

**CITY OF ROCHESTER SCHOOL
RELATIONSHIPS AND SEX EDUCATION**

This policy, which applies to the whole school, and upon request a copy (which can be made available in large print or other accessible format if required) may be obtained from the School Office. This policy is also publically available on the school website

In the City of Rochester School, the term 'staff' is inclusive of all staff and it also applies to pupils on placement, contractors, agency staff, volunteers, the Trustees and Board of Trustees.

Monitoring and Review:

- This policy will be subject to continuous monitoring, refinement and audit by the Headteacher, being responsible for the day to day organisation of the curriculum, monitoring the weekly lesson plans for all staff, ensuring all planning is appropriately differentiated with relevant, appropriate learning objectives.
- The Headteacher along with the whole school teaching and therapy team review the long-term and medium-term planning, and ensure that appropriate targets and strategies are in place. It is intended that the ongoing review and development of the curriculum will support enthusiastic and inspirational teaching. The process of review plays a key role in the continuing professional development of all staff at City of Rochester School.
- The Trustees undertake a formal review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later than one year from the date shown below, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so requires. This discussion will be formally documented in writing. Any deficiencies or weaknesses recognised in arrangements or procedures will be remedied immediately and without delay.

Signed:

Date Reviewed: July 2019
Date of Next Review: July 2020
Version No. 1
Policy No 18:003



Alicja Emmett
Headteacher



Claire Cooper
Chair of Trustees and Safeguarding Trustee

This policy will be reviewed no later than July 2020, or earlier if changes in legislation, regulatory requirements or best practice guidelines so require.

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1. Introduction:

1.1 Legislation: This policy will be compliant with the following guidance:

- DfE “sex and relationship education guidance” 2000
- DfE “science programmes of study: key stages 1 & 2” 2013
- DfE “science programmes of study: key stage 3” 2013
- DfE “science programmes of study: key stage 4” 2014

1.2 Aims and Principles: Sex and relationship education (SRE) is defined as: Learning about physical, moral and emotional development. It is about understanding the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health. Care needs to be taken to ensure that there is no stigmatisation of young people based on their home circumstances. SRE is part of the personal, social and health and citizenship education (PSHE) curriculum and is taught through the Jigsaw PSHE Curriculum – Relationships Modules. While we use SRE to inform young people about sexuality and healthy relationships, we do this with regard to matters of morality and individual responsibility, and in a way that allows young people to ask and explore moral questions. We do not use SRE as a means of promoting any form of sexual orientation. The School is well aware that the primary role in young people’s sex and relationship education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of young people at our School as a whole, through mutual understanding, trust and co-operation. The sex education and relationship programme is an opportunity for pupils to:

- Develop an understanding of sex, sexuality and relationships
- Develop a range of appropriate personal skills

The aims will be achieved through the following objectives:

- Develop an understanding of a range of values and moral issues including the importance of family life
- Develop an understanding of the biological facts related to human growth and development, including reproduction
- Develop an understanding of the importance of healthy relationships

We teach sex and relationships education in the context of the school’s aims and values framework. While sex and relationships means that we give young people information about sexual behaviour, we do this with an awareness of the moral code and values which underpins our work. In particular, we teach sex and relationships education in the belief that:

- Sex and relationship education is part of a wider social, personal, spiritual and moral education process
- Young people should be taught to have respect for their own bodies
- Young people should learn about their responsibilities to others, and be aware of the consequences of sexual activity, including teenage pregnancy, sexually transmitted infections and sexual activity and the law

- It is important to build positive relationships with others, involving trust and respect
- Young people need to develop personal responsibility, self-respect and appropriate decision-making skills
- This policy is consistent with all other policies adopted by City of Rochester School and is written in line with current legislation and guidance.

2. Complaints: All complaints are dealt with under the City of Rochester School Complaints Policy. Complaints should be made in writing and will follow the City of Rochester School complaint procedures and set timescales. The handling of complaints may be delegated to an appropriate person.

3. Organisation of the Programme: SRE is coordinated by the PSHE co-ordinator (overseen by the Headteacher), responsible for the overall planning, implementation and review of the programme. SRE will be conducted in accordance with legislation and DfE recommendations and will be monitored and reviewed regularly. The majority of the programme will be delivered through the PSHE and citizenship framework, with aspects taught via the science and physical education curriculum. Students will be taught in mixed ability, mixed gender and single sex groupings as required. The sex and relationship education programme is divided into two key stages at a secondary school level, rather than by year group, in terms of what topics are aimed to be taught.

- Students are aimed to be taught about:
 - The physical development of their bodies as they grow into adults
 - The way humans reproduce
 - Contraception, safer sex and family planning
 - Sexual health and sexually transmitted infections (STIs) including HIV/AIDS
 - Respect for their own bodies and the importance of sexual activity only as part of a committed long term and loving relationship
 - The importance of family life
 - Moral questions including abortion and domestic violence
 - Relationship issues including sexual orientation
 - Respect for the views of other people
 - Sexual abuse
 - Where to seek help and advice

Sex and relationship education forms part of the curriculum in every year group. Key stage 3:

- Students will learn about anatomy, physiology, sexual intercourse, pregnancy and childbirth.
- The detailed process of human reproduction, including the physical and emotional changes that take place during puberty and adolescence
- About fertility, including the constant fertility of the male and the cyclical fertility of the female.
- The menstrual cycle, including different stages, and the emotional changes it brings
- About fertilisation and pregnancy and the different stages involved, including foetal development in the uterus
- About sexually transmitted infections (STIs) including HIV and AIDS and how they can be transmitted
- The diagnosis of, and treatment for, different STIs
- How diet and disease may affect sexual health, pregnancy and fertility
- The importance of the law in regards to the legal age for engaging in sexual activity, and the significance of consent
- The importance of delaying sexual activity and resisting pressure, as well as how to discuss this with partners
- About the features of positive and stable relationship, and the importance of these for bringing up children and family life
- The importance of being monogamous and consenting relationships and the effects on physical and emotional well being
- About different types of relationships such as same-sex and civil partnerships, including different choices relating to children
- The breakdown of relationships and how to deal with loss, including the impact on emotional wellbeing.
- The roles and responsibilities of parents, carers and children within families

Key stage 4: Students will learn about anatomy and physiology in further detail, puberty and adolescence, sexually transmitted infections, and the social and emotional aspects of relationships. Students in years 10 and 11 are aimed to be taught:

- The way in which hormonal control occurs, including the effects of sex hormones
- About medical hormones such as those relating to fertility
- How sex is determined in humans
- About the benefits and risks of lifestyle choices which may effect sexual health
- About positive characteristics in relationships, and what relationships should offer
- The importance of being aware of exploitation in relationships and how this is not normal behaviour in a loving relationship
- The responsibilities of parenthood and the consequences of pupil's actions have on sexual activity and parenthood
- About abortion and how this is dealt with by health professionals, as well as how to discuss this with parents and others
- The use of medical hormones to control and promote fertility
- The importance of the law in regards to the legal age for engaging in sexual activity, the significance of consent and the consequences for when the law is not complied with
- About transsexual individuals and acceptance in society
- About the use of "sexting" and the importance of being aware of what pupils post online
- How the media portrays others with particular consideration to body image and self-esteem
- About the use of pornography and how this creates distorted images of sex and relationships, as well as placing gender expectations on males and females
- Where and how to obtain confidential advice, counselling and treatment

4. Delivery of the programme: Classes may be taught in gender-segregated groups dependent upon the nature of the topic being delivered at the time, and the cultural background of pupils where it is only appropriate to discuss the body in single gender groups. Throughout every year group, appropriate diagrams, videos, books, games, discussion and practical activities will be used to assist learning. Inappropriate images, videos, etc will not be used, and resources will be selected with sensitivity given to the age, cultural background and learning levels of pupil. Students will be prevented from accessing inappropriate materials on the internet when using such to assist with their learning. The prevention measures taken to ensure this are outlined in the school's E-safety Policy and IT Acceptable use agreement. Teachers and support workers will establish what is appropriate for one-to-one and whole-class settings, and alter their teaching of the programme accordingly. Teachers and support workers will ensure that pupil's views are listened to and will encourage them to ask questions and engage in discussion. Teachers and support workers will answer questions sensitively and honestly. The programme will be designed as to focus on boys as much as girls and activities will be planned to ensure both are actively involved, matching their different learning styles. Teachers and support workers will focus heavily on the importance of marriage and healthy relationships, though sensitivity will always be given as to not stigmatise pupils on the basis of their home circumstances. City of Rochester School understands that pupils and young people with special educational needs and disabilities (SEND) are entitled to learn about sex and relationship education, and the programme will be designed to be inclusive of all pupils. Teachers and support workers will understand that they may need to be more explicit and adapt their planning of work in order to appropriately deliver the programme to pupils with SEND. At all points of delivery of this programme, parents/carers will be consulted and their views will be valued. What will be taught and how, will be planned in conjunction with parents/carers. External experts may be invited to assist from time-to-time with the delivery of the sex and relationship educational programme, but will be expected to comply with the provisions of this policy.

5. Training of Staff: All staff members at City of Rochester School will undergo training on an annual basis to ensure they are up-to-date with the sex and relationship education programme. Training of staff will also be scheduled around any updated guidance on the programme and any new developments, such as "sexting", which may need to be addressed in relation to the programme.

City of Rochester School will ensure that teachers receive training on the social exclusion report on teenage pregnancy, and the role of an effective sex and relationship programme in reducing the number of teenage conceptions. Trained staff will be able to give pupils advice on where and how to obtain confidential advice, counselling and treatment, as well as advice on emergency contraception and their effectiveness.

6. Confidentiality: Teachers conduct sex and relationship education lessons in a sensitive manner and in confidence. Confidentiality within the classroom is an important component of SRE and teachers will be expected to respect the confidentiality of their pupils as far as is possible. Students should also respect the content and discussions brought about in SRE and should treat these with confidentiality. If a pupil makes a reference to being involved, or likely to be involved in unlawful sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection in line with City of Rochester School's child protection and safeguarding policy. Teachers and support staff will not advise pupils on personal matters but will refer the pupil to the teachers in charge who may be able to refer externally. Any decision about informing parents will be made in consultation with the Head Teacher who will take advice if necessary.

7. Parental Involvement: City of Rochester School understands that the teaching of some aspects of the programme may be of concern to parents/carers. The School will ensure that no teachers or support workers express their personal views or beliefs when delivering the programme. Parents/carers will be regularly consulted on the content of the programme, through meetings and letters, and the programme will therefore be planned in conjunction with parents/carers. City of Rochester School respects the legal right of parents/carers to withdraw their child from all or part of the sex and relationship education programme, except for those statutory parts included in the science national curriculum. If a parent wishes their child to be withdrawn from SRE lessons, they should put in writing which aspects of the programme they do not wish their child to participate in and send this to City of Rochester School addressed to Alicja Emmett the Headteacher. City of Rochester School always complies with the wishes of parents in this regard and will provide appropriate sources of information for parents who wish to withdraw their children. If a parent withdraws their child from topics that are not included in the statutory national curriculum then City of Rochester School will make alternative arrangements for the pupil. A list of the statutory topics included in the science national curriculum at the different key stages, can be found in Appendix 1 – Science national curriculum.

8. Equal Opportunities: City of Rochester School understands and abides by the equality act 2010, and fully respects the rights of pupils and staff members, regardless of any protected characteristics that he/she may have. The School is dedicated to delivering the sex and relationship education programme with sensitivity and respect, avoiding any derogatory or prejudicial terms which may cause offence.

9. Bullying Incidents: City of Rochester School has a zero tolerance approach to bullying. Any bullying incidents caused as a result of the sex and relationship education programme, such as those relating to sexual orientation, will be dealt with as seriously as other bullying incidents within the school. These incidents will be dealt with following the process in our anti-bullying policy. The Head Teacher will decide whether it is appropriate to notify the police or an anti-social behaviour coordinator in their LA of the action taken against a pupil.

10. Monitoring: The educational and personal needs of our pupils develop in line with varying societal pressures and economic change. Our aim is to provide RSE that is relevant and tailored to meet the needs of our pupils, depending on their age and stage of personal development. For this reason, we review the RSE curriculum yearly and will inform parents of any revisions to the school policy or sex education curriculum. We aim to monitor the effectiveness of our sex education provision through:

- feedback from pupils
- feedback from parents
- feedback from staff
- classroom observations.

The school will review this policy annually, evaluating its effectiveness by taking into account feedback from pupils, staff and parents, as well as what has come to light through classroom observations and information we receive from national reports and curriculum reviews.

11. Equality Impact Assessment: This document forms part of City of Rochester School’s commitment to create a positive culture of respect for all staff and service users. The intention is to identify, remove or minimise discriminatory practice in relation to the protected characteristics, as well as to promote positive practice and value the diversity of all individuals and communities. As part of its development, this document and its impact on equality has been analysed and no detriment identified.

12. Appendix 1 – science national curriculum: In accordance with the DfE’s “sex and relationship education guidance” 2000, there are certain aspects of sex and relationship education which are compulsory for pupils to learn as they progress through the key stages.

Key Stage	Students must be taught:
Key Stage 1	<ul style="list-style-type: none"> • That animals, including humans, move, feed, grow, use their senses and reproduce • To recognise and compare the main external parts of the bodies of humans • That humans and animals can produce offspring, and they grow into adults • To recognise similarities and differences between themselves and others • To treat others with sensitivity
Key Stage 2	<ul style="list-style-type: none"> • That nutrition, growth and reproduction are common life processes for humans and other animals • About the main stages of the human life cycle
Key Stage 3	<ul style="list-style-type: none"> • That fertilisation in humans is the fusion between the egg and sperm • About the physical and emotional changes that take place during adolescence • How the foetus grows and develops • How the growth and reproduction of bacteria and viruses can affect health
Key Stage 4	<ul style="list-style-type: none"> • The way in which hormonal control occurs, including the effects of sex hormones • The medical uses of some hormones, including the control of fertility • The defence mechanisms of the body • How sex is determined in humans