



RELATIONSHIPS AND SEX EDUCATION POLICY

This policy was developed in response to the following:

Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way. This is why we have made Relationships Education compulsory in all primary schools in England and Relationships and Sex Education compulsory in all secondary schools, as well as making Health Education compulsory in all state-funded schools. The key decisions on these subjects have been informed by a thorough engagement process, including a public call for evidence that received over 23,000 responses from parents, young people, schools and experts and a public consultation where over 40,000 people contacted the Department for Education.

(DfES 2017)

Therefore relationships education must be taught in Key stage 2 and Relationships and Sex Education must be taught in Key stages 3 & 4.

“All schools must have an up to date RSE policy which is made available for inspection and to parents. The policy must:

- Define Relationships and Sex education;
- Describe how Relationships and Sex education is provided and who is responsible for providing it;
- Say how Relationships and Sex education is monitored and evaluated;
- Include information about parents' right to withdrawal; and
- Be reviewed regularly”

Relationships and Sex Education Guidance (DfEE 2017)

1. What Is Relationships and Sex Education?

RSE is lifelong learning about physical, sexual, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care, for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

2. Principles and Values

In addition Duke of Kent School believes that RSE should:

- Be an integral part of the lifelong learning process, beginning in early childhood and continue into adult life.
- Be an entitlement for all young people
- Encourage every student to contribute to make our community and aims to support each individual as they grow and learn.
- Be set within this wider school context and supports family commitment and love, respect and affection, knowledge and openness. Family is a broad concept; not just one model, e.g. nuclear family. It includes a variety of types of family structure, and acceptance of different approaches.
- Encourage students and teachers to share and respect each other's views. We are aware of different approaches to sexual orientation, without promotion of any particular family structure.

- The important values are 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 are the key people in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents and students, consulting them about the content of programmes.
- Recognise that the wider community has much to offer and we aim to work in partnership with health professionals, social workers, peer educators and other mentors or advisers.

Relationships and Sex Education in this school has three main elements:

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;
- exploring, considering and understanding moral dilemmas;
- 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 confidently and sensitively;
- developing self-respect and empathy for others;
- learning to make choices with an absence of prejudice;
- developing an appreciation of the consequences of choices made;
- managing conflict;
- empower students with the skills to be able to avoid inappropriate pressures or advances (both as exploited or exploiter)

Knowledge and Understanding

- learning and understanding physical development at appropriate stages;
- understanding human sexuality, reproduction, sexual health, emotions and relationships; learning about contraception and the range of local and national sexual health advice, contraception and support services
- learning the reasons for delaying sexual activity, and the benefits to be gained from such delay;
- the avoidance of unplanned pregnancy

3. 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. Our RSE programme aims to prepare students for an 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.
- understand the consequences of their actions and behave responsibly within sexual and pastoral relationships.
- avoid being exploited or exploiting others or being pressured into unwanted or unprotected sex.
- communicate effectively by developing appropriate terminology for Relationships and Sex issues.
- develop awareness of their sexuality and understand human sexuality; challenge sexism and prejudice, and promote equality and diversity
- understand the arguments for delaying sexual activity.
- understand the reasons for having protected sex.
- have sufficient information and skills to protect themselves and, where they have one, their partner

- from uninvited/unwanted conceptions and sexually transmitted infections including HIV.
- be aware of sources of help and acquire the skills and confidence to access confidential health advice, support and treatment if necessary
- know how the law applies to sexual relationships.

4. Organisation and Content of Relationships and Sex Education

Duke of Kent School specifically delivers Relationships and Sex Education through its PSHCE Programme, RS and Science lessons at KS1 -KS4.

Much of the Relationships and Sex Education at Duke of Kent School takes place within PSHCE lessons. Tutors generally deliver the PSHCE Curriculum with support from professionals, where appropriate, including the school nurse. Form tutors work closely with their tutees and we believe that they are usually the best people to work with the students on many of the RSE topics as they are aware of each student's individual circumstances. RSE lessons are set within the wider context of the PSHCE curriculum and focus more on the emotional aspects of development and relationships, although the physical aspects of puberty and reproduction are also included. The Science National Curriculum is delivered by staff in the science department. These lessons are more concerned with the physical aspects of development and reproduction, although the importance of relationships is not forgotten.

The PSHCE Programme and Science Curriculum is taught in every year.

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.

Teachers will endeavour to answer questions as honestly as possible but if faced with a question they do not feel comfortable answering within the classroom, provision would be made to meet the individual child's needs.

More expert or specialist teachers support tutors who are uncomfortable with teaching certain aspects of the curriculum. Support is offered from the PSHCE co-ordinator (Graham Herbert) and the School Nurses (Chloe Sarjant and Maya Garside) who collaborate to plan and deliver lessons where required.

5. 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.

Students with Special Needs

We will ensure that all young people receive Relationships and Sex education, and we will offer provision appropriate to the particular needs of all our students, taking specialist advice where necessary.

Sexual Identity and Sexual Orientation

We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate question and offer support. Young people, whatever their developing sexuality, need to feel that Relationships and Sex education is relevant to them.

6. Right of Withdrawal of Students from Relationships and Sex Education

Some parents prefer to take the responsibility for aspects of this element of education. They have the right

to withdraw their children from all or part of the Relationships and Sex education in Years 7-11 except for those parts included in the statutory National Curriculum (i.e. in Science lessons). We would make alternative arrangements in such cases. Parents are encouraged to discuss their decisions with staff at the earliest opportunity. Parents are welcome to review any RSE resources the school uses (please see the PSHCE co-ordinator Graham Herbert).

7. Confidentiality, Controversial and Sensitive Issues

Teachers cannot offer unconditional confidentiality. Teachers are not legally bound to inform parents or Head of any disclosure unless the Head has specifically requested them to do so.

In a case where a teacher 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 the teacher responsible for Child Protection under the school's procedures.
- the young person will be properly counselled about contraception, including precise information about where young people can access contraception and advice services.

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

8. Monitoring and Evaluation of Relationships and Sex Education

It is the responsibility of the PSHCE Co-ordinator 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 PSHCE programme will have an annual monitoring and evaluation exercise led by the PSHCE Co-ordinator as outlined in the Departmental Handbook. This will involve termly meetings of the Head of PSHCE with the Heads of Sections, Head of Safeguarding, and Form Staff to discuss the programme. On top of this pupils will complete termly review sheets so that their concerns can be met and the policy can continue to evolve to specific needs.

Person Responsible for this policy: Head of PSHCE

Reviewed: September 2019

Next Review: September 2020