



## **RELATIONSHIPS and SEX EDUCATION POLICY**

**Lead Person: Clare Medcroft**

**SLT Member: Richard Salt**

**Governing Body Committee: Pupil Welfare**

### **1. Introduction**

As section 2.1 of the National Curriculum framework (DfE, 2013) states:

‘Every state-funded school must offer a curriculum which is balanced and broadly based and which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life.’

The policy exists in order to provide appropriate and accessible information so that students are able to make informed decisions and are able to express their opinions.

The School falls in line with the DfE guidance on Sexual Violence and Harassment in Schools 2018 (see Child Protection Policy)-

The most effective preventative education programme will be through a whole school approach that prepares pupils for life in modern Britain. The school will have a clear set of values and standards, and these are upheld and demonstrated throughout all aspects of school life. This is underpinned by the school’s behaviour policy and pastoral support system, and by a planned programme of evidence-based content delivered through the curriculum. The programme is developed to be age and stage of development appropriate, and may tackle such issues as:

- healthy and respectful relationships;
- what respectful behaviour looks like;
- gender roles, stereotyping, equality;
- body confidence and self-esteem;
- prejudiced behaviour;
- that sexual violence and sexual harassment is always wrong; and
- addressing cultures of sexual harassment.

This is delivered through planned, high-quality Relationship and Sex Education (RSE) and Personal, Social, Health and Economic Education (PSHE) programmes. RSE at The Crypt School is also delivered in line with the Child Protection Policy.

## **2. Aims and objectives of RSE at The Crypt:**

- To enable all students to have access to information, advice and support in all matters associated with their own and others health, increasing emotional and developmental maturity and growing awareness of their own sexuality.
- To foster recognition of the fact that RSE is a crucial part of preparing children for life now, and in the future as adults and potentially as parents. Also, to acknowledge that this preparation may be a shared activity between school and home.
- To ensure students are familiar with the physiological aspects of puberty and reproduction as they mature into young adults.
- To provide knowledge about loving relationships, the nature of sexuality and processes of human reproduction.
- To lead to the acquisition of understanding and attitudes in order to enable them to view their relationships in a responsible and healthy manner.
- To present information in an objective, balanced and sensitive manner with awareness of the law on sexual behaviour.
- To encourage the development of social skills and strategies, which will reduce the risk of exploitation, misunderstanding and abuse.
- To emphasise the significance of a committed and stable relationship as the most secure context in which sexuality finds its expression, making RSE inclusive for LGBT [lesbian, gay, bisexual and trans] issues.
- To develop understanding of what constitutes a 'healthy' sexual relationship including exploration of teen domestic violence, sexual exploitation/consent
- To explore the influence of technology on sexual behaviour including on-line pornography and sexting.
- To provide factual knowledge needed to support good sexual health: contraceptive choices; choices around pregnancy; information on sexually transmitted infections and how to get help from services. This is supported by a focus on consent, with emphasis on being able to actively communicate and recognise consent from others.

These aims will be achieved within Citizenship lessons, with content and delivery appropriate to the age and general development of students in the group. The Physiological aspect of RSE will be delivered in KS3 Biology lessons, with an emphasis on puberty and the reproductive cycle.

The school will endeavour to involve the use of outside agencies. All visitors who support the RSE programme will be informed of the values held within this policy.

The school counsellor and nursing system offer a weekly sessions to offer advice on numerous issues including those of an RSE nature.

## **3. Organisation of the RSE programme:**

The Head of Citizenship will co-ordinate the organisation and delivery of the programme.

Citizenship teachers are all responsible for delivery of the RSE content of Citizenship lessons across all 3 Key Stages.

External agencies and visitors form a valuable part of the delivery team, complementing but never substituting for teachers. These may include the school nurse, school counsellor, family planning clinics, Samaritans, Gay Helpline, Police and occasionally theatre groups.

#### **4. Responsibilities and procedure for monitoring:**

Controversial topics may arise which depend on the judgement of individual teachers as to whether the topics are suitable for class discussion.

A teacher approached by students for advice should, wherever possible, encourage them to seek advice from their parents/carers, and, if appropriate, from the relevant health service professional. Teachers are aware that at all times it is their professional responsibility to inform students that any information which should be passed on to others will be passed on and that confidentiality in such circumstances, cannot be kept. Any concerns must be followed up under the school's Child Protection Policy.

The adopted policy is published on the school website.

Under the 1993 Education Act all schools must provide and make available for inspection, an up-to-date policy describing the content and organisation of RSE outside National Curriculum Science. This school Governing Body is responsible for producing and maintaining written policy on RSE. The RSE policy will be reviewed every 2 years or when required due to legislative changes.

Review: November 2018

Approved Full Governors: December 2018

Next Review: November 2020