



School Policies

Policy title	Relationships and Sex Education Policy				
Written on	June 2013	Reviewed on	April 2018	Next review due	April 2019
SLT link	James Foster		Governor link	PDBW Subcommittee	
Copies in	Policies folder ✓	Handbook ✓	Student planner	Website	

This policy has been written in conjunction with the college’s Equality policy (Equality Act 2010) and Safeguarding and Child protection policy

This policy was developed in response to Relationships and sex Education Guidance DfES 2000, the National Teenage Pregnancy Strategy and National Healthy Schools Programme and the Dfes Policy statement on Relationship and Sex Education and PSHEE 2017.

CONSULTATION PROCESS

The following were consulted when drawing up this Policy: Governors, Teachers, Review of RSE curriculum content, LA RSE guidance.

The college's policy on relationships and sex education (RSE) follows the framework of the LA’s Statement of Principles on RSE.

What Is Relationship 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. It is CrownHills’ ambition to support all young people to stay safe and prepare for life in modern Britain.

ENTITLEMENT AND EQUAL OPPORTUNITIES

We provide a broad and balanced RSE programme for all our students including those with special educational needs and ensure full entitlement and access to all.

MORAL AND VALUES FRAMEWORK

The College's RSE Programme encourages students to have regard to moral considerations and the value of family life.

Principles and Values

Crown Hills Community College 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 college context and support 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, pastoral staff and Life Skills teachers 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 the college has three main elements:

Attitudes and Values

- learning the importance of values, individual conscience and moral choices;
- learning the value of family life, stable, healthy 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 about healthy bodies and lifestyles
- learning and understanding physical development at appropriate stages;
- understanding human sexuality, reproduction, sexual health, mental health and wellbeing, 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.



Organisation and Curriculum Content

All pupils at Crown Hills Community College have two lessons a week on Citizenship and **PSHEE (Personal Health and Economic Education)** in KS3 and one lesson in KS4. This incorporates British Values and SMSC.

The majority of RSE at Crown Hills takes place within PSHEE lessons. RSE is largely taught by Life Skills specialist teachers and experienced staff with support from professionals where appropriate. Form tutors work closely with their tutees over a number of years 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 PSHEE 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.

We encourage pupils to relate to real life events, controversial and topical issues that encourage and develop thinking, research and debating skills as well as developing their numeracy, IT and literacy skills.

Our PSHEE lessons develop self-confidence and strategies to deal with life's challenges and explore opportunities of adult and working life.

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.

More expert or specialist teachers support tutors who are uncomfortable with teaching certain aspects of the curriculum. Support is offered from within the year team or from the PSHEE co-ordinator who will help with planning or delivery lessons if required.

Assessment is carried out at the end of every module and involves teacher, pupil and peer assessment of knowledge and understanding, interpersonal skills, and attitudes.

Year 7	Year 8
PSHEE 1 = Understanding yourself and relationships. (Including anti-bullying week). Dealing with homework, family issues, domestic violence etc.	PSHEE 1 = Understanding yourself and relationships looks at self-esteem, divided families, domestic violence, friendship, culture, lifestyle and influences. We also investigate stereotypes.
PSHEE 4 = You and your body: looks at puberty and the awareness of drugs and smoking.	PSHEE 4 = Keeping healthy looks at the risk and awareness of alcohol and drugs, physical safety at home and in the streets



Students in year 9 and 10 have one Life Skills lesson per week which covers the following issues;

RSE awareness	Mental Health- including stress, depression, self esteem, assertiveness	Legal Highs/Shisha
Teenage Parent	Eating disorders	Smoking
Contraception lesson	Homophobia	Drug Awareness
STI's	SEND	Diabetic awareness
FGM	Forced marriage	Cancer awareness
CSE	Domestic Violence	

Inclusion

Ethnic and Cultural Groups

We intend our policy to be sensitive to the needs of different ethnic groups and cover issues that affect them or are topical for example the dangers of shisha, sexual consent and grooming, FGM and forced marriage. 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.

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 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 college uses.

Confidentiality, Controversial and Sensitive Issues

Teachers cannot offer unconditional confidentiality. Teachers are not legally bound to inform parents or the Principal of any disclosure unless the Principal 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 college'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, they will be informed first.

Health professionals in the college are bound by their codes of conduct in a one-to-one situation with an individual student, but in a classroom situation they must follow the college's safeguarding policy.

Monitoring and Evaluation of RSE Education

It is the responsibility of the PSHEE Co-ordinator to oversee and organise the monitoring and evaluation of PSHEE, in the context of the college plans for monitoring the quality of teaching and learning and as part of the Quality Assurance schedule.

The Governor's Personal Development, Behaviour and Welfare committee is responsible for overseeing and reviewing the revision of the RSE Policy.

Ofsted is required to evaluate and report on spiritual, moral, social and cultural development of students. This includes evaluating and commenting on the college's RSE education policy, and on support and staff development, training and delivery.

		Date
Principal's signature		
Chair of Governor's signature		