

BOURNE COMMUNITY COLLEGE



Aspiration, Innovation, Motivation

RELATIONSHIPS and SEX EDUCATION POLICY (Formerly Education on Relationships)

September 2020

Next review July 2021



Our Mission:

To ensure every student achieves great outcomes to flourish and be successful

To have high expectations of all staff and students

To respect those in our community locally, nationally and internationally

Our Vision:

To be the school of choice and the Learning Hub for the locality

Our Values:

Our values respect the charter of the UNICEF rights of the Child and our Bourne ID mirrors this.

We gained GOLD status as a rights respecting School and are building on this great achievement.

Our strap line:

Aspiration, Innovation, Motivation

“Governments must protect children from sexual abuse and exploitation” Article 34 – UNCRC

“Both parents share responsibility for bringing up their child and should always consider what is best for the child. Governments must help parents by providing services to support them, especially if the child’s parents work” Article 18 – UNCRC

1 Consultation Process of the Policy

The policy was originally put together by the PSE Co-ordinator and the Associate Adviser for PSE closely following Sex and Relationships Education Guidance 2000 DfEE 0116/2000. It was reviewed by all staff, before being discussed at a staff meeting, by parents through an open invitation in the College newsletter and a subsequent meeting with interested parents and with students through their Personal Development lesson before being presented to the governors on 15 December 2003. It was on this date that it became the Sex and Relationship Policy for the College.

It has subsequently been reviewed and updated by the PSE Co-ordinator and Sex and Relationship Adviser in October 2006, and since by the Assistant Headteacher/Student Support and the Leader for Personal Development on an annual basis in July, taking into consideration the DfE statement on Relationships Education, March 2017

2 Rationale

The 1988 Education Reform Act suggests that schools should ensure the development of the moral, social, personal, cultural and spiritual elements of their students by reflecting these areas within the curriculum and routines and procedures within the school. As sex education is not only about developing students’ understanding of human reproduction but is also concerned with other sexual matters and the moral, legal, cultural and social dimensions it is one area that can realistically support the personal and social development of the students. In addition to the biological component there is an emotional component which involves the development of students’ understanding of feelings about love and sexuality and their responsibility towards themselves and respect for others.

It 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. It is not about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching.

3 Moral Statement on Relationships and Sex Education

The morals that make up our framework for our sex education programme are:-

Caring	responsibility	support
Sharing	honesty	forgiveness
Respect	integrity	trust
Loving	encourage humility	consideration

This moral framework does not seek to preach or judge; rather it is the acceptance that we as humans need to find guidelines, which help us to make decisions. Our framework is committed to enabling our students to discuss and explore value systems which stand for the elimination of racism, sexism, exploitation and oppression together with the acceptance of same sex relationships.

We think that the knowledge and skills which students need to enable them to make informed decisions about their sexuality and relationships need to be placed firmly within such a moral framework. We believe that students should be given opportunities to develop values that may guide future decision-making.

Our definition of a family is:-

A group of people who care for and support each other through adversity and happiness.

Through our sex education programme we intend to:-

- increase understanding
- promote responsible attitudes towards oneself and others
- enable informed choices to be made
- provide an opportunity for the discussion of concerns and anxieties
- impart accurate information and knowledge
- prepare for the roles of caring and parenting.

4 Statement of Values for Relationships and Sex Education

Teaching and Learning:-

Commitment to active learning methods which involve children's full participation. Use of single gender groups where appropriate and relevant.

Statement of values for sex education:-

For example: RSE will reflect the values of the Personal Development programme. RSE will be taught in the context of relationships. In addition, RSE will promote children's self-esteem and emotional well-being and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, College, work and in the community.

5 Aim of Relationships and Sex Education

The aim of Relationships and Sex education is to guide students to a full understanding of themselves and others, and help them to develop fulfilling relationships.

6 Objectives of Relationships and Sex Education

The College which has an inclusive policy for all students should:-

- teach about relationships, love and care and the responsibilities of parenthood as well as sex
- focus on boys as much as girls
- build self-esteem
- teach the taking on of responsibility and the consequences of one's actions in relation to sexual activity and parenthood
- provide young people with information about different types of contraception, safe sex and how they can access local sources of further advice and treatment
- use young people as peer educators, eg teenage mothers and fathers
- give young people a clear understanding of the arguments for delaying sexual activity and resisting pressure
- emphasis will be put on the importance of consent
- link sex and relationship education with issues of peer pressure and other risk-taking behaviour, such as drugs, smoking and alcohol
- ensure young people understand how the law applies to sexual relationships

7 Organisation of Relationships and Sex Education

Relationships and Sex Education is delivered as part of the Personal Development Programme using the 'Education for Safeguarding' curriculum 2020. There is a scheme of work for each year ensuring coverage, continuity and progression.

Relationships and Sex Education will also appear in other subjects such as Science, RE, English, ICT and Drama.

'Sex and the Law' is delivered by the Police Prevention Youth Officer

Students may also ask questions influenced by happenings in the media, soaps on the television or real life situations. Teachers will determine the exact nature of the questions by using open-questioning technique. They will use professional discretion as to whether the question needs answering on a more individual basis or as a whole class/group. If appropriate, teachers will include parents in the response to particular questions.

8 Content of Sex Education

The biological elements of Sex Education is to be found within the Science Curriculum, but as it is much wider than this other important areas need to be included within the Relationships and Sex Education programme. Relationships and Sex Education will be taught through the four cornerstones within the Education for Safeguarding curriculum, ensuring effective and appropriate provision for all students.

Specific Learning Outcomes:-

Relationships and Sex 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 pastoral relationships;
- have the confidence and self-esteem to value themselves and others and develop respect for individual conscience
- develop 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.

The Sex and Relationships Ofsted Report 1999 has a detailed framework on what students should be able to do, understand and consider within each Key Stage. This is shown in Appendix 1.

9 Scheme of work (see Appendix 2)

10 Teaching Methods

The teaching methods employed within personal and social education are as significant as the content of the programme. We have a commitment to active learning methods which involves students' full participation. Use of single gender groups where appropriate and relevant. The teaching strategies employed will enable the students to develop and practise their skills of negotiation, decision-making, assertion, research, problem solving, and collaboration. Students will also be given a range of opportunities to explore and develop their own attitudes and values, including exploring their own and others' prejudices, engaging in discussion, preparing presentations, challenging stereotypes and considering evidence.

It is important for teachers to create an atmosphere in which students:-

agree ground rules	feel supported
feel comfortable and trusted	support each other
feel able to contribute	express their feelings
can use language as a tool of exploration	

Students should be encouraged to work in active ways through such methods as:

debating	brainstorming	displays
playwriting	projects	surveys
role play	simulation games	visits and visitors
TV Soaps	TV films and videos	trigger photographs
discussion	case studies	Theatre in Education

12 Roles and Responsibilities

Governors' Responsibilities

It is the responsibility of the school governors, following the 1993 Education Act to provide a written statement of their policy on Relationships and Sex Education, which must be available to all parents and published in the College Prospectus.

The governors are advised of the content and organisation of the Relationships and Sex Education Programme by the Leader of Personal Development through a presentation.

The Relationships and Sex Education Policy is reviewed regularly.

Headteacher's Responsibilities

The Headteacher has an important part to play in contributing to the preparation, review and updating of the governors' policy on sex education.

Responsibilities of the Leader of Personal Development

- Advise governors of content and organisation of sex education programme.
- Keep up to date with legislation and guidance.
- Purchase appropriate resources
- Support and advise teachers on issues raised related to sex education.
- Be aware of the Social Exclusion Report on Teenage Pregnancy and the role of effective Relationships and Sex Education in reducing the incidence of teenage conceptions.

Role of other Adults in the School

To observe and be aware of the Relationships and Sex Education Policy and be accountable to the Headteacher and Governors for the Personal and Social Education of all students within the College community.

Working with the wider Community

Outside speakers will be included as part of the programme when appropriate. They will be made aware of the Relationships and Sex Education Policy to ensure they work within it.

13 Working with Parents

All parents are invited to view the Relationships and Sex Education Policy and details of how and where in the curriculum Sex Education is taught.

Parents have the right to request their child is withdrawn from Sex Education delivered as part of the Relationships and Sex Education in secondary school. This, unless there are exceptional circumstances, should be granted until three terms before their child reaches the age of 16. At this point, if the child themselves wishes to receive Sex Education rather than be withdrawn, the school will make arrangements for this to take place in one of the aforementioned three terms prior to reaching the age of 16 – the legal age of Sexual Consent.

There is no right to withdraw students from Relationships Education as the contents of this subject, e.g. Family, Friendship and Safety (including Online Safety), are important for all children to be taught

14 Specific Issues

Confidentiality: Although teachers should create an atmosphere of trust total confidentiality cannot be guaranteed. Students should be aware of this and the relevant 'Statement of Confidentiality' (see appendix 3).

Child Protection Procedure: If a member of staff has any concerns about a student they should refer these to the Designated Safeguarding Lead.

Contraceptive Advice: Young people have a right to access confidential medical advice and treatment, including those under 16. This right is supported by law. If students ask for advice they must be encouraged to seek advice from their parents or, if judged appropriate, from the relevant health service professional (eg school nurse, family planning clinics, local information shop or GP).

If circumstances lead a teacher to believe that a student has embarked upon, or is contemplating, a course of conduct which is likely to place him or her at moral or physical risk or in breach of the law, the teacher has a responsibility to ensure that the student is aware of the implications and is urged to seek advice as

above. In such circumstances the teacher should inform the DSL. They should then arrange for the student to be counselled and, if appropriate inform parents/carers. This may lead into the Child Protection Procedure.

Sexual Harassment

In order to develop as confident individuals' students need to develop equal respect for all others in gender and race together with zero tolerance of anyone who prevents the development of any individual through sexual harassment, overt or covert.

15 Equal Opportunities

All students regardless of ability will have access to the Relationships and Sex Education Programme of Study unless withdrawn from the Sex Education element by their parents.

All teaching material will use language which is accessible to students' wide ability range.

Where appropriate, special learning resources will be provided for those with learning difficulties.

**Appendix 1 – The Curriculum framework from the West Sussex
Guidelines on Sex Education**

Skills		
<p>Pupils should:</p> <ul style="list-style-type: none"> - know about the human reproductive system, menstrual cycle, fertilisation, and the role of the placenta - know how the foetus develops in the uterus - study the physical and emotional changes that take place during adolescence - be aware of rules and legislation relating to social behaviour especially that which seeks to protect the individual from exploitation - be aware of a range of sexual attitudes and behaviours in society - learn about the virus HIV and other sexually transmitted diseases - recognise what is involved in setting up and maintaining a home, planning and having a family - learn about contraception - understand the relationship between diet, health and fitness - discuss controversial issues from an informed viewpoint - understand the effect of the media and advertising on attitudes and behaviour - understand how labelling and stereotyping can have a negative effect on mental health which in turn can affect behaviour - understand the need to have a responsible attitude to social behaviour 	<p>Pupils should:</p> <ul style="list-style-type: none"> - debate moral dilemmas - give and receive praise and encouragement to promote self esteem and self confidence - express their own thought and feelings and show an awareness of the emotions of others - work with others on crucial issues - analyse and assess situations in terms of safety and be able to take positive action 	<p>Pupils should:</p> <ul style="list-style-type: none"> - have a positive self image - have a positive image of others - undertake responsibility on behalf of themselves and others - show respect for ways of life different from their own - show an awareness and an ability to deal with the emotional responses of themselves and others - show empathy and sympathy for the points of view, emotions and feelings of others - compare values and beliefs held by themselves and others belonging to different cultures and groups and identify common ground

Appendix 1 (cont.)

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 well-being
- the law relating to sexual behaviour of young people
- the sources of advice and support
- about when and where to get help, such as a genito-urinary medicine clinic

* These topics will also be covered in Biological Science

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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 responsibility 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 well-being
- 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 of depth of feelings within close relationships
- work co-operatively 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 sex hormones, some medical uses of hormones including 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 marriage or a stable partnership in bringing up children

- the way different forms of relationship including marriage depend for their success on maturity and commitment.

Students will have considered:

- 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 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

- ~~this~~ These topics will also be covered in Biological ~~in~~ Science.

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Appendix 2

The Relationship & Sex Education Journey

Puberty
Personal Hygiene
Gender, Identity & Diversity
FGM
Family life
Conflict/Domestic Violence
Changing relationships
Values in relationships
Healthy/Unhealthy relationships
Sexual Harassment/bullying - Peer on Peer, online/offline
Unwanted attention/appropriate behaviour
Sexual Health
Contraception
STI's
Signposting to support/advice
Risky behaviour
Keeping safe
Dating, love & commitment
Consent/resisting pressure
When is best? Becoming a parent/Teenage pregnancy
Impact of a baby
Impact of the media/social media/pornography on relationships
Exploitation – Sex, Gangs, Knives, Radicalisation
Personal Safety
Consent & The Law
Intimate relationships and sexual readiness
Journey to parenting
Pregnancy options
Physical & mental effects of pregnancy
Looking after a baby
Gender & sexual orientation

Appendix 3

Confidentiality Statement

Where issues of a confidential nature are raised by students or parents, it must be understood that a teacher cannot guarantee that the issue remains confidential. There are occasions when a teacher may need to refer a confidential matter to a higher authority or an external agency. A teacher is always prepared to listen to an issue of a confidential nature, but it is important for the student or parent to understand that there may be consequences to making a disclosure.