

Relationship and Sex Education School Policy 2018-2019

Version and Date	Action/Notes	
1.0	April 2017	Policy revised and adapted for Dean Trust Ardwick
2.0	January 2019	Policy revised and updated by Francis Collins Walsh, Assistant Headteacher, Dean Trust Ardwick
Reviewed:		January 2019
Review frequency:		2 Yearly
Next review:		January 2020
Signature of Headteacher:		Signature of Chair of Local Governing Body:

Contents

1. Definition of Relationship and Sex Education ...	3
2. Principles And Values	3
3. Aims	3
4. Provision	4
5. Methodology and Approach	5

1. DEFINITION OF RELATIONSHIP AND SEX EDUCATION

It is the intention of this policy to inform parents of the school's aims in relation to relationship and sex education.

Relationship and sex education is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of 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. It is divided into three main parts:

- Attitudes and values
- Personal and social skills
- Knowledge and understanding

2. PRINCIPLES AND VALUES

Young people today are subjected to many explicit references to sex, which is usually not put in a moral context. They need guidance and information if their sexual development is to take place within a structure of British morality. Home and school are the major influences on our pupils. In the home, children have their first experience of love and relationships. They should learn to feel acknowledged, wanted and appreciated. Parents and carers are their children's first teachers and the school aims to support parents and carers to enable each pupil to develop character, values and beliefs.

Relationship and Sex Education at Dean Trust Ardwick is firmly rooted in the framework for PSHE (Personal, Social and Health Education). The RSE curriculum is delivered through the iMatter programme, created by Manchester City Council and the NHS. It is designed as a safeguarding strategy and aims to 'develop young people's knowledge, skills and attributes to identify and manage risk to keep themselves and others safe.'

The programme covers 5 main areas: wellbeing, relationships, online pressures, sexual health and current issues. The content of each theme changes depending on the year group it is being delivered in order to ensure all material is age appropriate and relevant.

3. AIMS

Within the school, as within the home we aim to provide a security of environment in which pupils can express their concerns and seek support during their sexual development and relationship issues.

In school we aim to develop the appropriate skills and knowledge essential for positive personal relationships without in any way replacing the home in these matters. Through discussion and direction we aim to encourage the development of British moral values among all our young people:

- To help and support young people through their physical, emotional and moral development.
- To help them learn to respect themselves and others more, with confidence, from childhood through adolescence into adulthood.
- To promote a sensitive, caring and knowledgeable attitude towards sex education within the context of family life and loving relationships.
- To encourage our pupils to have high regard for personal, social and moral relationships.

4. PROVISION

The provision of relationship and sex education is undertaken within the Personal, Social, Health and Citizenship Education curriculum and the Science Faculty. The Science Faculty teaches the biological elements of sex education and the PSHCE curriculum concentrates on placing sex education within the context of loving relationships. The pupils are taught not to judge those who do not appear to follow the ideal.

4.1 By the end of Key Stage Three the pupils will have studied:

- Wellbeing including self-esteem, assertiveness including the consequences of one's actions and emotional health.
- Online pressures including cyberbullying, online relationships and pressures and sexting.
- Relationships including healthy relationships, consent and gender and sexuality including lesbian, gay, bisexual and transgender relationships.
- Sexual health including puberty and reproduction, pregnancy and pregnancy options and condoms and sexually transmitted infections.
- Current issues including forced marriage and honour based violence, female genital mutilation and grooming and child exploitation.

4.2 By the end of Key Stage four pupils should have a fuller understanding of the issues learned at KS3 but with the addition of the following topics:

- Wellbeing including mental health and understanding anxiety and depression.
- Online pressures including gender and the media and pornography.
- Relationships including relationship abuse and sexual consent and the law.
- Sexual health, including reasons for sex and reflecting upon when a person is ready and the benefits of delaying such activity, for heterosexual and LGBT+ relationships.
- Current issues including online vulnerability and online propaganda and extremist groups.

5. METHODOLOGY AND APPROACH

Sex education will be placed in the context of the teaching of British values and will thus help pupils to make informed choices, establish a healthy lifestyle and build up a system of values. The teaching methods used are as important as the content of lessons.

A wide range of teaching methods are used including video materials, printed materials, discussions and other active and creative ways of involving pupils in understanding the issues, such as role play, group work and outside speakers. Some pupils may receive personalised tuition/intervention on topics that they are more affected by; this is arranged with the help of safeguarding and outside agencies.

5.1 Curriculum entitlement for pupils It is our belief that sex education and relationship education should be an essential part of the curriculum for all pupils in the school. The Secretary of State has passed legislation that Relationship and Sex Education will be statutory in all secondary schools as of September 2019.

5.2 Right to withdraw Parents and carers have the right to withdraw their children from any or all parts of the school's programme of sex education up until September 2019, apart from the biological aspects covered in National Curriculum Science.

Parents and carers are not obliged to give their reasons for withdrawal and they do not have to commit themselves to educating their children in sexuality anywhere else. If parents and carers are unhappy about the school's programme of sex education they should be made to the school and forwarded to the Assistant Headteacher (Pastoral) in the first instance, to be discussed with the Headteacher and referred to governors if deemed necessary. Withdrawn pupils will be provided with work from the National Curriculum of Science to further their understanding of the biological aspects of sex education.

5.3 Visiting speakers Where it is relevant and necessary to invite speakers into school to speak to the pupils on sexual matters then they are likely to be representatives of the community and Health Service Professionals whose attitudes concur with the ethos and values of the school.

5.4 Monitoring and Evaluation Monitoring and evaluation of the relationship and sex education curriculum is through a mixture of formative assessment, teacher assessment through lessons and discussion with pupils, as well as summative assessments at the end of each unit in order to measure pupil knowledge and understanding of the key topics. Formative and summative assessments may come in the form of test papers, pupil presentations, groups, projects or role-plays. Pupils and parent views are obtained periodically through parent voice, coffee mornings and online forums to evaluate the impact of the PSHE curriculum which in turn informs the future change and development of the sex and relationships education curriculum. The relationship and sex education will be adapted to follow future government guidelines and changes and with regards to the PSHE association.