



# Relationship Education and Sex Education Policy

Key Stages 3 and 4

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# Contents

1. Policy Statement .....	3
2. School Statement on Relationship Education and Sex Education .....	3
3. The following points are to clarify aspects of how the policy will be implemented .....	4
4. Summary of Relationship Education and Sex Education Programme.....	5
5. Appendix .....	8

## 1. Policy Statement

This booklet is intended to provide parents with information about how the school deals with the important issue of Relationship Education and Sex Education. Partnership between school and home is vital in all aspects of education, but is particularly so when dealing with this issue. Parents/Carers will want to know when and how the school deals with topics and the school is keen to involve Parents/Carers in reviewing and developing policy. The school believes that the Relationship Education and Sex Education it provides should be complementary to and supportive of, your role as Parents/Carers, and it should have regard for your views about content and presentation.

Government requirements for relationship and sex education:

- ***Schools must provide Relationship and Sex Education (RESE) for all students.***
- ***It must include education about HIV/AIDS and other sexually transmitted diseases.***
- ***Parents/Carers have the right to withdraw their child from all or part of the RESE programme outside the National Curriculum (ie Science must cover the biological facts of human reproduction).***
- ***The content and organisation of RESE must be agreed by the Governing Body and included in the school prospectus.***
- ***Governors must make and keep up to date a written statement of their RESE policy and make it available to parents.***

This booklet explains our present approach and includes details of how you can make an input into developing this important aspect of your child's education.

## 2. School Statement on Relationship Education and Sex Education

Relationship Education and Sex Education in school will have a wider purpose than the acquisition of knowledge. It will be concerned with the development of attitudes and values, leading to behaviour based on responsible decision-making. The RESE curriculum is included in a wider curriculum covering personal, social, health and citizenship education, preparing students for the opportunities, responsibilities and experience of adult life.

Teaching of RESE will take place in Personal, Social and Health Education (PSHE) lessons in Years 7-9, Personal Development Days in Years 10 and 11 and in Religious Education (RE) as well as in Science lessons.

1. Summary of Main Aims of RESE
  - i. To support the personal and social development of all students and their understanding of human sexuality.
  - ii. To help students understand the consequences of their actions and to behave responsibly within relationships
  - iii. To develop positive values and a moral framework that will guide their decisions, judgement and behaviour.
2. Summary of Main Objectives of RESE
  - i. To give students a clear knowledge of biological and legal facts and social and moral parameters regarding sex and gender.
  - ii. To remove any misunderstanding and fears by adopting an honest, open and non-judgmental teaching approach to the subject.
  - iii. To create an environment where questions and discussion on sexual matters can take place without embarrassment and to encourage students to talk over their concerns with their parents.
  - iv. To develop an understanding of the opposite sex, without recourse to stereotypes, so they are able to challenge sexism and prejudice and can promote equal opportunities.

- v. To develop an acceptance of differences between individuals which exist in any community, including homosexuality, ethnic and cultural differences and religious differences.
- vi. To promote the value of stable and loving relationships particularly in relation to the responsibilities of parenthood and the nurturing of young children.
- vii. To give clear understanding of the arguments for delaying sexual activity and resisting pressure.
- viii. To make links with issues of peer pressure and other risk-taking behaviour (eg drugs, smoking, alcohol).
- ix. To provide information about contraception and abortion, safe sex and ways of accessing local sources for advice, including the avoidance of unwanted pregnancy.
- x. To ensure that students are aware of the dangers of HIV/AIDS and other sexually transmitted diseases and how to access advice and treatment.

### **3. The following points are to clarify aspects of how the policy will be implemented**

1. Funding/planning time for in service training for teachers delivering the RESE programme will be included in the school budget.
2. The Head of Personal Development will have overall responsibility for planning and delivery of RESE for Key Stages 3 and 4. In Year 7 form tutors deliver the programme, then in the subsequent years, a specialist team have this responsibility. In Years 12 and 13 the programme is covered by outside speakers, organised by the Deputy Head of Sixth Form.
3. Teachers' personal beliefs and attitudes must not influence the teaching of RESE. They will work within the school's agreed framework, which must be in line with current legislation.
4. Teachers will know the boundaries of their legal and professional responsibilities and students should be aware that teachers cannot guarantee absolute confidentiality. Students should be reassured that if confidentiality has to be broken, they will be informed first and then supported as appropriate.
5. The focus will be on boys as much as girls.
6. All students must be properly included in RESE teaching. For some students with special educational need and learning difficulties aspects of RESE may need to be more explicit eg learning to recognise abuse and what sort of behaviours are, and are not acceptable.
7. Some parts of RESE may be provided by people from outside school eg health professionals, social workers. Such contributors are expected to work within the school's RESE policy and on the instructions of the Headteacher. However, where they are in their professional role (eg school nurse in consultation with the individual student) they follow their own professional code of conduct.
8. Monitoring and evaluation will be an ongoing process by staff and students, checking what has been achieved against the targets and objectives set for each age group.
9. Parents/Carers will be consulted annually on the organisation and content of RESE teaching programmes. Your views can be sent in on a response sheet like the one at the end of this booklet.
10. Parents/Carers can access further information by arranging to see the Head of Personal Development. Materials used in RESE, which are updated as new resources become available, are available on request.
11. The PSHE programme covers aspects of Health and Decision Making.
12. Teaching strategies suggested to help students get the most from RESE:
  - i. Establishing 'ground rules' with students
  - ii. Using 'distancing' techniques to depersonalise discussion
  - iii. Knowing how to deal with unexpected questions or comments
  - iv. Using group discussion and project learning
  - v. Encouraging reflection

#### 4. Summary of Relationship Education and Sex Education Programme

At present, Relationship Education and Sex Education is delivered mainly through four areas of the curriculum – Personal Development (PSHE, SRE, SMRC), Religious Education (RE), Science and IT. The relevant issues covered in these subjects with each year group are summarised below:

##### Year 7

###### PSHE

Transition from Key Stage 2 to 3 resources supported by School Nurse  
Relationships - explore different relationships and discuss positive qualities within a range of different relationships  
Question of boundaries  
DVD on changes and growing up  
Channel 4 living and growing

###### RE

Identify the variety of types of 'Love' in Christianity - not just sex (Eros) but family, friends, care and compassion, (agape)  
Elaborate on the care and compassion type of love  
Random acts of loving kindness  
Concept of charity and love

###### Science

Human life cycle – this includes work on the sex organs, menstrual cycle, intercourse, puberty and development of the baby – a series of models showing stages of development.  
Taught through worksheets, DVDs and discussion about puberty

###### ICT

E Safety, linking to different forms of Cyberbullying  
Issues of 'friendship groups'  
Key message of 'Post It Lose It'  
Data Protection Act

##### Year 8

###### PSHE

Stereotyping in the Media  
Health: Puberty-girls/boys hygiene and general health issues  
Documentary: *Teen Dreams*: Discovery Channel. Follows the flow of hormones from pituitary glands on through the bloodstream of two young teens, Darren and Natalie, as the dramatic effects of puberty unfold  
Alcohol and Effects  
*Chelsea's Choice*: play funded by Oxfordshire Country Council and Thames Valley Police, offered to all secondary schools across Oxfordshire, to raise awareness amongst students in Year 8 of the risks of CSE (Child Sexual Exploitation)  
Interactive resources from *ThinkuKnow* website (CEOP): main focus to keep safe on the internet

###### RE

Value of Modesty as part of study of Islam  
Value of Family Life in relation to Sikhism and Islam  
Sexual Misconduct in relation to Five Precepts of Buddhism

**Science**

Human life cycle – this includes work on the sex organs, menstrual cycle, intercourse, puberty and development of the baby – a series of models showing stages of development. Taught through worksheets, DVDs and discussion about puberty

**ICT**

E Safety - current issues - Trojans: remote access to your PC

Trolling

Safety in public Wi Fi areas

Illegal downloads, copyrighting

**Year 9****PSHE**

Consequences of unprotected sex– BBC class clips

Different forms of contraception: worksheet based

Sexually transmitted diseases - Key Stage 3 ***Drama about STIs and safe sex from Turning Points***

Science based game about transmission of STIs

HIV film *Ricky Business* (KS3): risk taking

*Last Orders* - KS3 Alcohol Education: a play and workshop developed by a team of doctors, Police, NSPCC professionals and teachers. The performance looks at the consequences of binge drinking by two young girls. Discussion with regard to the importance of the consensual nature of sex

Personal Safety—Suzy Lamplugh Trust

Body Image

**RE (final year of specification)**

Religion and prejudice

Stereotyping, scapegoating, peer prejudice, discrimination in relation to lifestyle, looks, ethnicity, disability, age, gender

**Science**

Revisit Year 7

Genetics and inherited features and inherited diseases

**ICT**

CEOP *ThinkUKnow* ('sexting')

TROLLING law

'Throwaway' comments on social media

**Year 10 & 11****PSHE**

Year 10:

STIs- school nurse (KS4). For further information on the role of the school nurse, see Appendix

Contraception - school specialist - KS4

Risk Taking - outside agency

Consent - outside agency

*Somebody's Sister, Somebody's Daughter* theatre production about CSE (Child Sexual Exploitation) for Year 10 students, commissioned by OCC. The play is now widely acclaimed as a key national resource for tackling and preventing the sexual exploitation of young people. Trained CSE staff on hand during and after performance

Students undertake pre- and post-performance work with their tutors. Discussion about relationships and the consensual nature of sex

Boys Health Issues eg testicular cancer with school nurse

Year 11:

Issues relating to sexual identity

Healthy relationships

**RE (final year of specification)**

Religion and Early Life - includes issue of abortion from **ethical , religious and humanist** perspectives

The law on abortion

Issue of rights: Pro Life and Pro Choice

**Science**

Years 10 and 11:

Extension of Year 7 work and in addition inborn genetic diseases, cancers and risk eg skin cancer

Revisit the male and female systems, intercourse, puberty and the menstrual cycle.

The hormones of the menstrual cycle are now included and the role they play in the female cycle

## 5. Appendix

### Relationship Education and Sex Education – A Guide for Parents and Carers

#### How can Parents and Carers be involved?

Governors are required to review the Relationship Education and Sex Education (RESE) policy regularly and would like to know what parents think about it. Details of the actual topics and issues to be covered by each year group will be given at the beginning of each year. This will also explain to Parents/Carers how they can find out more and how they might go about withdrawing their child from a particular lesson if they ever thought that necessary.

We would be pleased to receive comments about any of the ways RESE is dealt with at Wood Green as we regard partnership particularly important in this aspect of education. It would be most helpful if you could respond to the following questions as well as adding your own comments if you wish.

Do you agree with the aims for RESE stated here?			
YES		NO	
Are there any you would add or delete?			
What other aspects of RESE would you like included?			
What are your views of the timings of the topics – what is done by each year group?			
Would you like the opportunity to put more input into the development of the RESE policy?			
YES		NO	
In what way?			
Other comments:			
Please sign below that you have received this guide and return it to the Governing Body via your child's tutor.			
Signed:			
Parent/carer of:		Tutor Group	
Dated:			