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TIME

Relationships & Sex Education (RSE) Policy

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1. Introduction

At This Is My Education (TIME), RSE reflects the school's vision to develop students who are prepared for adult life. It aims to demonstrate and teach the skills, knowledge and understanding students need to lead confident, healthy lives to become informed, active, and responsible citizens. RSE is taught in the context of relationships and promotes self-esteem and emotional health and wellbeing to help children form healthy meaningful relationships, based on respect for themselves and for others. We believe that RSE must include information about physical, moral, and emotional development and the school will ensure that students are given information appropriate to their age and stage of development.

Our policy is to try to ensure that we are both proactive and reactive.

Proactive in the sense of planning and anticipating what is appropriate for all students to know, understand and be able to reflect upon regarding the developing nature of their sexuality in ways which are truly respectful of themselves and others.

Reactive, in the sense that we will always be able to respond to people's life situations – and the joys and the sorrows, the hopes, and uncertainties, which are experienced therein- with warmth, patience, understanding and wisdom.

Within the **Relationship and Sex Education** lessons, students should learn about individual responsibilities and feeling positive about themselves. In addition, students should make real choices and decisions, meet and work with people, consider social and moral dilemmas, find information, provide advice, and prepare for change.

This policy has regard to the latest guidance produced by the DfE:

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

From September 2020 Relationship and Sex Education becomes a statutory subject for all students. This legal requirement requires a planned programme of activities to guide students through the RSE educational process. This Is My Education (TIME) is committed to bringing about educational success through the use of National guidelines and through links with cross curricular subjects. This includes but is not limited to advice from the St Helens Sexual health promotion team, TAZ and use of other available resources. The success of this policy is measured using internal and external assessments.

2. Definitions

Health education teaches about physical, mental, emotional, and social health. It motivates students to improve and maintain their health, prevent disease, and reduce risky behaviours. Health education curricula and instruction help students learn skills they will use to make healthy choices throughout their lifetime.

Relationship Education for primary students Relationships Education for primary students should teach the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other peers and adults.

Relationship and Sex Education: The Sex Education Forum define Relationships and Sex Education (RSE) as learning about the emotional, social, and physical aspects of growing up, relationships, sex, human sexuality, and sexual health. It should equip children and young people with the information, skills, and positive values to have safe, fulfilling relationships, to enjoy their sexuality and to take responsibility for their sexual health and well-being.

3. The Curriculum Intent

The aims of the curriculum are: -

- To have the confidence and self-esteem to value themselves and others
- To understand about the range of relationships, including the importance of family for the care and support of children
- To develop confidence in talking, listening, and thinking about feelings and relationships
- To be able to name parts of the body and describe how their bodies work
- To be prepared for puberty
- To understand the consequences of their actions and behave responsibly within relationships
- To be able to recognise unsafe situations and be able to protect themselves and ask for help and support
- To understand the role the media plays in forming attitudes
- To understand how safe routines can reduce the spread of viruses
- Students will understand Different types of relationships
- Students will develop an understanding of how the body develops including puberty and the feelings associated with this.
- Students will have a knowledge and understanding of human reproduction and the sexual feelings associated with this.
- Students will begin to understand the difference between healthy and unhealthy relationships.
- Students will develop a knowledge of the difference between sex, gender identity and sexual orientation. -begin to understand about readiness for sex.
- Students will explore what contraception is and the different types
- Students will be able to define what an STI is and understand how to reduce transmission.
- Build on prior knowledge of understanding of age of consent and the legal facts about sex.
- Students will know what effects of sex in the media
- Develop an awareness of exploitation, bullying and harassment in relationships
- To know what an STI is and how they are spread.
- To understand the meaning of safe sex and be able to discuss contraception.
- To discuss parenting skills
- Rights and responsibilities
- Risky situations

4. Types of Friends and Friendships.

- Who makes up my family: parent/ carer/guardian, aunt, uncle friends, cats, dogs? (Nuclear and extended families)

- To understand how early friendships and family help develop our values and traditions.
- Issues related to raising and setting guidelines for children.
- To understand the key words and concepts related to human reproduction.
- To understand that all relationships go through stress and conflict.
- Grieving and mourning due to the loss of an important person
- RSE EL3 indicate how the relationship between a child and parent/carer changes from birth to adulthood. (Develop)
- RSEE3 Outline 3 qualities of good parenting/caring. (Develop)
- RSEE3 identify 3 changes that may take place in a relationship with a partner. (Develop)
- RSEE3 recognise the difference between appropriate body space in close and formal relationships. (develop)
- State the legal age for sexual intercourse (develop)
- Locate the main parts of both the male and female reproductive systems. (develop)
- Outline the main stages of reproduction and birth. (develop)
- Outline briefly the use and effectiveness of three methods of contraception in a healthy relationship. (Develop)
- Outline the work of an organisation where advice on relationships and contraception can be obtained. (Develop)
- State the symptoms and treatment of three different types of sexually transmitted infection. (Develop)
- Indicate how the transmissions of sexually transmitted infections can be prevented. (Develop)

5. Implementation of the Curriculum

This Is My Education (TIME) delivers relationships and sex education as part of a timetabled PSHE and Life Skills programme for all Key Stages and beyond.

To support and enhance the above student expectations; Relationship and Sex Education development at the secondary KS3/KS4 level is taught at This Is My Education (TIME) through timetabled PSHE. Relationship and Sex Education is delivered using a dual model: With science and PSHE staff delivering the biological aspects of sex education while the PSHE and Life Skills teacher addresses social issues regarding contraception, pregnancy, and parental responsibilities.

We also teach RSE through other subject areas, where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing. Linked with PHSE sessions, children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved.

Since SRE incorporates the development of self-esteem and relationships, students' learning does not just take place through the taught curriculum but through all aspects of school life including Learning Outside the Curriculum. It is important then that all staff understand they have a responsibility to implement this policy and promote the aims of the school at any time they are dealing with children.

6. Access to the Curriculum

They use a range of teaching strategies and approaches to ensure students have opportunities to discuss and reflect, share their attitudes and opinions and exchange ideas. Teaching staff also give consideration to the organisation of students, whether in pairs, groups, including single sex groups, where appropriate, to demonstrate sensitivity to students' needs.

All students will have equal access to Sex and Relationship Education, unless specifically withdrawn from this provision by their parents. Extra care will be taken to ensure sensitivity is shown towards students whose maturity, experience of family life sexual knowledge and moral framework is a cause for concern. The school is also sensitive to cultural perceptions of SRE.

7. Sensitivity and Awareness

Many young people in the care system may have had negative experiences in the area of relationships and sex education. It is therefore important that staff working with students in this area are sensitive to the issues and concerns that may present themselves during this topic. Relationship and Sex Education development at the secondary KS3/KS4 level is accessible to all and is taught at This Is My Education (TIME) through timetabled PSHE lessons.

8. Impact of the curriculum (what students should have learned) Working with parents and the wider community:

Some students may have values and cultural beliefs relating to Relationship and Sex education that conflict with current cultural standards. In this case parental/carer concerns may be addressed by the following guidelines:

Parents cannot withdraw their child from Relationships Education because it is important that all children receive this content, covering topics such as friendships and how to stay safe.

We teach Sex Education, as indicated above, to primary aged students. At primary level, the Managers will grant any request from a parent for their child to be withdrawn from sex education.

The science curriculum also includes content on human development, including reproduction, which there is no right to withdraw from.

Parents cannot withdraw their child from Health Education or the Relationships Education element of Relationships and Sex Education because it is important that all children receive this content, covering topics such as friendships and how to stay safe. If parents do not want their child to take part in some or all of the Sex Education lessons delivered at secondary, they can ask that they are withdrawn. The Managers will consider this request and discuss it with parents, and will grant this in all but exceptional circumstances, up until three school terms before the child turns 16. From September 2020 at this age, the child will be able to choose to receive Sex Education if they would like to, and the school will arrange for the child to receive this teaching in one of those three terms (unless there are exceptional circumstance

9. Every Child Matters

The five outcomes from ECM

- Be Healthy
- Keeping Safe
- Enjoy and achieve
- Make a positive contribution
- Achieve Economic Wellbeing
-

Underpin the aims and objectives of this subject area and provide the tools by which to offer a holistic approach to each student's education/ participation in the curriculum.

10. Baseline Assessments

Student academic progress is the main focus of all educators. The evaluation of student progress within subjects may be measured using several assessment tools and methods. Formal assessments and informal assessments may be appropriate, while an assessment of student's classwork and/or projects may also provide appropriate national curriculum progress judgements.

Providing an informal assessment time frame of 4 weeks will allow educators to develop a more objective baseline judgement.

11. National Curriculum

The National Curriculum will be incorporated into all planning and therefore further develop the curriculum as a whole.

12. Literacy

At This Is My Education (TIME) we aim to provide a supportive, stimulating, and secure environment where students are encouraged to express themselves appropriately and where their contributions are valued. We will provide for the language development of our students and will develop their ability to use language to think, to explore and to recognise and communicate their ideas.

All departments and all teachers have a crucial role to play in supporting students' literacy development. All teachers are teachers of literacy. As such, the staff of This Is My Education (TIME) are committed to developing literacy skills in all our students, in the belief that it will support their learning and raise standards across the curriculum, because:

- Students need vocabulary, expression, and organisational control to cope with the cognitive demands of subjects
- Reading helps us to learn from sources beyond our immediate experience.
- Writing helps us to sustain and order thought.
- Language helps us to reflect on, revise and evaluate the things we do, and the things others have said, written or done.

- Literacy and learning can have an impact on students' self-esteem, on motivation and behaviour.

Literate students learn independently. Literacy is empowering.

13. Subject Policy Statement Regarding Numeracy

As a school, in all subject areas, we support the aims of the National Curriculum 2014, which states.

Section 5. Numeracy and mathematics:

5.1 Teachers should use every relevant subject to develop students' mathematical fluency. Confidence in numeracy and other mathematical skills is a precondition of success across the national curriculum. 5.2 Teachers should develop students' numeracy and mathematical reasoning in all subjects so that they understand and appreciate the importance of mathematics. Students should be taught to apply arithmetic fluently to problems, understand and use measures, make estimates and sense check their work. Students should apply their geometric and algebraic understanding and relate their understanding of probability to the notions of risk and uncertainty. They should also understand the cycle of collecting, presenting, and analysing data. They should be taught to apply their mathematics to both routine and non-routine problems, including breaking down more complex problems into a series of simpler steps."

National Curriculum Document 2014

14. Computing across the Curriculum

The development of Computing skills & capabilities are essential if we are to produce students capable of achieving their potential within education and beyond. Students are digital natives in an information age and have access to computers & smart devices both at home and school. This will undoubtedly change the way students learn. Evidence suggests that there are positive relationships between Computer learning experience and other measures such as attitude, behaviour, and attendance.

Whilst Computing skills and capabilities are taught in discrete lessons, teachers should use it as a teaching tool that provides opportunities to enhance subject knowledge and add value to teaching and learning. Computers/devices can also be used to capture evidence for assessment where students may find more traditional forms of producing evidence a challenge. Examples include Audio/video recording, e-portfolios, computer-based work sheets, online assessment such as My maths and computer-based quizzes.

Opportunities should be made available for students to demonstrate their skills in order to improve the quality of their work.

Students should be reminded about the pitfalls of using information found on the World Wide Web and should be helped to evaluate what is presented to them. E-safety should also be discussed where applicable.

15. Learning Outside the Classroom (LOtC)

Some lessons in **Relationship and Sex Education** may encourage the use of Learning Outside the Classroom as a method of engaging young people in learning. Learning Outside the Classroom (LOtC) is the use of places other than the classroom for teaching and learning. It is about getting children and young people out and about, providing them with challenging, exciting, and different experiences to help them learn. Learning outside the classroom can happen at almost any time and almost anywhere. The 'places' where learning happens can have a significant effect on how a young person engages with a subject or an idea.

Through timetabled 'Enrichment days' LOtC is able to be achieved in bringing about additional learning across curricular subjects.

16. Links to Social Emotional Aspects of Learning (SEAL)

It is envisioned that several aspects of the **Relationship and Sex Education** development curriculum will tie in with several key concepts outlined in SEAL.

17. Social, Moral, Cultural and Spiritual Development

The school community may offer SMSC using several methods e.g., School gatherings, lessons, theme-based activity days, trips and/or speaker visits. Overall, the awareness of the following should be emphasised:

18. Promotion of British Values

The Department for Education 27 November 2014 published guidance on promoting British values in schools to ensure young people leave school prepared for life in modern Britain:

All have a duty to 'actively promote' the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. These values were first set out by the government in the 'Prevent' strategy in 2011.

19. Non-discrimination

Furthermore, whole school adherence to the **Equality act of 2010** with regard to the non-discrimination of protected characteristics should be respected e.g., Age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; sexual orientation.

As a school we seek to promote an environment that enables the students to develop their self-knowledge, self-esteem, and self-confidence. We encourage students to respect their own and other cultures and foster interest and tolerance between different cultural traditions and practices. Students will have an awareness of the knowledge and skills needed to make positive contributions to the school community and their wider community.

A Humanities budget is provided to ensure the success of this policy. Resources and other financial costs are covered through the budget.

A review of this policy should occur annually to make revisions or provide updates.

The school must have regard to the law, and in this school, teaching reflects reflect the law (including the Equality Act 2010) as it applies to relationships, so that young people clearly understand what the law allows and does not allow, and the wider legal implications of decisions they may make.

20. Useful links:

Government guidance: <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

For Parents of secondary aged children:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812594/RSE_secondary_schools_guide_for_parents.pdf

For parents of primary aged children:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812593/RSE_primary_schools_guide_for_parents.pdf

Keeping Children Safe in Education:
<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline):

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/about-this-guidance>

Behaviour and discipline in schools:

<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>

Equality Act 2010 – advice for schools:

<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>

SEND Code of Practice: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Alternative provision: <https://www.gov.uk/government/publications/alternative-provision>

Mental health and behaviour in school:

<https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>

Preventing and tackling bullying:

<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

Sexual Violence and sexual harassment in schools between children:

<https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges>

The Equality and Human rights Commission advice and guidance:

<https://www.equalityhumanrights.com/en/advice-and-guidance>

Promoting Fundamental British Values as part of SMSC in schools:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Schools.pdf

SMSC for Independent Schools:

<https://www.gov.uk/government/publications/regulating-independent-schools>

National Citizen Service – guidance for schools:

<https://www.gov.uk/government/publications/national-citizen-service-guidance-for-schools-and-colleges>

See also Annexe B of the government guidance (listed above) for useful information and resources.