



**Woodbrook Vale School
Policy Document**

**Relationships (and Sex) Education Policy
(RSE)**

Date approved by the Headteacher: Spring Term 2018

Review Date: Every 3 Years: Spring Term 2021

Headteacher's Signature: Date:

Print name: Gary Peat

Contents

	Page
1 Introduction	1
2 Aims and Objectives	1
Moral and Values framework	2
3 Management and Co-ordination	3
4 Staff Development	3
5 Curriculum organisation and planning	3
6 Curriculum Delivery	4
7 Partnerships	5
8 Equality of Opportunity	5
Ethnic and Cultural Groups	5
Students with Special Needs	5
Sexual Identity and Sexual Orientation	5
9 Confidentiality	5
10 Pregnancy and parenthood	5

Relationships (and Sex) Education Policy (RSE)

1. Introduction

This policy was drafted in accordance with DfE guidelines and in consultation with Woodbrook Vale parents, governors, students and the wider school community, via the school nurse and health professionals.

The policy provides information on how we provide Relationships (and Sex) Education as part of the Personal, Social and Health Education and Personal Development framework. This is in addition to the statutory National Science Curriculum topics.

Parents have the right to withdraw their children from all or part of the relationships (and sex) education curriculum provided at school except for those parts included in the statutory National Curriculum. Any parent wishing to withdraw their child should be encouraged to make an appointment with the Head of Personal Development.

This policy is made available to all staff, new staff at induction and all parents/carers on request.

2. Aims and Objectives

This school believes that the essential aim of Relationships (and Sex) Education should be to provide students with the knowledge and skills to enable them to make informed and responsible choices now and in later life, emphasising the benefits of a healthy lifestyle. RSE is lifelong Learning about physical, sexual, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care, for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. We think that relationships (and sex) education should contribute to promoting the spiritual, moral, cultural, mental and physical development of students at school and society and preparing students for the opportunities, responsibilities and experiences of adult life.

Mutual respect is embraced throughout the curriculum at Woodbrook Vale School by providing the opportunity for students to express their views in a safe environment.

We want Relationships (and Sex) Education to:

- be an integral part of the lifelong learning process, beginning in early childhood and continue into adult life.
- be an entitlement for all young people.
- promote students' self-esteem and confidence, especially in their relationships with others.
- give accurate information about reproduction, contraception, safer sex, sexually transmitted infections, sexuality, sexual relationships and information about their entitlement to confidential helping services.
- provide students with opportunities to explore and clarify some of their attitudes towards friendships, sexuality and gender.
- encourage exploration of values and moral issues, hearing the points of view of others and respecting their own and other people's decisions, rights and bodies.
- encourage the development of communication and decision making skills

- help young people to develop skills to negotiate, avoid and resist unwanted sexual pressure.
- give students a chance to explore ideas about family, marriage, parenting and the ways in which people care for each other, and the benefits of stable relationships.
- offer the forum for realistic discussion about the effects of early sexual activity and diverse attitudes towards this.
- generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment.
- be responsive to differing needs and backgrounds.
- encourage students and teachers to share and respect each other's views. We are aware of different approaches to sexual orientation, without promotion of any particular family structure. The important values are love, respect and care for each other.
- prepare young people for transitions and later life.
- recognise that parents and carers are the key people in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents, carers and students, consulting them about the content of programmes.
- recognise that the wider community has much to offer and we aim to work in partnership with health professionals, social workers, peer educators and other mentors or advisers.

2.1 Moral and Values framework

At Woodbrook Vale School we believe it is important to develop positive values and a moral framework that will guide student's decisions, judgements and behaviour. We will aim to ensure students have the confidence and self-esteem to value themselves and others, and progress the skills to judge what kind of relationship they want. We aim to encourage students to become life-long Learners with an ability to make decisions responsibly and understand the consequences of their actions and decisions.

We want all our students to be accountable citizens who are responsible, respectful and tolerant within a diverse and evolving society.

We aim to provide students with an opportunity to learn the importance of values, individual conscience and moral choices. To ensure this takes place we believe it is important to generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment. We also aim to encourage students and teachers to share and respect each other's views so that a safe environment for students is created in each classroom.

Through Relationships (and Sex) Education, the importance of promoting students' self-esteem and confidence, especially in their relationships with others, is vital. Students will develop skills which enable them to:

- manage emotions and relationships confidently and sensitively;
- develop self-respect and empathy for others;
- learn how to make choices with an absence of prejudice;
- develop an appreciation of the consequences of choices made;
- manage conflict;
- be empowered to be able to avoid inappropriate pressures or advances (both as exploited or exploiter)

3. Management and Co-ordination

In accordance with government guidance this school has appointed a Head of Personal Development. This person has responsibility for supporting policy implementation by providing advice and support to governors, senior managers, curriculum and pastoral leaders, classroom teachers and support staff.

Head of Personal Development:

The Head of Personal Development will ensure that:

- The relationships (and sex) education policy is disseminated to all members of the school community and is discussed in detail and understood
- Clear roles and responsibilities for policy implementation are identified
- The underpinning aims, values and attitudes of relationships (and sex) education are made explicit
- The development of good relationships is promoted within and beyond the school
- Equality of opportunity is promoted
- Provision is made for on-going professional development and training within the field of Relationships (and Sex) Education
- The link between Relationships (and Sex) Education and other school policies is clearly identified
- Staff are aware of supporting information and local and national resources that support Personal Development and the teaching of Relationships (and Sex) Education.
- Staff foster relationships with local health services who can support both curriculum development and access to services
- External agencies are familiar with both the school's Relationships (and Sex) Education policy and the confidentiality policy.

4. Staff Development

All staff, including support staff, should have access to professional development and support that relates to the relationships (and sex) education curriculum and its style of delivery.

Areas of staff expertise and individual staff development needs will be identified through existing staff development processes. This will be ascertained through the staff audit, classroom observation, and scrutiny of planning and staff appraisal systems.

A range of provision will be identified that meets staff needs across a range of roles and responsibilities and appropriate training provided.

5. Curriculum organisation and planning

Relationships (and Sex) Education will be delivered in this school through a combination of planned curriculum opportunities and whole-school approaches. This will take the form of:

- discrete curriculum time: Relationships (and Sex) Education will be delivered through planned science lessons and tutorial programmes; as well as Personal Development lessons.
- drop down activities, school events and through day to day activity, including students listening and supporting each other, taking responsibility, forming good relationships, exhibiting positive behaviour and challenging stereo-types;

The responsibility for the provision of Relationship (and Sex) Education is held by the Headteacher, Deputy Headteacher (pastoral) and the governors.

The responsibility for the taught relationships (and sex) education programme is held by the Head of Personal Development. In this role the Head of Personal Development, in consultation with staff, parents/carers, students and governors will develop key stage plans and schemes of work taking into account the National Curriculum requirements, school priorities for the personal and social development of the students, local priorities and initiatives, racial and cultural differences, DfE guidance on RSE and the special needs and maturity levels of individual students.

We will endeavour to record the names of young people who have missed vital units of work through absence (illness, holiday or exclusion) and provide future opportunities for them to re-visit these themes.

The school will ensure progression and continuity in all aspects of relationships (and sex) education by ensuring a cohesive Personal Development & RSE curriculum is planned for and taught across all Key stages. The Head of Personal Development will liaise with your year heads, head of science, and Senior Leadership Team to ensure that delivery of RSE is planned for and delivered accordingly.

6. Curriculum Delivery

Teaching about relationships (and sex) is generally best provided as part of an integrated programme of Personal Development and science. This programme is relevant to the needs and experiences of all students, is flexible and develops as students grow older. The programme is developed within a positive climate in which students and adults feel able to talk openly and honestly.

In order to effectively cover all aspects of relationships (and sex) education, a wide range of teaching and learning styles will need to be employed. The school aims to deliver this area of the curriculum through:

- Mixed and single gender settings,
- Peer education,
- Group work as well as whole class,
- Use of drama and role play,
- Involvement of the school nurse,
- Involvement of other organisations and health visitors.

6.1 Resources which support this area of the curriculum, will be up-to-date, relevant to students and presented in ways that are consistent with the fundamental aims of Personal Development. Overall responsibility for relationships (and sex) education resources is held by the Head of Personal Development. Resources supporting the programme will be stored on the electronic staff area for all staff to access.

In addition to existing resources, the school aims to review and update resources regularly in accordance with budget allocation.

6.2 The school values and encourages the involvement of external agencies and services in supporting the delivery of this area of the curriculum. Where other professionals are to be involved, their contribution will be properly planned as part of the overall programme with formal agreement on content, delivery style and monitoring processes. Their contribution will compliment other teaching and be appropriate to the age and maturity of the students involved. Teachers will always be involved so they can deal with questions and concerns.

7. Partnerships

The school values working in partnership with parents and carers and with the wider school community and sees this as an essential element of developing this policy and the school's Relationship (and Sex) Education programme. As a school, we have links with the feeder primary schools and the school nurse.

We also aim to support parents in their efforts to inform and support their children. We do this through parental engagement workshops, the weekly newsheet and the school website.

8. Equality of Opportunity

Students need to be given accurate information to enable them to develop skills to understand difference, and to respect themselves and others in order to prevent and remove prejudice.

Ethnic and Cultural Groups

We intend our policy to be sensitive to the needs of different ethnic groups. For some young people it is not culturally appropriate for them to be taught particular items in mixed groups. We will respond to parental requests and concerns.

Students with Special Needs

We will ensure that all young people receive relationships (and sex) education, and we will offer provision appropriate to the particular needs of all our students, taking specialist advice where necessary.

Sexual Identity and Sexual Orientation

Young people, whatever their developing sexuality, need to feel that relationships (and sex) education is relevant to them. In line with DfE guidance, teachers will be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer objective and helpful support.

9. Confidentiality

In accordance with the DfE 'Relationship (and Sex) Education Guidance' we will:

- ensure that all staff, students and parents/carers are aware of our policy on confidentiality, how it works in practice and understand individual rights to confidentiality;
- ensure that students are informed of the limits of confidentiality that may be offered by teachers;
- use ground rules in lessons including the limits of confidentiality;
- ensure that students are informed of sources of confidential support, for example, the school nurse, counsellor, GP or local young person's advice service;
- encourage students to talk to their parents or carers and give them support to do so.
- We will always follow the school's child protection procedures if there is any possibility of abuse.

10. Pregnancy and Parenthood

The school will follow Leicestershire teenage partnership guidance and procedures for supporting pregnant school girls and school-aged mothers.