

Relationships Education Policy (KS3, KS4, KS5)

This policy forms the framework for the Relationship Education of our Children and Young People. It links with the following school policies:

PSHE
Drug and Alcohol Education
Child Protection
Anti-bullying
Behaviour
Racial Equality
Equal Opportunities
Professional Development

Policy Development

Name of PSHE/Relationships Education Co-ordinator: Katie Dixon

Consultation Process:

SRE consultation time line	
People consulted	Method of Consultation including dates
LA Adviser: Denise Stephens	Training time/meetings/Healthy Schools
Leadership team/Senior Managers	SLT: 24.02.09
School nurse	KD mtg

Staff	Put on Gateway and ask for comments w/c - 02.03.09
Children and Young People	MACs Place Advocacy group
Governors	L&T mtg: 24.02.09 Full Governors meeting:
Parents/Carers	Consultation Day 1.05.09

Purpose of Relationships Education

According to the 2000 DfEE guidance, Sex and Relationship Education (SRE) is:

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

Under the 1993 Education Act, Governors of maintained secondary schools in England and Wales have a responsibility to provide a sex education programme. They also have a legal responsibility to keep an up to date written statement of the policy they choose to adopt and this must be available to parents.

Research evaluations have found that good quality SRE can lead to positive health and behavioural outcomes particularly with regard to delaying the onset of intercourse and increasing the likelihood of contraception being used when young people have intercourse. SRE that begins at a young age and builds to meet the needs of pupils as they grow older can positively contribute to fulfilling relationships and positive experiences later in life.

At (school name), Relationships Education underpins the ethos of our school. It encompasses all subjects.

School aims:

- To ensure that each pupil has equal access to all areas of the subject
- To promote pupils' confidence, self-respect and self-esteem
- To foster positive, caring relationships within the school and between others in the wider community
- To provide a curriculum that will enable pupils to learn and develop confidence in their own ability and self-image
- To develop communication skills when talking about sensitive issues, and know where to get help and advice
- To develop risk assessment skills in decision-making
- To develop assertiveness and the ability to say 'no' appropriately
- To promote respect and tolerance for difference and diversity
- To promote accepting responsibility for the consequences of their own actions
- To ensure the right to accurate information about sex-related issues
- To ensure that resources are free from stereotyping

Learning Outcomes:

Learning outcomes for Key Stages 3 and 4 are taken from existing statutory and non-statutory requirements for National Curriculum Science, PSHE and Citizenship, and SRE. The outcomes can be found in the Relationships Education scheme of work and have been related to the Every Child Matters headings (See Appendix 1). The same outcomes have been used for Key Stage 5.

Planning and Teaching Relationship Education:

Relationships Education needs to be delivered in a safe, secure and supportive learning environment. It is essential that clear ground rules are negotiated with the Young People to establish respect, confidentiality and boundaries. These should be developed at the beginning of each school year (see scheme).

Relationships Education will be delivered within the PSHE curriculum, but as a distinct module. Each year group has a unit consisting of 6 lessons. The School Nurse, and other external visitors, can support the delivery of the lessons.

'Visitors should complement but never substitute for or replace planned provision. It is the PSHE Co-ordinator's and teacher's responsibility to plan the curriculum and lessons.'

The use of 'slang' language by teachers of Relationships Education is not considered to be appropriate. Teachers will start lessons from pupils' understanding and may find it necessary to use the slang term in order to give the correct biological name. From that point teachers and visitors will use appropriate language and pupils will be made aware of that decision.

Approaches to Teaching and Learning:

Relationships Education needs to be delivered in a safe, secure and supportive learning environment.

To support pupils to learn:

- The school provides positive role models for pupils through staff and visitors
- Classrooms provide a safe, supportive learning environment
- Staff provide a range of approaches when planning lessons to meet the needs of all pupils
- Learning experiences draw on pupils' own experiences and existing knowledge

- A range of opportunities are provided for pupils to learn, practice and demonstrate skills, attitudes, values and knowledge and understanding
- Pupils develop and understand clear ground rules
- Time is given for pupils to reflect on, consolidate and apply their learning
- Distancing techniques are used to ensure pupils feel comfortable and the activities are non-threatening
- Pupils are encouraged to take responsibility for their own learning and to review their own progress

To deliver Relationships Education successfully a variety of teaching approaches are adopted. These include:

- Discussion
- Role-play
- Quizzes
- Independent research
- Use of DVDs and websites
- Teacher led activities
- Peer education
- Visitor input
- Displays

Answering difficult questions:

If a pupil asks a particularly 'difficult' or inappropriate question in a lesson or other situation, the staff member should be careful about how they answer it. If they are seriously concerned that the question derives from abuse, they will need to follow this up through child protection procedures.

Staff will answer questions in a simple way, in general terms rather than going into detail. In some situations it may be better to turn the question back on the pupil and ask them what they know or have heard - this can be used to check their level of understanding. If you do not have the

answer, refer the pupil to someone (for example, the school nurse) who can answer them.

Assessment of learning:

As with any learning process, assessment of pupil's development provides information which indicates pupil progress and achievement and informs future planning. Pupils are assessed whilst participating in activities such as discussions, role-play, observation and questioning, group work, independent activities and relationships with peers.

Teachers use the monitoring sheets at the end of each unit within the scheme. Pupils complete a self-evaluation sheet to evaluate their own learning.

Staff Development and Support:

All staff must have received basic SRE awareness training before using the scheme.

Whole staff basic awareness training - November 21st 2008

Individual Year group training and support in personal development meetings held each half term.

A copy of the scheme has been allocated to the school.

Resources are available for loan from the Local Authority.

The school has the following resources for Relationships Education.

The Contraceptive Display Kit, Contraception Card Games, DVD's Junk, Life as a Teenage Mum, and Teen Files. The LA Relationships Education (inclusive of Sex) Scheme of Work. Visitors such as, the School Nurse and the Teenage Advice Service. These can be found in the LRC.

Confidentiality:

Teachers should not encourage pupils to disclose information 'in confidence' that they may have to pass on at a later stage. Wherever possible, teachers should make clear to pupils where the boundaries of confidentiality lie before pupils make personal disclosures.

There is no legal duty for teachers to disclose personal information given by a pupil to anyone else - senior managers, colleagues, parents/carers, police and/or Social Care - however, **teachers are contractually bound to disclose information about physical or sexual abuse of children and young people to their designated Child Protection member of staff Shelley Jamieson and/or Social Care.**

School staff establishes clear boundaries for confidentiality by:

- Reassuring pupils that their best interests will be maintained
- Encouraging pupils to talk to their parents/carers and giving them support to do so
- Ensuring that pupils know that teachers cannot offer unconditional confidentiality
- Reassuring pupils that, if confidentiality has to be broken, they will be informed first and then supported as appropriate
- If there is any possibility of abuse, following the school's child protection procedure
- Making sure that pupils are informed of sources of confidential help, for example, the school nurse, counsellor, GP or local young person's advice service
- Using ground rules in lessons

Sexuality:

Relationships Education should promote respect for difference, diversity and equality. Sessions should include discussions of sexuality when appropriate, and in a sensitive manner. Challenging sexism and homophobia

forms part of our school's approach to equal opportunities and are included in all relevant policies Equal Opportunities, and Anti-Bullying Policies.

The role of Parents/Carers:

Parents/carers have a key role in the education of their children. Each year the school encourages parents/carers to view and comment on the Relationships Education scheme. Parents/carers are informed of the scheme and the use of any visitors by newsletter and initial letter on entry to the school.

Parents/carers have the right to withdraw their children from Relationship Education sessions which do not form part of the requirements of National Curriculum Science. Parents/carers do not have to give a reason for withdrawing their children but will be made aware of the implications if they should choose to do this. Any parent/carer who wishes to withdraw their child will be referred in the first instance to the relevant Learning Manager.

The way forward:

- The PSHE Co-ordinator will undertake a comprehensive review of the scheme of work following the first year of implementation. This will be used to make any alterations, and to purchase resources.
- The review will be fed back to the Personal Development Team at the Local Authority.
- Staff will be assisted in their delivery of the sessions by identifying training needs and then receiving relevant training

Responsibilities:

The whole school community shares a responsibility for the successful implementation of this policy.

The person responsible for monitoring this policy is the PSHE Co-ordinator.

The Governor responsible for Relationships Education is: ~~XXXXXXXXXX~~

The policy will be reviewed after the first year of implementation. It will then be reviewed every two years with teaching staff, pupils and parents/carers.

Approved by staff on:

Signed: (PSHE Co-ordinator)

Approved by Governors on:

Signed: (Chair of Governors)

Policy due for review on:

Appendix 1

OUTCOMES:

The following outcomes are taken from existing statutory and non-statutory requirements for National Curriculum Science, PSHE and Citizenship, and SRE. The outcomes have been related to the Every Child Matters headings.

By the end of Year 7 pupils will be able to:

Be Healthy

- Understand the physical and emotional changes that take place during adolescence*
- Know about the human reproductive system, including the menstrual cycle and fertilisation*
- Demonstrate respect for differences between people, particularly in relation to gender and sexuality
- Understand how good relationships can promote mental well-being
- Make informed choices to maintain emotional well-being
- Recognise the stages of emotions in relation to loss and change caused by divorce, separation, new family members and how to manage their feelings positively
- Recognise some strong emotions and identify ways of managing these emotions positively (for example talking with a friend or teacher about their feelings on divorce or falling in love)

Stay Safe

- Consider the unacceptability of prejudice and homophobic bullying
- Develop skills of assertiveness in order to resist peer pressure and stereotyping and to challenge prejudice and discrimination

Enjoy and achieve

- Reflect on and evaluate their own achievements and strengths in all areas of their lives and recognise their own worth
- Explain the relationship between their self-esteem and how they see themselves and how this affects their self-confidence and behaviour

Make a positive contribution

- Be aware of the complexity of moral, social and cultural issues and be able to form a view of their own
- Consider how it feels to be different and be discriminated against
- Be respectful of difference in relation to lifestyles, gender, sexuality or relationships
- Demonstrate understanding and empathy towards others who live their lives in different ways
- Develop the skills and confidence to ask for help and support

Achieve economic well-being

- Acknowledge the range of responsibilities within a relationship and of parenthood

The statements marked with an asterisk are part of the National Curriculum Science requirements

By the end of Year 8 pupils will be able to:

Be Healthy

- Understand that fertilisation in humans is the fusion of a male and a female cell*
- Demonstrate respect for differences between people, particularly in relation to gender and sexuality
- Understand how good relationships can promote mental well-being
- Make informed choices to maintain emotional well-being
- Have an understanding of human sexuality and be aware of their own developing sexuality
- Know about the human reproductive system, including the menstrual cycle and fertilisation*
- Know how the growth and reproduction of bacteria and the replication of viruses can affect health*
- Know about some STIs and how they are transmitted, including HIV
- Understand some of the ways STIs can be treated and/or avoided
- Understand the reasons for having safer/protected sex if sexually active
- Know about the sources of advice and support, about when and where to get help, such as at a genito-urinary medicine clinic

Stay Safe

- Consider the unacceptability of prejudice and homophobic bullying
- Develop skills of assertiveness in order to resist peer pressure and stereotyping and to challenge prejudice and discrimination
- Recognise risk of personal safety in sexual behaviour and be able to make safe decisions
- Understand the arguments for delaying sexual activity
- Develop skills of assertiveness in order to resist negative peer pressure and stereotyping, especially where this threatens their personal safety and well-being
- Ask for help and support

Enjoy and achieve

- Reflect on and evaluate their own achievements and strengths in all areas of their lives and recognise their own worth
- Explain the relationship between their self-esteem and how they see themselves and how this affects their self-confidence and behaviour

Make a positive contribution

- Develop skills of assertiveness in order to resist peer pressure and stereotyping
- Be aware of the complexity of moral, social and cultural issues and be able to form a view of their own
- Consider how it feels to be different and be discriminated against
- Consider the unacceptability of prejudice and homophobic bullying
- Be respectful of difference in relation to lifestyles, gender, sexuality or relationships
- Know where to get advice
- Know and understand the law relating to sexual behaviour of young people
- Demonstrate effective ways of resisting negative peer pressure, including from their peers
- Develop the skills and confidence to ask for help and support

Achieve economic well-being

- Acknowledge the range of responsibilities within a relationship and of parenthood

The statements marked with an asterisk are part of National Curriculum Science requirements

By the end of Year 9 pupils will be able to:

Be Healthy

- Recognise some strong emotions and identify ways of managing these emotions positively (for example talking with a friend or teacher about their feelings on divorce or falling in love)
- Make informed choices to maintain emotional well-being
- Have an understanding of human sexuality and be aware of their own developing sexuality
- Know how the growth and reproduction of bacteria and the replication of viruses can affect health*
- Consider issues such as the costs of early sexual activity
- Make informed choices to maintain their health and well-being and can explain the reason for these choices (for example by being well informed in relation to STIs)
- Know how the main forms of barrier contraception work and where to get advice
- Understand some of the ways STIs can be treated and/or avoided

Stay safe

- Understand how the media influence understanding and attitudes towards sexual health
- Consider the unacceptability of prejudice and homophobic bullying
- Recognise risk of personal safety in sexual behaviour and be able to make safe decisions
- Understand the arguments for delaying sexual activity
- Develop skills of assertiveness in order to resist negative peer pressure and stereotyping, especially where this threatens their personal safety and well-being
- Understand the risks of early sexual activity and the link with the use of alcohol, and risks of STIs, including HIV
- Understand the reasons for having safer/protected sex if sexually active

Enjoy and achieve

- Reflect on and evaluate their own achievements and strengths in all areas of their lives and recognise their own worth
- Explain the relationship between their self-esteem and how they see themselves and how this affects their self-confidence and behaviour
- Understand how the media influence understanding and attitudes towards sexual health

Make a positive contribution

- Develop skills of assertiveness in order to resist peer pressure and stereotyping
- Be aware of the complexity of moral, social and cultural issues and be able to form a view of their own
- Consider how it feels to be different and be discriminated against
- Consider the unacceptability of prejudice and homophobic bullying
- Demonstrate respect for differences between people, particularly in relation to gender and sexuality
- Recognise the benefits of sexual behaviour within a committed relationship
- Know and understand the law relating to sexual behaviour of young people
- Demonstrate effective ways of resisting negative peer pressure, including from their peers
- Develop the skills and confidence to ask for help and support

Achieve economic well-being

- Acknowledge the range of responsibilities within a relationship and of parenthood

The statements marked with an asterisk are part of National Curriculum Science requirements

By the end of Year 10 pupils will be able to:

Be Healthy

- Know how the different forms of contraception work and where to get advice
- Know about the defence mechanisms of the body
- Make informed choices about the pattern of their lifestyle which promote well-being
- Develop qualities of empathy and sympathy and the ability to respond emotionally to the range and depth of feelings within close relationships
- Recognise their developing sense of sexual identity and feel comfortable with it
- Describe the short- and long-term consequences of personal health choices, and can make decisions based on this knowledge
- know the way in which hormonal control occurs, including the effects of the sex hormones*
- know about the defence mechanisms of the body*
- have sufficient information and skills to protect themselves and, where they have one, their partner from unintended/unwanted conceptions and STIs including HIV

Stay safe

- understand the risks of early sexual activity and the link with the use of alcohol
- assess the risks and benefits associated with lifestyle choices such as sexual activity and can make safer choices based on this assessment
- avoid being pressured into unwanted or unprotected sex
- understand the reasons for having safer/protected sex if sexually active
- avoid being exploited or exploiting others
- know how HIV and other STIs affect the body*
- understand the consequences of their actions and behave responsibly within sexual and pastoral relationships
- recognise the influences and pressures around sexual behaviour and respond appropriately and confidently, and seek professional health advice

Enjoy and achieve

- assess their personal qualities, skills and achievements and use them to set future goals
- understand how their own identity is influenced by both their personal values and those of their family and society
- recognise how personal, family and social values influence behaviour
- develop positive values and a moral framework that will guide their decisions, judgement and behaviour
- work co-operatively with a range of people who are different from themselves
- communicate effectively

Make a positive contribution

- have the confidence and self-esteem to value themselves and others and respect for individual conscience
- understand the consequences of their actions and behave responsibly within sexual and pastoral relationships
- see both sides of an argument and express and justify a personal opinion
- have the determination to stand up for their beliefs and values
- have the confidence to assert themselves and challenge offending behaviour
- avoid being exploited and exploiting others
- discuss relationships, feelings and emotions, and can analyse ways of managing these in connection with changing relationships with parents, friends or through family events
- know and understand the law in relation to sexual activity for young people and adults
- develop appropriate relationships with a range of adults
- consider the arguments around moral issues such as abortion, contraception and the age of consent
- know about the role of statutory and voluntary organisations, including confidential sexual health services and those that provide support for relationships in crisis

- know how to access them and are confident to do so

Achieve economic well-being

- make informed choices about the pattern of their lifestyle which promote well-being

The statements marked with an asterisk are part of National Curriculum Science requirements

By the end of Year 11 pupils will be able to:

Be Healthy

- develop qualities of empathy and sympathy and the ability to respond emotionally to the range and depth of feelings within close relationships
- know how the different forms of contraception work
- know about the defence mechanisms of the body
- understand the link between eating disorders, self-image and sexual identity
- know the way in which hormonal control occurs, including the effects of the sex hormones*
- know about the defence mechanisms of the body*
- have sufficient information and skills to protect themselves and, where they have one, their partner from unintended/unwanted conceptions and STIs including HIV

Stay safe

- understand the risks of early sexual activity and the link with the use of alcohol
- assess the risks and benefits associated with lifestyle choices such as sexual activity and can make safer choices based on this assessment
- avoid being pressured into unwanted or unprotected sex
- understand the reasons for having safer/protected sex if sexually active
- avoid being exploited or exploiting others
- know how HIV and other STIs affect the body*
- understand the consequences of their actions and behave responsibly within sexual and pastoral relationships
- recognise the influences and pressures around sexual behaviour and respond appropriately and confidently, and seek professional health advice

Enjoy and achieve

- assess their personal qualities, skills and achievements and use them to set future goals
- understand how their own identity is influenced by both their personal values and those of their family and society
- recognise how personal, family and social values influence behaviour
- develop positive values and a moral framework that will guide their decisions, judgement and behaviour
- work co-operatively with a range of people who are different from themselves
- communicate effectively

Make a positive contribution

- have the confidence and self-esteem to value themselves and others and respect for individual conscience
- understand the consequences of their actions and behave responsibly within sexual and pastoral relationships
- see both sides of an argument and express and justify a personal opinion
- have the determination to stand up for their beliefs and values
- have the confidence to assert themselves and challenge offending behaviour
- avoid being exploited and exploiting others
- discuss relationships, feelings and emotions, and can analyse ways of managing these in connection with changing relationships with parents, friends or through family events
- consider the arguments around moral issues such as abortion, contraception and the age of consent
- recognise the influences and pressures around sexual behaviour and respond appropriately and confidently

Achieve economic well-being

- make informed choices about the pattern of their lifestyle which promote well-being
- recognise the consequences of close relationships, including having children, and how this will create family ties which impact on their lives and those of others

The statements marked with an asterisk are part of National Curriculum Science requirements

Appendix 2

Exemplar letter for parents/carers:

Name and address of school

Dear Parent/Carer,

This year (term) in PSHE lessons your child will be following a programme of Relationships Education, inclusive of sex education. The 1993 Education Act requires us to provide sex education, including education about HIV/AIDS and other sexually transmitted infections to all our secondary age pupils.

The programme will cover personal relationships, puberty, values, communication, self-esteem, love, sexuality, contraception, responsibility to oneself and others, bullying and peer pressure. Research shows that a well-run and well-planned programme of sex education is of great benefit to those who receive it. Relationships Education is important to give young people the knowledge with which to make informed decisions and choices in order to protect themselves and to remain safe.

It is intended that boys and girls will have opportunities for single-sex activities if it is felt to be necessary and appropriate, but that the majority of the activities will be for the whole class.

We aim to handle issues sensitively and appropriately, and give our pupils access to clear balanced information about sexual health. The School Nurse (and other appropriate professionals) supports and also delivers part of the programme.

The 1993 Education Act allows parents/carers the right to withdraw their children from all or part of sex education outside the National Curriculum (the National Curriculum covers the biological aspects in Science).

You are welcome to contact me if you have any questions about the programme.

Please sign and return the slip at the bottom of the letter.

Yours sincerely,

PSHE Co-ordinator

.....

Pupil's name:..... (Year _)

I have received the letter about the Relationships Education programme.

Signed:..... (Parent/carer)