



## Okehampton College

### Relationships and Sex Education Policy

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#### Introduction:

This document outlines the policy and practice of Relationship and Sex Education (RSE) at Okehampton College (thereafter 'the college'). This policy version was written as part of the policy review process and in response to DfE Draft Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance, updated in February 2019 and due to be published in September 2019 [1]. This process has involved the review of previous practice and policy. The policy will be updated once the guidance has been ratified and before the mandatory implementation date of September 2020.

From September 2020 all primary schools are required to teach Relationships Education and all secondary schools are required to teach Relationships and Sex Education. Primary schools are able to choose to teach sex education to their pupils, and the DfE recommends that sex education is tailored to the needs and maturity of their pupils.

At Okehampton College, we are working with our feeder primary schools and within the Dartmoor Multi Academy Trust (DMAT) to have a unified set of policies regarding Relationships Education, RSE and Health Education. We hope that this will enable all pupils join the College in year 7 with the same baseline knowledge of RSE. Therefore, there is mention of the elements of Sex Education we hope will be covered by our feeder primaries in this document.

#### Staff responsible:

This document has been prepared by the PSHE Co-ordinator.

#### The Definition of Relationships and Sex Education:

"...learning about the emotional, social and physical aspects of growing up; relationships; sex; human sexuality; and sexual health" [2]

Relationships and Sex Education is about much more than the teaching of reproduction covered in the national science curriculum. RSE is a lifelong process of developing our ideas and knowledge about human relationships, sexuality and personal identities. It involves the exploration of attitudes, beliefs and values about sexual identity and relationships as well as teaching about sex and sexual health in a respectful and safe space.

#### **Consultation with parents/governors/students:**

Students are involved in reviewing the RSE policy and practice through evaluation of RSE sessions from years 7-13 and through student voice groups, including the Pride Alliance. Parental engagement in reviewing the policy and curriculum has been via by parent information evenings offered by the College. Governors have reviewed the policy prior to ratifying it. These consultations are ongoing and enable the content of RSE lessons to continuously evolve to best fit the needs of pupils and to demonstrate best practice in the area of RSE.

Curriculum and Policy documents are available to the public via the college website and on request from the PSHE Co-ordinator.

#### **The role of Relationship and Sex Education (RSE) across the DMAT**

Sex education across the DMAT is seen as a valuable and positive entitlement for all students. At the centre of a commitment to the provision of a coherent and inclusive programme of RSE, is an acknowledgement that school is about the development of the whole person – the moral/spiritual cultural and social being. RSE should give students the opportunity to consider issues of ethics, morality, risk, values and beliefs in a respectful way. This should give them the chance to consider the value and systems of others. It is our responsibility to help students develop a sense of respect for others and a sense of their own rights and responsibilities.

#### **Aims and Objectives**

- Be for all students with equal emphasis on all gender identities
- Be accessible to all students including those with special educational needs (SEND) and from LGBTQ+ communities.
- Identify students' needs and help to build their self-esteem.
- Help students develop an awareness of sexual identity.
- Challenge prejudice and promote equality of opportunity.
- Be an integral part of the learning process.
- Challenge and explore myths and false assumptions about sexuality and sexual development.
- Encourage exploration and understanding of the variety of values, belief systems and moral stances that exist both within the classroom and society.
- Foster caring, responsible and assertive attitudes to sexual and personal relationships.
- Allow young people to develop the confidence, self-esteem, self-awareness and skills to make informed and responsible sexual/health decisions
- Give the students the knowledge they need to avoid taking unnecessary risk
- Use young peer educators to help with the delivery of the program
- Ensure that young people understand how the law applies to sexual relationships in the context of same sex and different sex relationships.

The sex education policy is firmly linked to other school policies, the whole school aims and is rooted within the schools PSHE programme. It is important that students and staff are clear about the implications of the schools equal opportunities policy for RSE.

The importance of relationships and sex education in secondary schools is reflected in nature and quantity of documentation from the DfE, NCC, The Department of Health and the Childrens Act. It is also supported

by the results of research, which shows that over 90% of parents want schools to provide sex education. Research also indicates that students themselves consider sex education provision in schools to be vital. (Policy Studies Institute 1987).

### **\*Sex and Relationship Education guidance: Draft Guidance 2019**

This guidance document is being reviewed [1] and sets out the statutory position on sex education in schools and gives advice on appropriate content and purpose. This is very supportive of sex education at school and states that “Effective sex and relationship education is essential if young people are to make responsible and well informed decisions about their lives.”

### **\*Social Inclusion Unit report on teenage pregnancy:**

RSE plays a very significant role in providing accurate information about contraception and in reducing unplanned pregnancies.

### **The Provision of RSE at Okehampton College (Who. Where. What. How):**

RSE in secondary schools should continue to build upon the existing knowledge taught in primary schools in age appropriate ways. At Okehampton College, we expect that all students joining from our feeder schools will have covered the content outlined below for both Relationships Education and Sex Education (including in the science curriculum). We expect a DMAT wide RSE policy to be ratified before the September 2020 deadline.

### **Content of Relationships Education in primary school, including:**

- Different kinds of relationships – including friendships, families and people pupils can go to for support.
- Characteristics of healthy relationships.
- How to take turns, treat others with kindness, consideration and respect.
- The importance of honesty, permission seeking and giving, and the concept of personal privacy.
- Personal space and boundaries, showing respect, and understanding the differences between appropriate and inappropriate contact.
- Online safety and appropriate behaviour online.
- Developing personal attributes including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice.
- Positive emotional and mental wellbeing, including how friendships can support mental wellbeing.
- How to recognise and report abuse, including emotional, physical and sexual abuse.

### **Sex education in primary schools is encouraged to cover content including:**

- Physical and emotional changes of puberty, including the importance of hygiene
- The correct scientific names for external reproductive anatomy, including the testes, parts of the vulva e.g. the clitoris, labia, etc.
- Internal reproductive anatomy
- The menstrual cycle
- The use of breastmilk in feeding young, and the difference in the needs of different animals for early development, including a comparison with humans
- Inclusive view of sex to include understanding of LGBTQ+ and SEND pupils needs also being met

### **RSE content at Okehampton College**

RSE has three key strands:

#### **1. Attitudes and values**

- Learning the importance of personal values and how they are formed.
- Learning how values, conscience and morals affect decisions and lifestyles.
- Exploring moral issues around sex and relationships.

- Learning about attitudes to and views about the family. Consideration of children's needs and how they can be met.
- Learning about the role of respect, love and care in relationships.
- Developing critical thinking skills to empower students to make considered decisions

## 2. **Personal and social skills**

- Learning to manage feelings and relationships sensitively and assertively
- Developing empathy, self-confidence and respect
- The ability to recognise and challenge prejudice and to make decisions based on knowledge and understanding
- An understanding of the possible consequences of choices made
- Understanding ways of managing difficult situations and conflict
- Learning how to recognise abuse and exploitation and to develop strategies to challenge this

## 3. **Knowledge and Understanding**, to cover additional content including:

- What healthy friendships, working relationships, intimate relationships and other committed relationships look like
- How healthy relationships can benefit mental wellbeing and self-respect
- Developing resilience and character in pupils
- How to identify when relationships are unhealthy
- What is acceptable and unacceptable behaviour in relationships
- Understanding of the physical development at appropriate stages
- Understanding issues of sexuality, reproduction, sexual health, feelings and relationships
- Knowledge of contraception, ways to avoid unplanned pregnancy and STI's
- Understanding of how intimate relationships develop, and that some might decide not to become sexually active
- Understanding of the concept of 'delay' in resisting and not applying pressure to have sex.
- Safer sex and sexual health, including sex for SEND and LGBTQ+ communities
- Facts and the law about sex, sexuality, sexual health and gender identity
- The law relating to sex, including the age of consent, what consent is and is not, the definitions and recognition of rape, sexual assault and harassment, and choices permitted by the law around pregnancy
- Knowledge of the local and national services providing advice and support with sexual health and contraception
- Grooming & sexual exploitation
- Domestic abuse
- FGM – including the physical and emotional damage it can cause, and how to access support
- Rules and principles for keeping safe online
- How data is generated, collected, shared and used online

### **Who/Where:**

RSE at Okehampton College forms part of the Personal Social and Health Education curriculum from year 7-13. The PSHE co-ordinator is responsible for the development of the programme. Lessons are taught by a team of PSHE teachers in year 7 & 8 from a variety of disciplines and from the RSE Team, who receive regular training, for years 9-13 during Extended Learning Days. The school uses a combination of schemes of work to deliver the RSE program written in school and from external providers including the Sex Education Forum, DO...RSE (Durex), and the APAUSE system. We also utilise external organisations and theatre companies to deliver and/or reinforce certain areas of the topic. The PSHE Co-ordinator is able to discuss all aspects of the programme at the request of parents/guardians.

**What:**

The content of RSE within the PSHE programme is informed by DfE guidelines on RSE and the PSHE and Citizenship frameworks. Specific content will be reviewed to ensure that it contains the most up to date recommendations and scientific data from Public Health England, the Family Planning Authority and the Sex Education Forum. The programme is also taught within the context of the whole school aims and its policy on equal opportunities. The programme of lessons and topics covered is always subject to change, but up to date versions of this can be found on the college website, or by contacting the PSHE Co-ordinator.

**How:**

Different aspects of RSE are delivered in different key stages to enable content to be age appropriate. In year 7 & 8 this is via timetabled PSHE lessons, taught by classroom teachers in mixed gender groups. In year 9-13, RSE is taught by the RSE team during Extended Learning Days, as well as topics on contraception and STIs covered in Science and Beliefs and Values at GCSE. Where appropriate some groups may receive sessions tailor made to their specific needs when identified, including for SEND and LGBTQ+ groups. However, most sessions should be developed to be inclusive to all.

**Teaching/Learning Methods:**

Staff aim to use a variety of methods to give all students the opportunity to take part at an appropriate level. This is achieved in a number of ways, including the use of external providers and theatre groups. RSE can often involve work on emotive issues and it is seen as important to develop a safe environment in which to discuss them to ensure that all students feel able to participate.

RSE at all levels calls for sensitive treatment, we therefore use a variety of teaching and learning methods in order to allow all students access to the curriculum. These include:

- group work,
- individual work,
- open ended tasks
- discussion,
- role-play,
- peer education,
- presentation and written work.

We have a commitment to developing independent learning, encouraging students to take a responsible and active part in their own learning, which is reflected in the materials and strategies used in RSE sessions. Teaching methods should also be flexible, allowing for a variety of response. Teachers will endeavour to create a safe learning environment in which to learn and teach about sensitive issues. Ground rules are an essential aspect of this and are drawn up with each class at the beginning of all RSE sessions. RSE is taught in groups that aim to reflect the diverse make up of the school. We believe that this gives students the best opportunity to explore relationship and sexual issues together and helps to break down division based on academic ability, class, race, sexuality or other.

**Materials/Resources:**

Resources and learning materials should allow students the opportunity to work at a level that reflects their abilities and encourages them to make progress. All materials should be carefully selected for relevance and ensure that they contain the most current research/information. Materials prepared should consider issues of representation, in order to present positive images and challenge stereotypes. The majority of materials should be designed so that any teacher can deliver them without the need for specialist training. For those sessions that require additional training, this should be provided by the PSHE Co-ordinator or specialist external providers.

**Monitoring and Evaluating:**

The delivery of the RSE programme is closely monitored by the PSHE co-ordinator in consultation with

teachers and other health professionals involved with the delivery of the program. The Senior Leadership Team and Governors have access to schemes of work and materials via the T:drive, which provides an overview of the implementation of this policy.

### **Specific Issues:**

#### **Confidentiality:**

Students should be reminded in sessions, that personal comments are advised against during group discussions. However, it is important for all staff to be clear about the issue of confidentiality with regards to disclosures or advice. If approached by a student in confidence, teachers should follow the college policies and best practice with regards to disclosures. Information for staff is provided annually regarding child protection, and information on college protocol is contained in the staff handbook. Students are made aware of sources of confidential help such as their GP, school nurse, Young Devon keyworkers, etc.

#### **Contraception and Advice:**

Teachers will give full information about contraception (including emergency contraception) within the context of the RSE programme. Teachers will also give students (individuals or groups) guidance on where they can obtain confidential advice, counselling and/or treatment (School Nurse, Okehampton Hospital, Youth Workers, Room 13 and other agencies)

#### **Working with parents/carers**

Okehampton College aims to work in partnership with parents and carers and we believe that where this is achieved RSE is enhanced. As previously stated, parents and carers will be consulted about the content of this policy.

Parents and carers should always be informed about RSE sessions via letters (sent by email or on paper), parental information evenings and parental visits. Any parents who wish to discuss aspects of RSE in more detail are invited to make an appointment with the PHSE Co-ordinator.

Parents/carers have the right to withdraw their children from any or all parts of the RSE programme, other than those elements required by the National Curriculum. Arrangements will be made for any withdrawn student to do other PSHE work in an appropriate place.

#### **Working with the wider community**

It may be appropriate at certain times to involve adults other than teachers in either lessons or assemblies. This may include health care professionals and others who may not be aware of legislation in relation to schools. It is very important that any outside speaker supports the aims of the school. To ensure this, a speaker should be given copies of the RSE policy and the schools' equal opportunities policy (and any other appropriate information) in advance of their visit. A speaker should also be asked to provide details of their talk/workshop prior to their visit as without such details it is very difficult to ensure appropriateness. When Health professionals are in their professional role, such as school nurse, they should follow their own professional codes of conduct.

#### **Dissemination of the policy:**

The RSE policy is an important school document and it is vital that it is accessible to the whole school community.

Parents and carers will be able to see a copy of the RSE policy at prospective parents' visits to ensure that they are aware of the Okehampton College policy and practice. A copy of the policy is also available on the school website.

The Relationships and Sex Education (RSE) Policy should be disseminated to:

- All staff
- Parents/guardians
- Governors.

### **Glossary of Terms**

RSE – Relationships and Sex Education

APAUSE – Added Power and Understanding in Sex Education programme of resources

DfE – Department for Education

PSHE – Personal, Social and Health Education.

### **Bibliography:**

[1] DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education (Draft statutory guidance)': <https://www.gov.uk/government/consultations/relationships-and-sex-education-and-health-education#history> (accessed 27.4.19)

[2] Sex Education Forum (2010) 'Does sex and relationships education work? A Sex Education Forum evidence briefing'  
[https://www.ncb.org.uk/sites/default/files/uploads/documents/Blog\\_reports/sef\\_doessrework\\_2010.pdf](https://www.ncb.org.uk/sites/default/files/uploads/documents/Blog_reports/sef_doessrework_2010.pdf) (accessed 20.6.19)