

**Stanchester Academy**  
**Relationships and sex education**

**Rationale**

At Stanchester Academy, we believe that effective Relationships and sex education (RSE) is essential if our students, as they grow, are to make responsible and well informed decisions about their lives. It contributes to promoting the spiritual, moral, social, cultural, emotional, mental and physical development of our students, preparing them for the opportunities, responsibilities and experiences of adult life.

We believe RSE should not be delivered in isolation, but be firmly rooted in our Personal, Social and Health Education and Citizenship programme, supplemented by Science and other subjects of our taught curriculum.

This policy needs to be read in conjunction with the safeguarding policy and health clinic partnership agreement.

It should be noted that on 1 March 2017 the Government tabled amendments to the Children and Social Work Bill which will make it a requirement that all secondary schools in England teach RSE. The amendments also allow the government to make regulations requiring personal, social, health and economic education (PSHE) to be taught in all schools in England. Regulations and statutory guidance will be subject to public consultation later in 2017, and it is expected that the new curriculum will be taught in schools as soon as September 2019. This policy will be reviewed in light of the new statutory guidance, when it is released.

**Definition of Relationships and sex education**

SRE is lifelong learning about physical, moral and emotional development. It is about respect, love and care and the benefits of making and maintaining a stable marriage or relationship. We recognise that to be human is to experience sexual feelings, seek connections with other people and develop relationships, which may be physical or non-physical. Our teaching of sex and relationship education is applicable to all sexual orientations and will include teaching of sex, sexuality and sexual health.

RSE seeks to enable young people to feel positive about themselves, manage relationships and access the infrastructure of support available.

**Aims and Objectives**

We aim to provide our students with an age appropriate RSE programme that is tailored to their physical and emotional maturity. In doing this, we acknowledge the value of contributing to a spiral curriculum. It should enable them to make positive choices about their sexual and emotional health, both now and in the future. We seek to achieve this aim by having three main elements to our programme as outlined in '*Sex and Relationship Guidance*', DfEE, Ref 0116/2000, p.5:

**Policy Document**➤ **Attitudes and values**

- learning to care about other people and being sensitive towards their needs and views;
- learning the importance of values, and individual conscience and moral considerations;
- accepting the differences between people and learning not to exploit them;
- learning the value of family life, marriage, and the importance of stable, loving and caring relationships for the nurture of children;
- learning the importance and responsibilities of the family unit for all its members;
- learning to respect oneself and others and being honest, loyal and trustworthy in relationships;
- learning to take responsibility for one's actions in all situations;
- exploring, considering and understanding moral dilemmas; and 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;
- learning how to make well informed and responsible decisions about their lives and developing an appreciation of the consequences of the choices made;
- managing conflict;
- learning how to recognise and avoid exploitation and abuse.

➤ **Knowledge and understanding**

- learning and understanding physical development at appropriate stages;
- understanding human sexuality, reproduction, sexual health, emotions and relationships;
- learning about contraception and the range of local and national sexual health advice, contraception and support services;
- a knowledge of sexually transmitted diseases (STIs) and the importance of protecting against STIs.

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- learning the reasons for delaying sexual activity and the benefits to be gained from such delay;
- the avoidance of unplanned pregnancy.

We believe that RSE will be achieved by providing an environment and atmosphere where students feel safe, relaxed, not intimidated, but focussed; and where they have confidence and trust in the knowledge, ability and skills of their teachers.

**Moral Framework**

Students will be taught RSE within a framework which models and encourages the following values:

- Being honest with themselves and others
- Developing a critical awareness of themselves and others
- Learning to show tolerance, understanding, respect and care for others
- Acknowledging the rights, duties and responsibilities involved in sexual relationships
- Developing an awareness and belief in one's own identity
- Having a positive attitude towards the value of stable relationships for the upbringing of children
- Acknowledging and understanding diversity with regard to religion, culture and sexual orientation
- Having self-discipline regarding their sexuality.

**Working with Parents**

The school is committed to working in close partnership with parents and carers who are the key people in teaching their children about relationships and sex. Parents/Carers are welcome to discuss the school's RSE programme and to view the teaching materials and resources that will be used.

A parent or carer, who is concerned about any element of this policy, or is unhappy about their child's participation, should discuss their feelings with the Senior Leadership Team.

**Content and Organisation**

The organisation of RSE is no different from other curriculum areas. It is delivered through planned programmes involving specialist collapsed days and a range of subjects in the curriculum (see Appendix B).

Normally, male and female students will be taught together. However, when deemed appropriate, there may be occasions when students are taught in separate gender groups.

**Policy Document****Personal Beliefs**

The personal beliefs and attitudes of teachers will not influence their teaching of RSE.

**Language and Ground Rules in Lessons**

All staff teaching RSE will set ground rules in their classes. For example:

- *no one (teacher or pupil) will have to answer a personal question*
- *no one will be forced to take part in a discussion*
- *the only language used will be easily understood and acceptable to everyone in the class*
- *only the correct names for body parts will be used*
- *meanings of words will be explained in a sensible and factual way.*

Students will be involved in the negotiation/setting of these rules. Distancing techniques will also help to avoid the inappropriate disclosure of information. These may include case studies, role play and speaking in the third person.

**Dealing with difficult questions**

We have a variety of strategies for dealing with difficult questions. For example:

- if a question is too explicit or is inappropriate, the teacher will attend to it later, on an individual basis and a decision will be taken whether or not to inform the child's parents/carers;
- if a child makes a disclosure that causes the teacher concern then they should follow child protection procedures established within the school

**Confidentiality in lessons**

Staff teaching RSE have a duty of care and may wish to make a ground rule that opinions and ideas expressed in discussion should not be repeated outside the lesson. Again it must be stressed that no absolute confidentiality can be promised. Clearly a lesson situation is also a significantly different context to a conversation with an individual. Students should be reminded of this difference. Through distancing techniques and ground rules students should understand that lessons are not an appropriate place to disclose personal information.

Where visitors are invited to deliver aspects of the RSE programme they will be used to support not supplant, the role of the teacher and they will always be accompanied in the lesson by a teacher. Visitors will always be fully briefed on their contribution to the programme and will be given a copy of the current policy beforehand.

Aspects of RSE are encompassed within the ethos of the school and may also be delivered through:

- Assembly time
- Guidance time (in tutor groups)

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- Theatre in Education visits
- Project/theme lessons
- Health Clinic

Appendix B provides an overview of core opportunities to deliver aspects of RSE. The overview and co-ordination of the taught curriculum is the responsibility of the Pastoral Team in the school. The Senior Leadership Team will support the Pastoral Team to ensure staff have the appropriate skills, qualities and knowledge to teach the more sensitive and contentious aspects of RSE. Continuous professional development and training will always be provided to ensure a high level of expertise for teachers involved in delivering the RSE programme in the school. A **designated Governor** is the link to the full Governing Body with regard to RSE provision in the school.

**Equal Opportunities**

RSE is inclusive of all students; they have an equal entitlement to good quality RSE. The programme will be delivered in line with the school's Single Equality Scheme within an atmosphere of mutual respect. The whole school community will support an approach which ensures that no individual will be discriminated against on grounds of gender, race, disability, religion or sexual orientation.

Resources selected to support the programme will be free from cultural bias wherever possible and will avoid gender, race, disability or sexual orientation stereotyping. The programme will be sensitive to the needs of all students in the school.

Information about local advice and support is available to students in the Pastoral Co-ordinators Office, Health Clinic and from Heads of Phase where everyone can see it in private.

Different codes of conduct apply to different professionals working in our school. Through the dissemination of our Confidentiality Policy students, parents, staff and health professionals working with us are aware of the different roles people have within the school, the confidential support available and how confidentiality works in practice.

**Monitoring and Evaluation**

The RSE policy is monitored and evaluated through an annual review process involving students, parents, teachers, Pastoral Team, Senior Leadership Team, and the Governing Body.

**Policy Document****Appendix****Appendix A: Issues that maybe raised****Contraception**

Trained staff in our Health Clinic are able to give students full information about different types of contraception, including emergency contraception, and their effectiveness and appropriateness. Individual advice can be given to students through our on site Health Clinic. In addition trained staff can give both individual students and groups of students information and guidance on where they can obtain further confidential advice, counselling and, where necessary, treatment.

**Abortion**

Students will consider the moral and personal dilemmas involved in abortion, euthanasia and genetic engineering. Part of the discussion will necessarily involve the media's drive to portray human bodies as perfect and how this can feel to those who do not perceive themselves as fitting into that model. Our school will be conscious of every student's life, both as a child and as a potential parent and will be sensitive and supportive to those who are, or may perceive themselves to be, impaired. All discussions will necessarily be respectful of all pupils regardless of differing cultures, religions, abilities, or sexual identity and gender. Students may also debate issues related to abortion in subjects such as English, Religious Education and Drama.

**Awareness of Breast Cancer / Testicular Cancer**

It is important that students are made aware of the benefit of self-examination in the early detection of breast and testicular cancer.

**Safer Sex, HIV/AIDS and Sexually Transmitted Infections (STIs)**

STIs are major causes of ill health which can have long-term physical and psychological health consequences.

Teaching about safer sex remains one of the Government's key strategies in reducing the incidence of HIV/AIDS and STIs. In recent years there has been a significant increase in the number of individuals diagnosed with genital infections, including chlamydia, genital warts and gonorrhoea.

Young people may become complacent. Therefore, teaching includes:

- Helping students to clarify their knowledge of HIV/AIDS and STIs
- Teaching them assertiveness skills for negotiating relationships
- Enabling them to become effective users of services that offer advice on prevention and treatment of STI's

**Teaching about Gay, Lesbian Bisexual and Transgender Relationships**

The diversity of sexual orientation found within society may also be reflected in the school community. Students will need to be given information regarding access to relevant support agencies. The school will seek to ensure that RSE is relevant and positive for all students, and that teaching about sexuality is undertaken by teachers who are trained and comfortable with such issues.

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'Sex and Relationship Education Guidance', DfEE, Ref 0116/2000 makes it clear that schools should '*make sure that the needs of all students are met in their programmes.*' (p12). This guidance also states that '*The Secretary of State for Education and Employment is clear that teachers should be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. There should be no direct promotion of sexual orientation.*' (p13).

It would be insensitive if gay, lesbian, bisexual and transgender issues were only addressed in limited or negative contexts or prejudice e.g. teaching about HIV/AIDS. The school will therefore seek to take account of different sexual orientations throughout SRE. For example, there may be a number of occasions where, in order to avoid the impression that programmes are based on an assumption of heterosexuality, it is appropriate to use inclusive language such as 'partner' rather than 'boyfriend/girlfriend'.

A LGBT support group is available for students who need support discussing their sexuality. This is run by the school counsellor.

Homophobic bullying (i.e. based on perceived gay or lesbian sexuality) is totally unacceptable. The school has a specific Behaviour/Anti bullying Policy. All teachers are aware of this policy and a copy is available on request.

## Policy Document

## Appendix B: Table of curriculum content

	Citizenship Day	Subject	Other Provision
Year 7	Spring Puberty, sex education		Health Clinic (with school nurse). Every Monday in Student Meeting Room.  LGBT support group (through school counsellor).
Year 8	Summer Relationships, Pregnancy, Contraception	<b>Science:</b> On rota: Unit B-5 Reproduction and growth. Reproduction in mammals, plant cycles, fertilisation, menstruation, gestation, healthy pregnancy and birth.	Health Clinic (with school nurse). Every Monday in Student Meeting Room.  LGBT support group (through school counsellor).
Year 9		<b>RE:</b> Teenage Pregnancy, Abortion, Contraception.	Health Clinic (with school nurse). Every Monday in Student Meeting Room.  LGBT support group (through school counsellor).
Year 10	Autumn Contraception, STI's	<b>Science:</b> All B-5 (Human reproduction, menstrual cycle, IVF, contraception).  Triple B-6/B-7 (Genetics – asexual and sexual reproduction; Variation and evolution – selective breeding and cloning).	Health Clinic (with school nurse). Every Monday in Student Meeting Room.  LGBT support group (through school counsellor).
Year 11		<b>Science:</b> B-5, B-6, B-7 (as above).	Health Clinic (with school nurse). Every Monday in Student Meeting Room.  LGBT support group (through school counsellor).