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| Policy Title | Relationship and Sex Education Policy |
| Author | WJE |
| Linked to (and should be applied in conjunction with) the College's policies on: | Curriculum |

Equality Impact Assessment

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| The EIA has not identified any potential for discrimination or adverse impact and all opportunities to promote equality have been taken.* | / |
| The EIA has not identified any conflict with the College's co-operative values. | / |
| Adjust the policy to remove barriers identified by the EIA or better promote equality. | |

*Inclusive of protected characteristics

| Provenance | Date |
|-------------------------|-------------|
| SLT | 12/1/16 |
| Staff Consultation | 1/16 |
| Governors' Committee | |
| Full Governors' Meeting | |
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Self-help Self-responsibility Equality Equity Democracy Solidarity
 Openness Honesty Social Responsibility Caring for others

Helston Community College - Relationships and Sex Education Policy

Rationale and Objectives

Rationale:

The term relationships and sex education – RSE – is used in this policy rather than sex education. This is to stress that our approach goes beyond provision of biological information to also focus on clarifying attitudes and values, and developing self-esteem and the skills to manage relationships. RSE provides an understanding that positive, caring environments are essential for the development of a good self-image and that individuals are in charge of and responsible for their own bodies. It ought to provide knowledge about the processes of reproduction and the nature of sexuality and relationships. It should encourage the acquisition of skills and attitudes which allow students to manage their relationships in a responsible and healthy manner.

Objectives:

- To enable students to understand the biological aspects of reproduction
- To consider the advantages and disadvantages of various methods of family planning in terms of personal preference and their social and moral implications.
- To recognise and be able to discuss sensitive and controversial issues such as conception, virginity, birth, child-rearing, abortion, sexually transmitted diseases and technological developments which involve consideration of attitudes, values, beliefs and morality.
- To make students aware of the range of sexual attitudes and behaviour in present day society and recognise the importance of personal choice in managing relationships so that they do not present risks to health and personal safety
- To make students aware that feeling positive about sexuality and sexual activity is important in relationships and that people have the right not to be sexually active.
- To enable students to make informed choices about relationships.
- To enable students to be confident about their own sexual preferences and sexuality
- To enable students to understand the risks that are involved with relationships and sexual relationships.
- To signpost students to agencies that can offer advice and guidance on sexual relationships.
- To understand the nature of changing sexuality over time and its impact on lifestyles, e.g. the menopause.
- To recognise that parenthood is a matter of choice.
- To critically analyse moral values and explore those held by different cultures and groups.
- To understand the concept of stereotyping and to discuss issues such as sexual harassment in terms of their effects on individuals.
- To understand aspects of legislation concerning sexual consent and activities relating to sexual behaviour, gender and equal opportunities and to make aware the availability of statutory and voluntary organisations which offer support in human relationships.
- To understand the contrast between reality and fantasy as shown across the internet.

Definition of Relationship and Sex Education:

The law does not give a definitive statement as to what Relationship and sex education is. At Helston Community College it is regarded as education about sexual matters within a values framework, focusing upon responsibility within caring, committed relationships. Among the things it will concentrate on are knowledge of the facts of human reproductive processes and behaviour, HIV and AIDS and other sexually transmitted diseases, contraception and

abortion, and a consideration of the broader emotional and ethical dimensions of sexual attitudes.

Delivery

Relationship and Sex education at Helston Community College is taught in a cross curricular way through Science lessons and the Personal, Social, Health and Economic Education programme. The diverse staffing and the variety of experience contained within our teaching staff is seen as a valuable resource for the delivery of RSE. The provision of RSE is seen as progressive in terms of language, concepts and content which increases in depth and complexity as student's progress through the College. The RSE programme is supported with sessions from Brook. The curriculum is based on the PSHE Association Programme of Study 2013 and developed by our PSHE Co-ordinator.

Throughout the course of teaching a variety of sensitive issues will inevitably be explored. It is recognised that an individual's sexuality is a highly personal matter. The teaching of RSE at Helston Community College will place stress upon healthy relationships and the need for understanding and awareness of a variety of sexual preferences across the spectrum of human sexuality.

It is intended that students will be given up-to-date information on a wide variety of contraceptive methods and whilst general statements about the efficacy of these methods will be given.

Aims

In the attempt to enable students to acquire knowledge, skills, responsible attitudes and behaviour with regard to RSE, Helston Community College aims to:

Provide a worthwhile educational experience for all its students which will present opportunities:

- to help students to consider the importance of self-restraint, dignity, respect for themselves and for others, acceptance of responsibility, sensitivity towards the needs and views of others, loyalty and fidelity;
- to enable students to recognise the physical, emotional and moral implications, and risks, of certain types of behaviour and to accept that both sexes should behave responsibly in sexual matters;
- to support the personal development and social skills of the students;
- to ensure that students have an understanding of their own and others' sexuality;
- to enjoy relationships based upon mutual respect and responsibility which are free from abuse and exploitation;
- to provide information and knowledge which will counteract prejudice and ignorance;
- to develop an understanding of risk and to promote strategies for personal safety;
- to enable students to be aware of the sources of help and to acquire the skills and confidence to use them.

Sex Education in the Curriculum

Introduction:

Helston Community College is concerned to offer an education for the whole person, body, mind and spirit. Part of the make-up of all humans is that they are sexual beings. It would be irresponsible of the College to ignore this. The RSE programme at Helston aims to be a sensitive and responsible one which is set in a moral and social framework. It also aims to meet aspects of the statutory provision.

At Helston, we use the PSHE Association guidance to aid the delivery of the Relationships and Sex Education, an outline of this can be seen in the appendix of this policy, along with a summary of Government guidelines. We have introduced a series of sessions around Child Sexual Exploitation and the use of digital technology and social media to our RSE, in line with the PSHE Association guidance.

Context: The prime responsibility for bringing up children rests with parents. Schools must recognise that parents are key figures in helping their children cope with the emotional and physical aspects of growing up and in preparing them for the challenges and responsibilities which sexual maturity brings. The teaching offered by schools should be seen as complementary and supportive to the role of parents. In an attempt to achieve this, the 1988 Education Reform Act (Section 1) states that all students should be offered the opportunity of receiving a comprehensive, well-planned programme of sex education during their school careers through a curriculum which:

- "promotes the spiritual, moral, cultural, mental and physical development of students at school and of society; and
- prepares such students for the opportunities, responsibilities and experiences of adult life."

It is recognised that RSE is a difficult issue which will place demands on schools and teachers. However, the purpose of RSE should be to provide knowledge about loving relationships, the nature of sexuality and the processes of human reproduction. At the same time it should lead to the acquisition of understanding and attitudes which prepare students to view their relationships in a responsible and healthy manner.

The RSE delivered should be tailored not only to the age, but also to the understanding of students. It will be set within a clear framework of values and an awareness of the law regarding sexual behaviour. Students will be encouraged to appreciate the value of a stable family life, marriage and the responsibilities of parenthood. Such matters will be treated with sensitivity and great care will be taken to encourage all children to feel a sense of worth. Particular care will be taken when issues such as marital breakdown and divorce are dealt with.

The Parental Right to Withdraw their Son or Daughter from Relationships and Sex Education Lessons:

Section 241 of the Education Act 1993 gives parents the right to withdraw their children from any or all parts of the College's programme of RSE, other than those elements which are required by the National Curriculum Science Order. It is realised that, under exceptional circumstances, a very small number of parents may wish to exclude their children from this programme. Letters will be sent to parents during the child's transition to College and consent for student participation in non-statutory elements will be sought. Non-return of the consent slip will assume consent has been given. If consent is not given by parents they are invited to write to the Headteacher, stating their objections.

The schemes of work contained within this document will enable parents to estimate the point at which specific aspects of sex education will be delivered to their child. The biological element of reproduction remains within the National Curriculum Science Order for Key Stage 3. Other issues are dealt with in Religious, Personal, Social and Health Education.

Advice to Individual Students:

It is understood that it is important to distinguish between the College's function of providing education generally about sexual matters and the giving of advice to individual students on these issues. Good teachers have always taken a pastoral interest in the welfare and well-being of their students. It is also understood that this function should never trespass on the proper exercise of parental rights and responsibilities. It is understood that particular care

must be exercised in relation to giving contraceptive advice to students under the age of sixteen, for whom sexual intercourse is unlawful. It is the general rule that giving an individual student advice on such matters without parental knowledge or consent would be inappropriate.

Where the circumstances are such as to lead the teacher to believe that the 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 the general responsibility to ensure that the student is aware of the implications and is urged to seek advice.

Inclusion

Young people may have varying needs regarding RSE depending on their circumstances and background. The College strongly believes that all students should have access to RSE that is relevant to their particular needs. To achieve this, the College's approach to RSE will take account of:

Ethnic and cultural diversity: Different ethnic and cultural groups may have different attitudes to RSE. The College will consult students and parents/carers about their needs, take account of their views and promote respect for, and understanding of, the views of different ethnic and cultural groups.

Sexuality Identity and Sexual Orientation: On average, about 5% of our students will go on to define themselves as lesbian, gay, bi-sexual or transgender (LGBT). Students may also have LGBT parents/carers, brothers or sisters, other family members and/or friends. All our students will meet and work with LGBT people. Our approach to RSE will include sensitive, honest and balanced consideration of sexuality. Our pastoral support will take account of the needs of LGBT students. We shall also actively tackle homophobic bullying.

Special educational Needs: We shall take account of the fact that some students may have learning, emotional or behavioural difficulties or physical disabilities that result in particular RSE needs.

Answering student's questions:

The College believes that students should have opportunities to have their genuine questions answered in a sensible and matter-of-fact manner. However, occasionally a student may ask a particularly explicit, difficult or embarrassing question in class. Teachers will use their skill and discretion to decide about whether to answer questions in class and, if so, how. They will establish clear parameters of what is appropriate and inappropriate in class by discussing ground rules with students and by taking an approach that encourages students to be mature and sensible.

If a teacher does not know the answer to a question they will acknowledge this and suggest that they and students research the answer to the question later. If a question is too explicit or inappropriate to answer in class at that moment, teachers will acknowledge it and attend to it later with the student who asked it. If a question is too personal teachers will remind students about the ground rules and if necessary point out appropriate sources of support. If a teacher is concerned that a student is at risk of sexual abuse they will follow the College's child protection procedures.

Appendix.

1. Sex and Relationships Education in Schools – House of Commons Briefing Paper July 2015

Maintained School requirements:

Maintained schools are required to teach the elements of sex education contained in the science curriculum, including:

Anatomy, puberty and biological aspects of sexual reproduction

Use of hormones to control and promote fertility

Information about sexually transmitted infections (STIs) and HIV/AIDS

Although personal, social and health education (PSHEE) is non-statutory, the guidance says that RSE should be firmly rooted in the framework for PSHEE.

It also makes recommendations on what secondary schools should cover in RSE, including:

- Relationships, love and care, and the responsibilities of parenthood
- Information about different types of contraception, safe sex and sources of advice and treatment
- How the law applies to sexual relationships
- Suggestions for teaching about sexual orientation, relationships and sexual activity.

There are three main elements that we strive to achieve in RSE through our detailed curriculum.

Knowledge and understanding

- Learning and understanding physical development at appropriate stages.
- Understanding human sexuality, sexual health, emotions and relationships.
- Learning about contraception and a range of local and national sexual health advice, contraception and support services.
- Learning the reasons for delaying sexual activity, the benefits to be gained from such delay
- The avoidance of unplanned pregnancy

Attitudes and values

- Learning the importance of values and individual conscience and moral considerations.
- Learning the value of family life, marriage and stable and loving relationships for the nurture of children.
- Learning the value of respect, love and care.
- Exploring, considering and understanding moral dilemmas.
- Developing critical thinking as part of decision making.

Personal and social skills

- Learning to manage emotions and relationships confidently and sensitively.
- Developing self-respect and empathy for others.
- Learning to make choices based on an understanding of difference and with an absence of prejudice.
- Developing an appreciation of the consequences of choices made.
- Managing conflict.
- Learning how to recognise and avoid exploitation and abuse.

2. The PSHE Association Programme of Study content for the teaching of Relationships and Sex Education.

Core Theme 1: Health and wellbeing

Programme of Study for Health and wellbeing

In order to develop the concepts and skills identified above, pupils should be taught:

1. how to manage transition
2. how to maintain physical, mental and emotional health and wellbeing including sexual health*
3. about parenthood and the consequences of teenage pregnancy
4. how to assess and manage risks to health and to stay, and keep others, safe
5. how to identify and access help, advice and support
6. how to make informed choices about health and wellbeing matters including drugs, alcohol and tobacco; maintaining a balanced diet; physical activity; emotional health and wellbeing and sexual health
7. how to respond in an emergency including administering first aid
8. the role and influence of the media on lifestyle.

*Sexual health is included within this core theme; however it is important that sexual health is considered within the context of healthy relationships. There will be similar broad overlap and flexibility between topics and areas in all three core themes.

Core Theme 2: Relationships

Suggested Programme of Study for relationships

Pupils should be taught:

1. how to develop and maintain a variety of healthy relationships within a range of social/cultural contexts and to develop parenting skills
2. how to recognise and manage emotions within a range of relationships
3. how to deal with risky or negative relationships including all forms of bullying (including the distinct challenges posed by online bullying) and abuse, sexual and other violence and online encounters
4. about the concept of consent in a variety of contexts (including in sexual relationships)
5. about managing loss including bereavement, separation and divorce
6. to respect equality and be a productive member of a diverse community
7. how to identify and access appropriate advice and support.