

# BROCKINGTON COLLEGE



## Relationships and Sex Education Policy

Brockington College, a Church of England Academy, has at its heart a distinctive Christian ethos. Based on our Christian foundation and values we seek to promote a culture of developing every person and therefore every school policy is written from this perspective, with a commitment to learning and maturing in the context of communal and individual development. We lay particular stress on the Christian values of perseverance, learning, wisdom, justice, koinonia, forgiveness and compassion for individuals and across the school community.

Signature: ..... Date: .....

Printed Name: ..... Position: .....

|                  |   |
|------------------|---|
| Date of Review   | May 2015  |
| Next Review      | May 2018  |
| Approval By      | Behaviour & Safety Committee – review<br>Full Governing Body - approval |
| Review Frequency | Three Yearly  |

## **Relationships and Sex Policy (RSE)**

1. Brockington College is a Church of England Academy with approximately 1200 pupils on role between the ages of 11-16. This Policy was developed in response to the DFES Guidance (2000), the National Healthy Schools Programme and the National Teenage Pregnancy Strategy

### **2. The Consultation process has involved:**

- Discussion with pupils via subject focus groups
- Discussion with parent/carers via Parent Forum
- Review of RSE curriculum content with staff and pupils
- Consultation with wider school community e.g. school nurse
- Consultation with school governors

### **3. What is Relationships and Sex Education (RSE)?**

RSE is lifelong learning about physical, sexual, spiritual, moral and emotional development. It is about the understanding of the importance of stable and loving relationships and respect, love and care, for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. It is not about the promotion of sexual activity or orientation, but it is, however, about encouraging pupils to respect themselves and others.

### **4. Principles and Values**

Brockington College believes that RSE should:

- be an integral part of the lifelong learning process, beginning in early childhood and continuing into adult life
- be an entitlement for all young people
- encourage every pupil to contribute to our community and aims to support each individual as they grow and learn
- be set within the wider school context and support family commitment and love, respect and affection, knowledge and openness; we acknowledge that 'family' is a broad concept and includes a variety of structures and approaches
- encourage pupils and teachers to share and respect each other's views and the diversity of family structure and promote the important values of love, respect and care for each other
- generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment
- recognise that parents/carers are the key people in teaching their children about growing up, relationships and sex; we aim to work in partnership with parents/carers and students, consulting them about the content of programmes

- recognise that the wider community has much to offer; we aim to work in partnership with health professionals, social workers, peer educators, youth workers and other mentors or advisors.

There are three main elements to RSE, knowledge and understanding, attitudes and values and personal and social skills. Our RSE programme at Brockington College aims to provide pupils with:

### **Knowledge and Understanding**

- of physical development at appropriate stages
- of human sexuality, reproduction, sexual health, emotions and relationships
- of the role of contraception and the range of local and national sexual health advice and support services
- of the reasons for delaying sexual activity, and the benefits to be gained from such delay
- of how to avoid unplanned pregnancy
- of the availability of and how to access, support and counselling services in school and the local area

### **Attitudes and Values**

- learning the importance of values, individual conscience and moral choices
- learning the value of family life, stable and loving relationships, and marriage;
- learning about the nurture of children;
- learning the value of respect, love and care;
- developing critical thinking as part of decision-making
- challenging myths, misconceptions and false assumptions about normal behaviour

### **Personal and Social Skills**

- learning to manage emotions and relationships both confidently and sensitively
- developing self-respect and empathy for others
- learning to make choices with an absence of prejudice
- developing an appreciation of the consequence of choices made
- managing conflict
- empowering students with the skills to be able to avoid inappropriate pressures or advances (both as exploited or exploiter)

## **5. Aims**

The aim of RSE is to provide balanced factual information about human reproduction, together with consideration of the broader emotional, ethical, religious, and moral dimensions of sexual health. RSE at Brockington College is placed within the Christian ethos by which the school is guided. Emphasis is given to the Christian ideals of love, understanding and respect. Our RSE programme aims to prepare students for a safe and healthy adult life in which they can:

- develop positive values and a moral framework that will guide their decisions, judgements and behaviour; have the confidence and self-esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationship they want

- foster self-esteem, self-awareness and a sense of moral responsibility and understand the arguments for delaying sexual activity
- understand the consequences of their actions and behave responsibly within both caring and sexual relationships
- communicate effectively by developing appropriate terminology for relationship and sexual issues
- develop awareness of their sexuality and understand human sexuality; challenge sexism and prejudice and promote equality and diversity
- develop the skills to avoid being exploited or exploiting others and to be able to resist unwanted or unprotected sexual experiences
- have sufficient information to be aware of sexually transmitted infections including HIV and understand the reasons for having protected sex
- be aware of sources of help and acquire the skills and confidence to access confidential health advice and support if necessary, including drop in sessions with the school nurse
- know how the law applies to sexual relationships

## **6. Organisation and Content of Relationships and Sex Education**

Brockington College delivers RSE through a number of curriculum areas including PSHCE, RS and Science.

- much of the Relationships and Sex Education at Brockington College takes place within our Personal, Social, Health and Citizenship Education Curriculum (PSHCE)
- form tutors deliver PSHCE with support from professionals where appropriate; support is offered within the year team or from one of the PSHCE co-ordinators who will help with planning or delivery of lessons if required
- designated tutors are trained to work with pupils on many of the RSE topics; they are made aware of any specific circumstances that may affect the delivery of the course
- RSE lessons are set within the wider context of the Personal, Social, Health and Citizenship Education Curriculum and focus on the emotional aspects of development and the importance of healthy loving relationships
- any RSE lesson may consider questions or issues that some students will find sensitive. Before embarking on these lessons ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson. When students ask questions, we aim to answer them honestly, within the ground rules established at the start of the sessions. When it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the students, the question may be dealt with individually at another time.
- the Science Curriculum is delivered by staff in the Science department; these lessons are concerned with the physical aspects of development and reproduction, although the importance of relationships is not forgotten.

- the PSHCE Programme and Science Curriculum are taught in every year
- our RS Curriculum is taught from a Christian perspective, with an emphasis on respect, love and family; it acknowledges the importance of and similarity between other World Faiths and the impact of religious beliefs upon behaviour towards and between individuals
- assessment is carried out throughout the different courses and involves teacher, pupils and peer assessment of knowledge and understanding, attitudes and values and personal and social skills

## **7. Inclusion**

### *Ethnic and Cultural Groups*

- we intend our policy to be sensitive to the needs of different ethnic groups; for some young people it is not culturally appropriate for them to be taught particular items in mixed groups
- we will respond to parental requests and concerns

### *Pupils with Special Needs*

- we will ensure that all young people receive relationship and sex education and we will offer provision appropriate to the particular needs of all our pupils, taking specialist advice where necessary

### *Sexual Identity and Sexual Orientation*

- we aim to deal sensitively and honestly with issues of sexual orientation and identity, answer appropriate questions and offer support
- we believe that young people, whatever their developing sexuality, need to feel relationship and sex education is relevant to them

## **8. Right of Withdrawal of Pupils from Relationship and Sex Education**

Some parents/carers prefer to take the responsibility for aspects of this element of their child's education.

- parents/carers have the right to withdraw their children from all or part of the relationships and sex education except for those parts included in the statutory curriculum (i.e. in Science lessons)
- any parent/carer wishing to withdraw his/her child from sex and relationship are encouraged to discuss their decisions with staff at the earliest opportunity
- parents/carers should therefore request an appointment, in writing, to the Principal at the start of the academic year to discuss their decision
- parents/carers are welcome to review any RSE resources the school uses

- parents/carers will also be reminded through the school bulletin when RSE topics are due to be taught in school

## 9. Confidentiality

Staff cannot offer confidentiality although it is not a legal requirement to inform parents/carers or the Principal of any disclosure unless the Principal has specifically requested them to do so.

In a case where a member of staff learns from an under 16 year old that they are having or contemplating sexual intercourse:

- the young person will be persuaded, wherever possible, to talk to parent/carer and if necessary to seek medical advice
- child protection issues will be considered and referred, if necessary, to ones of the designated senior leaders (DSL) responsible for child protection under the school's procedures
- the young person will be directed to appropriate professionals, including the school nurse, who counsel them about contraception, including precise information about where the young person can access both advice and the relevant services outside of school
- if necessary, the school nurse may support a pupil and provide appropriate contraception in line with Safeguarding Guidance, Fraser Guidelines and Gillick Competency  
(<http://www.nspcc.org.uk/preventing-abuse/child-protection-system/legal-definition-child-rights-law/gillick-competency-fraser-guidelines/>)

In any case where child protection procedures are followed, the DSL will ensure that the young person understands that if confidentiality has to be broken they will be informed first.

Health professionals in school are bound by their codes of conduct in a one-to-one situation with an individual pupil, but in a classroom situation they must follow the school's confidentiality policy.

## 10. Monitoring and Evaluation of Relationships and Sex Education

It is the responsibility of the Vice-Principal and the PSHCE Co-ordinators to oversee and organise the monitoring and evaluation of PSHCE, in the context of the overall school plans for monitoring the quality of teaching and learning.

The Governors' Behaviour and Safety Sub-Committee is responsible for overseeing, reviewing and organising the revision of the RSE Policy

Ofsted and SIAMS are required to evaluate and report on the spiritual, moral, social and cultural development pupils. This includes evaluating and commenting on the schools relationship and sex education policy, and on support and staff development and training.

The various schemes of work in which RSE is delivered can be produced if required. Currently RSE is taught at the following times:

| Year Group | Subject | Detail  |
|------------|---------|---|
| Year 7     | Science | Unit 7B: Reproduction – all aspects including: <ul style="list-style-type: none"> <li>• Fertilisation and Conception</li> <li>• Courtship</li> <li>• Puberty</li> <li>• Menstruation</li> <li>• Development of a baby and twins</li> <li>• Birth of a baby</li> </ul> |
|            | PSHCE   | Unit 2: Staying Safe – considering the impact of peer pressure upon people  |
| Year 8     | PSHCE   | Unit 1: My Beautiful – considering body image and self-esteem   |
|            |         | Unit 5: you, me and Dupree – considering a range of relationships both positive and negative and how to deal with negative relationships  |
| Year 9     | PSHCE   | Unit 2: Sex, Drugs and Rock 'n' roll – considering the age of consent; media and its portrayal of sex; different cultural perspectives on sex before marriage; STIs and the health impacts of these infections  |
|            | RS      | Religion and Early Life: looking at the miracle of life; the sanctity of life; the rights of all involved in a pregnancy and the arguments of pro-life versus pro-choice towards abortion   |
| Year 10    | PSHCE   | Unit 6: bringing up the baby – considering positive and negative relationships; how to deal with relationship break-ups; pornography; contraception; underage pregnancy and its impact socially, emotionally, financially and physically                              |
|            | RS      | Religious attitudes to matters of life: looking at religious views on morality; religious views on the sanctity of life and the views both for and against fertility and surrogacy  |