



CLAREMONT HIGH SCHOOL ACADEMY

Policy: RSE

Legal Status:

Statutory

Updated:

Oct 2017

Adopted:

Nov 2017

Next Review:

2018

Responsible SLT:

DAB



Notes:

This policy is to be read in conjunction with the PSHE Education Policy

Links to Safeguarding Policy

Links to Drugs Policy

Based on the DfE Guidelines

Developmental Process

Status of Policy: Final

Date of Policy: July 2014

Date for Review: March 2017

The member of staff responsible for overseeing and reviewing this policy is Adam Skordi

Location and Dissemination

This policy document is freely available on request to the entire school community. The policy is referred to in the school prospectus as well as in relevant areas of the curriculum. A copy of the policy can be found in central resources and on the school website.

Basic Information

This policy covers our school's approach to Relationships and Sex Education

It was produced by Bianca Davis

It has been completed through consultation with key stakeholders including senior management, governors and trustees.

Policy availability to parents and carers

Parents will be informed about the policy through the school prospectus. The policy will be available to parents through the website and hardcopies will be made available on request. Translations may also be made available on requests.



The overall school aims and objectives

Our school's overarching aim is to prepare our students to realise their full potential. As a school we recognise that this is only possible if they are safe and able to make safe decisions. RSE is a vital way of preparing students to make these decisions.

Underpinning our teaching of RSE are the Academy values excellence, perseverance, enjoyment, respect and aspiration.

Rationale

We define 'relationships and sex education' as learning about physical, moral and emotional development that students need in order to understand their own and others sexuality. Whilst knowledge of biology and the reproductive system is important, RSE is concerned with attitudes and values, personal and social skills, respect for self and others, family, stable loving relationships, feelings, gender roles and decision-making. It is about the physical, emotional, social, moral and legal dimensions of human sexuality as well as factual teaching about sex, sexuality and sexual health.

Further to this, we consider that it includes:

- Use of social media including 'Sexting'
- Availability of pornography due to modern technology

We believe it is important to address this area of the curriculum because pupils have a universal entitlement to learning that will enable them to live safe, fulfilled and healthy lives. The programme contributes to protecting children and young people by addressing national and local health priorities. Recent NSPCC studies have also directly informed the programme. The programme also acts to protect children and young people from concerns raised through the pastoral system in school.

Aspects of RSE are a statutory entitlement for young people at Key Stages 3 and 4. It provides a comprehensive body of knowledge and understanding about sexual health to manage fertility and avoid infection.

We believe it is important to address relationships and sex education in this age group because they are considered to be a vulnerable age. This is further supported by the recent studies into child exploitation and teenage domestic violence.

The values will we promote

The school promotes the values of excellence, respect, aspiration, perseverance and enjoyment. These values underpin the RSE curriculum. In this way our programme values the qualities of stable relationships, marriage and family life, without bias to any particular family structure.



The aims and objectives of our programme

RSE, as part of the PSHE education curriculum at Claremont High School Academy, is vital to the development of the young people in our school. The planned programme is designed to help them deal with the difficult moral, social and health-related issues that arise in their lives and in society. It also helps them to develop the knowledge, skills and understanding they need to live confident, healthy, independent lives as individuals, parents, workers and members of society. Effective RSE is a key component in the school's approach to safeguarding our pupils through the curriculum.

The intended learning outcomes

By the end of Key Stage 3

Pupils 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 stage of emotions in relation to loss and change caused by divorce, separation and new family members and how to manage their feelings positively

Pupils will know and understand:

- That fertilisation in humans is the fusion of the male and 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 influences understanding and attitudes towards sexual health
- How good relationships can promote mental wellbeing
- The law relating to sexual behaviour of young people
- A range of sources of advice and support
- About when and where to get help, such as genito-urinary medicine clinics



Pupils 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 differences 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 responsibilities mean in relationships

By the end of Key Stage 4

Pupils 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 wellbeing
- 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 and depth of feelings within close relationships
- Work co-operatively with a range of people who are different from themselves

Pupils will know and understand:

- The way in which hormonal control occurs, including the effects of the sex hormones
- Some medical uses of hormones including the 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 risks of early sexual activity and the link with the use of alcohol
- The link between eating disorders and self-image and sexual identity
- How 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 their personal values, those of their family and of society
- How to respond appropriately within a range of social relationships
- The qualities of good parenting and its value to family life
- How to access the statutory and voluntary agencies which support relationships in crisis
- 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



Pupils will have considered:

- Their 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 such 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.

Some of these outcomes will be achieved through the Science curriculum.

Pupil Consultation

Consultation with pupils takes place both formally and informally. Formally students complete evaluations which are reviewed within the department. Leaders within the department work closely with the pastoral team to ensure the programme is targeted and timely. Informally there is an open dialogue between staff and students. There is also use of plenary activities to evaluate lessons. Further students are consulted via school council.

How will we assess this learning?

As with any learning, the assessment of young people's personal, social and emotional development is important. It provides information that indicates their progress and achievement informs the development of the programme.

Young people do not pass or fail in this area of learning, but have the opportunity to reflect on their own learning and personal experiences, and set personal goals and agree strategies to reach them. The process of assessment has a positive impact on young people's self-awareness and self-esteem, and there are opportunities to record learning and progress in different ways.

We will assess pupil's learning through; in class question and answer, discussion, group work, peer assessment, self assessment and marking. Pupil's learning is assessed as Working Toward, Working At, or Working Beyond. These are defined based on the progression framework and with respect to the individual pupil's starting point.

Inclusion and differentiation

Our RSE programme recognises that young people will bring prior learning and real life experiences to their learning. Our programme respects and builds on these, providing a programme that reflects both the universal and unique needs of our students. In this way, the programme recognises and respects pupils' different abilities, levels of maturity and personal circumstances; for example their own sexual orientation, gender identity, faith or culture (which may, depending on their age and maturity, not be something they have yet considered or may be emerging) or the sexual orientation, gender identity, faith or culture of their immediate family, close friends and wider community.



In reading this, please also refer to our school's SEN policy.

Pupils with additional educational needs

As far as is appropriate, young people with special educational needs follow the same RSE programme as all other students. Careful consideration is given concerning the level of differentiation needed, and in some cases the content or delivery will be adapted. Learning support assistants work with individual pupils where required, sometimes on a one to one basis.

It is the school's policy not to withdraw young people with special educational needs from RSE to catch up on other national curriculum subjects, as we believe that these aspects of personal and social development are as important as academic achievement.

Topics covered and broadly when

Across Key Stage 3 and 4 Health, Relationships and Risk Management are the key concepts that underpin all RSE learning. Below are the outlined additional key concepts and topics for each year group. These are flexible and will be adjusted based on dialogue with all stakeholders. The programme is also reviewed bi-annually by the PSHE Association advisors.

During year 7, pupils will develop the key concepts of identity and managing change.

They will do this through learning about personal and community values, friendship, role models, physical and emotional changes during puberty and female genital mutilation.

During year 8, pupils will develop the key concepts of resilience, power, rights, responsibility and consent.

They will do this through learning about social dilemmas and responsibility, group behaviour, social expectations, peer pressure, STDs, social media, contraception, consent.

During year 9, pupils will develop the key concepts of resilience, power, rights, responsibility and consent, diversity and equality.

They will do this through learning about community pressure, domestic violence, exploitation in young people, consent, STDs and contraception.

During year 10, pupils will develop the key concepts of managing change, rights, responsibility and consent.

They will do this through learning about gender expectations, balance in relationships, STDs, contraception, consent, diversity and discrimination.

During year 11, pupils will develop the key concepts of resilience, managing change, rights responsibility and consent, diversity and equality.



They will do this through learning about arranged marriage, forced marriage, honour killing, gender equality, contraception and the risks when associated with drugs and alcohol, and late puberty.

The programme will be led by the Head of PSHE education. It will be taught by a group of core PSHE education teachers who have all received specialist training in RSE. At times these lessons will be supported by LSAs.

Controversial topics will be covered with sensitivity and respect for all viewpoints. The programme is not aimed to give right and wrong but to take into account different perspectives and provide pupils with the information to make their own decisions.

Parents and carers involvement

We are committed to working with parents and carers. Parents and carers are invited to contact the school directly with any queries or concerns. The resources used are also available on request.

We will notify parents when particular aspects of relationships and sex education will be taught, by letter home. This letter will outline the focus of RSE at Claremont High School Academy and the topics about to be covered.

This letter will also communicate to parents their right to withdraw their children by letter to the Head of PSHE education.

Support for children who are withdrawn from the programme

If a parent or carer requests that their child be removed from 'sex education', the school will provide support by ensuring the child understands that if they have questions they may still speak with a member of staff directly.

The school will also provide other PSHE education work on the themes of positive social relationships and managing change. This will be completed in a supervised location in school.

How will we ensure that our equalities obligations are fulfilled?

We promote the needs and interests of all pupils, irrespective of gender, culture, ability or aptitude. Teaching pedagogy will take into account the ability, age, readiness and cultural backgrounds of the young people to ensure that all can access the full RSE provision.

We promote social learning and expect our students to show a high regard for the needs of others. RSE is an important vehicle for addressing both multicultural and gender issues and for ensuring equal opportunities for all.

Every young person in Key Stages 3 and 4 has access to the full RSE provision, through their timetabled PSHE education lessons. Parents have the right to withdraw their children from sex education which is not part of the statutory national curriculum.

Note: Please also refer to the SEN policy and equal opportunities statement.



We will review this policy every year or in light of guidance from the DfE, Ofsted and PSHE Association.

Teaching methodologies

The RSE programme will be taught through a range of teaching methods these are outlined in the Teaching and Learning policy. Our programme recognises that young people will bring prior learning and real life experiences to their learning. Our programme respects and builds on these, providing a programme that reflects both the universal and unique needs of our students.

We will ensure that all RSE sessions remain positive in tone by setting clear expectations at the beginning of the year and reinforcing them at the start of each topic. Behaviour will also be managed according to the Behaviour for Learning policy.

We will ensure cross-curricular learning by keeping an up-to-date overview of whole school delivery and liaising with both senior curriculum and senior pastoral teams. Working closely with key subjects to ensure cross-curricular learning is explicit. Deep Learning Day activities will be run by joint departments to ensure links are strong.

Learning about relationships and sex in PSHE classes will complement learning in Science (primarily Biology) and Religious Education. For a more detailed view of where and when aspects are delivered across the Academy, please see PSHE education overview document. This is available on the website or hardcopies are available on request.

Pupils' questions

Pupils' questions will be answered by teachers honestly but not referring to personal experience. Answers will endeavour to reflect different sides of an argument if the topic is one of debate. Staff are to provide information and guidance but not instruction.

Pupils who have been withdrawn from RSE lessons may still ask questions to staff. These questions will be answered with same guidance as above. Although pupils will be encouraged to speak with their parents/carers regarding the conversation, they will not be made to.

We will allow pupils to raise anonymous questions by having scheduled lessons in which students may write anonymous questions and drop them into a box. These questions will be answered during lesson time however students are also encouraged to speak with their teacher discretely after the lesson if they wish.

If a pupil discloses information which is of concern with regards child protection, the procedure outlined in the Safeguarding policy will take place.

Dialogue between the RSE team and pastoral staff will ensure that any pupils who are thought to be 'at risk' are supported through sensitive discussion of topics. Pupils are also able to take a timeout if a topic is in anyway distressing for them. They will not be made to discuss this, rather they will be offered support if wanted.



RSE policy links

This policy supports/complements the following policies:

- PSHE Education
- Safeguarding
- Drugs
- Teaching and Learning
- Equality Targets