  |
| I understand how to seek help for myself or others in relation to unwanted contact. |  |  |  |
| **Term 6** |  |  |  |
| I understand how to manage peer influence in relation to substances such as energy drinks, smoking and alcohol. |  |  |  |
| I can understand how people perform first aid, including CPR and the use of defibrillators. |  |  |  |
| To assess and understand when it is appropriate to contact the emergency services. |  |  |  |