



**Relationship  
Education and Sex  
Education**

**A guide for parents**

## ***Introduction***

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 of 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 (i.e. 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.

# ***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), Enrichment and Religious Education (RE) as well as in Science lessons.

## ***Summary of Main Aims of RESE***

- 1) To support the personal and social development of all students and their understanding of human sexuality.
- 2) To help students understand the consequences of their actions and to behave responsibly within relationships.
- 3) To develop positive values and a moral framework that will guide their decisions, judgement and behaviour.

## ***Summary of Main Objectives of RESE***

- 1) To give students a clear knowledge of biological and legal facts and social and moral parameters regarding sex and gender.
- 2) To remove any misunderstanding and fears by adopting an honest, open and non-judgmental teaching approach to the subject.
- 3) 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.

- 4) 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.
- 5) To develop an acceptance of differences between individuals which exist in any community, including homosexuality, ethnic and cultural differences and religious differences.
- 6) To promote the value of stable and loving relationships particularly in relation to the responsibilities of parenthood and the nurturing of children.
- 7) To give a clear understanding of the arguments for delaying sexual activity and resisting pressure.
- 8) To make links with issues of peer pressure and other risk-taking behaviour (e.g. drugs, smoking, alcohol).
- 9) To provide information about contraception and abortion, safe sex and ways of accessing local sources for advice, including the avoidance of unwanted pregnancy.
- 10) To ensure that students are aware of the dangers of HIV/AIDS and other sexually transmitted diseases and how to access advice and treatment.

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

- Funding/planning time for in service training for teachers delivering the RESE programme will be included in the school budget.
- The coordinator(s) for PSHE will have overall responsibility for planning and delivery of RESE. In year 7 form tutors deliver the programme; in years 8, 9, 10 and 11 a specialist team have this responsibility and in years 12 and 13 the programme is covered by outside speakers.
- 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.
- 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.

- The focus will be on boys as much as girls.
- 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 e.g. learning to recognise abuse and what sort of behaviours are, and are not acceptable.
- Some parts of RESE may be provided by people from outside school e.g. 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 (e.g. school nurse in consultation with the individual student) they follow their own professional code of conduct.
- 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.
- 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.
- Parents/Carers can access further information by arranging to see the PSHE coordinator(s) or the relevant Head of Learning Community. Materials used in RESE are available on request.
- The PSHE programme covers aspects of Health and Decision Making.
- Teaching strategies suggested to help students get the most from RESE
  - Establishing 'ground rules' with students
  - Using 'distancing' techniques to depersonalise discussion
  - Knowing how to deal with unexpected questions or comments
  - Using group discussion and project learning
  - Encouraging reflection

## ***What topics are covered in sex education?***

### **SUMMARY OF RELATIONSHIP EDUCATION AND SEX EDUCATION PROGRAMME**

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

<b><i>Year 7</i></b>	<b><i>PSHE</i></b>	<ul style="list-style-type: none"> <li>▪ Relationships-explore different relationships and discuss positive qualities within a range of different relationships</li> <li>▪ DVD on changes and growing up</li> <li>▪ Use of newspapers and magazines to explore different messages about sex, sexuality and gender. Identify different messages for males and females.</li> </ul>
	<b><i>RE</i></b>	<ul style="list-style-type: none"> <li>▪ Identify the variety of types of 'Love' in Christianity-not just sex, family, friends, care and compassion, some reference from Judaism, Hinduism, Sikhism</li> <li>▪ Elaborate on the care and compassion type of love. Random acts of loving kindness</li> <li>▪ Concept of charity</li> <li>▪ Concept of love</li> </ul>
	<b><i>Science</i></b>	<ul style="list-style-type: none"> <li>▪ 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</li> <li>▪ Research project on IVF</li> <li>▪ Taught through worksheets, DVDs and discussion about puberty</li> </ul>

<b>Year 8</b>	<b>PSHE</b>	<ul style="list-style-type: none"> <li>▪ Health: Puberty-girls/boys hygiene and general health issues</li> <li>▪ What makes good relationships? <ul style="list-style-type: none"> <li>○ Parents</li> <li>○ Friends</li> <li>○ Boys &amp; girls</li> </ul> </li> </ul>
	<b>RE</b>	<p>Making moral decisions Value of family life</p> <ul style="list-style-type: none"> <li>▪ Concept of love</li> <li>▪ Conception</li> <li>▪ Contraception</li> <li>▪ Value of human life</li> <li>▪ Devotion to family</li> </ul>
	<b>Science</b>	<ul style="list-style-type: none"> <li>▪ Food and digestion</li> <li>▪ A balanced diet</li> <li>▪ Respiration</li> </ul>
<b>Year 9</b>	<b>PSHE</b>	<ul style="list-style-type: none"> <li>▪ Last Orders presentation-discussion with regard to the importance of the consensual nature of sex</li> <li>▪ Consequences of unprotected sex-video plus scenario based discussion</li> <li>▪ Close relationships, HIV transmission, risky and non-risky behaviour</li> <li>▪ Contraceptives-use of leaflets, contraceptive kit</li> <li>▪ Sexually transmitted diseases-DVD and input on HIV</li> <li>▪ Coping with difficult situations and issues e.g. relationships, teenage mothers</li> </ul>
	<b>RE</b>	<ul style="list-style-type: none"> <li>▪ Prejudice and discrimination</li> <li>▪ Value of human life-medical research</li> <li>▪ Responsibility for your actions and relation to your behaviour</li> <li>▪ Consequences of your actions</li> <li>▪ Family life-value therein when under strain i.e. Holocaust</li> <li>▪ Justice respect for life and the individual</li> <li>▪ Start of the GCSE-relationships within the Christian Framework</li> </ul>

	<b>Science</b>	<ul style="list-style-type: none"> <li>▪ Revisit Year 7</li> <li>▪ Genetics and inherited features and inherited diseases e.g. cystic fibrosis</li> </ul>
<b>Years 10 &amp; 11</b>	<b>PSHE</b>	<ul style="list-style-type: none"> <li>▪ Active work on decision making in sexual health and relationships, with an emphasis on contraception- Year 10/11 video-Differences between boys/girls. Discussion on relationships and the importance of the consensual nature of sex <ul style="list-style-type: none"> <li>Sexually transmitted diseases-input re-services available-safe sex</li> <li>Discussion and video</li> </ul> </li> </ul>
	<b>RE</b> (Year 10)	<ul style="list-style-type: none"> <li>▪ Sex &amp; Contraception</li> <li>▪ The variety of Christian views on contraception methods.</li> <li>▪ Abortion and the law <ul style="list-style-type: none"> <li>○ Concept of “when does life begin”, sanctity of life, quality of life</li> <li>○ Investigation into the variety of Christian opinion on abortion</li> <li>○ Christian concept of agape-Love</li> <li>○ Non-judgemental support</li> <li>○ Concept of respect and forgiveness</li> <li>○ Family support</li> </ul> </li> </ul>
	<b>Science</b> (Years 10 & 11)	<ul style="list-style-type: none"> <li>▪ Extension of Year 7 work and in addition inborn genetic diseases, cancers and risk e.g. skin cancer</li> <li>▪ 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.</li> <li>▪ Microbes, disease, human immune system, vaccinations</li> <li>▪ Processes in the human brain, reflexes and degenerative conditions</li> </ul>



**Years  
12  
& 13**

- 1) Year12 tutor groups investigate and present to the whole year group a range of PSHE issues which may include relationships and sex education.
- 2) Year13- Sexually transmitted diseases covered by outside speakers/experts

# **Relationship Education & Sex Education**

## *A Guide for Parents/Carers*

### **How can parents/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 way 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 and objectives for RESE stated here?***

Yes		No	
-----	--	----	--

***Are there any you would like to add or delete? .....***

.....

***What other aspects of RESE would you like to be included? .....***

.....

***What are your views of the timing of topics – what is done by each age group?***

.....

.....

***Would you like the opportunity to put more input into the development of the RESE policy?***

Yes		No	
-----	--	----	--

***In what way?*** .....

.....

***Any other comments:*** .....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Please sign below to show that you have received this guide and return it to the Governing body via your child's tutor.

***Signed*** .....

***Parent/Carer of*** ..... ***Tutor Group*** .....