**Belvue School**

**Relationship and Sex Education (RSE) Policy**

**Context**

This policy takes account of the Department for Education’s *Guidance on Sex and Relationship Education*  (July 2000 Department for Education 0116/2000) and outlines Belvue School’s approach to the delivery of Sexuality and Relationships Education to all students. Consideration has also been given to the *Supplementary Advice ‘Sex and Relationships Education for the 21st century’* created by the PSHE Association and others, 2014.

**Principles**

The promotion of our students’ wellbeing underlies everything we do at Belvue School. All our young people have the right to be fully prepared for the challenges, opportunities and responsibilities of adult life. We will provide them with high quality education which enables them to gain a full understanding of their sexual development as well as how to deal with their emotions. They will learn about safety and risks in relationships and appreciate their sexual rights and responsibilities within our society today; now, and in the future.

**Aims**

* To provide a curriculum that enables the school to meet its statutory safeguarding obligations set by the Government under the Children’s Act 2004.
* To prepare our students for the challenges and responsibilities of adult life (Education Act 1996)
* To provide an objective, balanced and comprehensive sexual health and relationship education programme for all students taking into account their learning needs and emotional development.
* To provide a curriculum within a framework of equal opportunities and multi-cultural family values.
* To provide a safe, non-judgemental environment for students to explore, express and share their own feelings.
* To help and support our young people throughout their physical, emotional and moral development.
* To support young people through their sexual transition from childhood through adolescence to adulthood.
* To help students develop skills to enable them to understand difference and gain an understanding of the need to respect themselves and others.
* To enable students to develop decision making skills to allow them to make informed choices to keep themselves sexually safe.
* To educate students about the Law in the UK in relation to a range of sexual behaviours: consent, diversity, sexual exploitation, grooming, sexting etc.

*‘Sex and Relationships Education should contribute to promoting the spiritual, moral, cultural, mental and physical development of pupils at school and of society and preparing pupils for the opportunities, responsibilities and experiences of adult life’ ‘Pupils should learn the significance of marriage and stable relationships as key building blocks of community and society’ DfE Guidance 2000 .*

*The Children’s Act 2004 suggests sex education is vital in ‘promoting emotional well-being’.*

**Teaching and Learning**

RSE is seen as a collective responsibility; students follow a programme of study through the PSHE and Citizenship framework. All class teachers will be expected to teach RSE to their class group. Where teachers have genuine objections or feel unable to fulfil this requirement in whole or in part, representation may be made to the head teacher. In cases where staff feels their difficulties have not been adequately considered the matter will be referred to the Governing Body.

Belvue School’s Teaching and Learning Policy identifies six key principles that underpin good teaching and learning. The following four principles are particularly pertinent to Relationship and Sex education:

1. Knowledge and understanding about learning is fundamental to effective teaching.
2. Reflection is essential for effective learning.
3. Successful learning organisations are those which encourage a learning culture which impacts on all areas of the organisation.
4. The quality of teaching is a crucial factor in promoting effective learning.

These principles will underpin the delivery of the RSE curriculum to ensure that teaching results in effective learning.

The School will teach about all of the relationships that are legal in the UK: including Interracial relationships, Same Sex relationships, Being Single, Having different faiths to one another.

All teaching staff will have knowledge of research about learning which will support the design and delivery of learning opportunities.

The School will have an agreed vocabulary that will be used for all RSE and PSHE work.

Teachers will be aware of the range of learning styles, and plan learning to cater for and to develop these; within RSE this means using resources such as visual aids, dolls and video clips. Pupils will take part in discussions, role plays, drama, quizzes, sorting activities and at times will benefit from the input of specialist organisations such as *Image in Action*.

It is also recognised that the provision of a safe, low stress but challenging learning environment is fundamental to learning particularly with regard to RSE. Due to the nature of the subject it is our aim for it to be consistently delivered throughout the year to reflect the needs of individual students as they develop and mature.

Reflection is essential for effective learning and students will be encouraged to revisit concepts during tutor time, PSHE lessons and to share and discuss information with their parents.

Students will be encouraged to be respectful and honest within the group and teaching staff will form effective relationships with learners to support them in this process. They will strive to empathise with them, maintain and develop their self-esteem and avoid young people feeling threatened or uncomfortable. Ground rules will be established, for example:

GROUND RULES EXAMPLES

* Encourage students to use the medical words
* Use distancing techniques to ask questions about a fictional character.
* Pupils may use role play with the fictional character to explore relevant issues. The fictional character may make risky decisions and the consequences are explored in a safe way.
* Students will be supported to relate the character scenarios to their own lives. For example ‘When we helped our character Aquib remember about public and private, that is the same for you’.
* Staff can offer separate tutorials on a 1-1 to clarify work from a class session where the work has been generalised.

Where possible students will be involved in the planning and management of their own learning and reviewing their own achievement.

Staff will nurture and maintain a positive learning climate where young people feel safe. The language used will be clear, appropriate and accessible ensuring there are opportunities for the development of ideas.

The teaching of RSE will follow the agreed syllabus as attached to this policy. See appendix 1. Students asking questions or seeking advice about issues not identified in the scheme will be treated with due regard however their concerns will need to be addressed outside the lesson if the content of the question is not appropriate for maturity of the group. *When addressing such issues, staff should give due consideration to issues of child protection*.

In some cases depending on the content of the lesson students may be grouped according to age, gender or individual need. This will ensure that each student is receiving appropriate and relevant RSE.

Outside agencies including the Clinical Psychologist and school nurse will be asked to support with the teaching of RSE where appropriate. The clinical psychologist will run specialist sexual health groups to support young people who are considered particularly vulnerable.

Parents will be informed of the content of the RSE programme at the beginning of the Autumn term and time will be made available during the structured learning conversation to discuss concerns that parents may have; as we feel that it essential for all students to receive RSE. The Family Planning Associations interactive CD rom ‘All About Us’ will be introduced and discussed with parents during learning conversations to assist families in supporting their child at home.

**Time allocation.**

Each week, RSE is allocated one of the PSHE allocated teaching periods. RSE is taught as a separate entity allowing students to be grouped as stated above.

PSHE/RSE are also addressed within Vertical Tutorial time throughout the year, this ensures that it is a personalised programme that meets the current needs of the students.

**Assessment**

See Assessment Policy. RSE is teacher assessed to ensure that it informs planning and identifies young people for specialist input if required. This creates the required personalised curriculum that our students need. Individual student needs may be addressed through specific weekly or termly soft targets. They will also be addressed through specifically targeted groups.

**Role of the Curriculum Leader**

The Curriculum Leader has responsibility for developing RSE. The Curriculum Leader will provide medium term plans to all teachers, and suggest useful resources for particular topics. In addition, the Curriculum Leader has responsibility for booking external agencies that support the delivery of the RSE curriculum. Staff may refer any questions or concerns to the school Curriculum Leader.

The Curriculum Leader is committed to supporting the inclusion of all pupils. When requested, the Curriculum Leader will share and discuss good practice and appropriate resources to mainstream colleagues, supporting them in their work with their students.

The quality of teaching will be monitored and evaluated by the Curriculum Leader and Headteacher through triangulation of evidence.

**Resources**

All resources used will be compatible with the policy guidelines. Particular importance will be placed on equal opportunities, and the accessibility of the materials to special needs students. Pupils will be protected from teaching and materials which are inappropriate having regard to the age and cultural background of the pupils concerned. Resources are kept in the PSHE Curriculum Leaders classroom.

**Monitoring**

The RSE programme of study is reviewed on a yearly basis in consultation with all tutors. In addition, specific aspects of RSE may be part of the termly monitoring carried out by the PSHE Curriculum Leader.

**Staff Development**

All teachers will be trained in school in the requirements for sex and relationship education. Those staff wishing to take up further training may do so following the normal procedures under the training policy.

All class teachers will be expected to teach RSE to their class group as part of the PSHE programme. Where teachers have genuine objections or feel unable to fulfil this requirement in whole or in part, representation may be made to the head teacher. In cases where staff feels their difficulties have not been adequately considered the matter will be referred to the Governing Body.

**Parental and Community Links**

Parents are the key people in teaching their children about growing up. Belvue School seeks to work in partnership with parents, supporting them in their role as sex and relationship educators to their children. Parents will be informed of the content of the RSE programme at the beginning of the Autumn Term.

Parents are also informed of new developments in RSE through Parent Empowerment Evenings, School Newsletters and on the school web-site.

New parents will, as part of the induction to Belvue School, be given an opportunity to have explained to them the school policy on RSE. They will also be given an opportunity to inspect the resources and materials used if they wish to.

**Child Withdrawal Procedure**

All parents have the right to withdraw their child from all or part of RSE education in accordance with current DfE guidelines. All parents will receive a letter outlining RSE topics for the term, and permission is sought to allow their child to participate. Parents who chose to withdraw their child will be invited to school to discuss the detail of their objection with the PSHE Curriculum Leader and head teacher. Teaching resources and methods will be shared and discussed. If parents still choose to withdraw, they will be encouraged to use the ‘All About Us’ CD rom, as discussed above, with their child. Where a child is withdrawn, they will be placed in a parallel class for the duration of the lesson.

Note: Parents cannot withdraw children from aspects of RSE, which remain part of science education. Refer to Appendix 1

It is also compulsory for pupils in secondary education to learn about HIV and AIDS and other sexually transmitted infections.

**Review**

The PSHE Curriculum Leader in light of any guidance and new information by the DfEE will review this policy annually.

Reviewed and updated September 2019

Next Review September 2020

PSHE Curriculum Leader: Lisa Buchan

Head Teacher: Shelagh O’Shea

Appendix 1

Sexual Health and Relationship Education Policy

National Curriculum Science Requirements

Key Stage 1

* that animals including humans, move, feed, grow, use their senses and reproduce
* to identify, name, draw and label parts of the human body and say which part is associated with each sense
* that humans and animals can produce offspring and these grow into adults
* to recognise similarities and differences between themselves and others and treat others with sensitivity

Key Stage 2

* that the live process common to humans and other animals include

nutrition, growth and reproduction

* about the main stages of the human life cycle
* LOWER KS 2
* Identify that humans and some other animals have skeletons and muscles for support, protection and movement and be introduced to the main body parts associated with the skeleton and muscles).
* UPPER KS 2
* Describe the life processes of reproduction in some plants and animals (find out about different kinds of reproduction , including sexual and asexual reproduction in plants, and sexual reproduction in animals)
* Describe the changes as humans develop to old age (learn about the changes experiences in puberty)
* (learn about stages in the growth and development of humans)
* Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
* Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
* Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

Key Stage 3

* that fertilisation in humans…is the fusion of a male and female cell
* about the physical and emotional changes that take place during adolescence
* about the human reproductive system, including the menstrual cycle and fertilisation
* how the foetus develops in the uterus
* how the growth and reproduction of bacteria and the replication of viruses can affect health.
* the effects of maternal lifestyles on the foetus through the placenta.
* the effects of recreational drugs (including substance misuse) on behaviour, health and life processes.

Key Stage 4

* describe the roles of hormones in human reproduction including the menstrual cycle.
* some medical use of hormones, including the control and promotion of fertility (contraception)
* use of hormones in modern reproductive technologies to treat infertility.
* the defence mechanisms of the body
* how sex is determined in humans
* describe sexually transmitted infections including HIV/AIDS.