



Relationship Education and Sex Education Policy

Key Stages 3 and 4

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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. The 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 (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.

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

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

2. Summary of Main Objectives of RESE

- To give students a clear knowledge of biological and legal facts and social and moral parameters regarding sex and gender.
- To remove any misunderstanding and fears by adopting an honest, open and non-judgmental teaching approach to the subject.
- 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.
- 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 (e.g. 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 e.g. 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 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.
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-Personal, Social and Health Education, SRE-Sex and Relationships Education, SMSC-Spiritual, Moral, Social and Cultural Development), 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

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

Negative effects of social media on self-image and self esteem

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: to raise awareness amongst students in Year 8 of the risks of CSE (child sexual exploitation)

Interactive resources from *ThinkuKnow* website (CEOP- Child Exploitation and Online Protection Command): main focus to keep safe on the internet

Mental health and wellbeing

Introduction to LBGT issues (Lesbian, Gay, Bisexual, Transgender)

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 - film about STIs and safe sex from *Turning Points BBC*

Science based game about transmission of STIs

HIV film *Risky Business*

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

Self-harm

Mental health and wellbeing

Science

Revisit Year 7

Genetics and inherited features and inherited diseases

ICT

CEOP-Child Exploitation and Online Protection Command *ThinkUKnow* ('sexting')

Trolling law

'Throwaway' comments on social media

Year 10 & 11

PSHE

Year 10:

Mental health and wellbeing

Personal safety

STIs- school nurse (KS4)

Contraception - school specialist - KS4

Self-image – outside agency (social media impact)

Consent

Boys health Issues e.g. testicular cancer with school nurse

Girls health issues, with particular reference to breast cancer

Year 11:

Mental health and wellbeing

RE (final year of compulsory short course)

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

Abortion: ethical issues

Adoption and fostering

Science

Years 10 and 11:

Extension of Year 7 work and in addition inborn genetic diseases, cancers and risk e.g. 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:			
Signed:			
Parent/Carer of:		Tutor Group	
Dated:			