



REDRUTH SCHOOL

Relationship and Sex Education Policy

This policy was approved by Governors 13th July 2016

The designated individual is Mrs A Kettlewell

Relationships and Sex Education (RSE) Policy

Rationale and Objectives

Rationale:

The term relationships and sex education – RSE – is used in this policy rather than sex education. This is to stress that our approach goes beyond provision of biological information to also focus on clarifying attitudes and values, and developing self-esteem and the skills to manage relationships. RSE provides an understanding that positive, caring environments are essential for the development of a good self-image and that individuals are in charge of and responsible for their own bodies. It ought to provide knowledge about the processes of reproduction and the nature of sexuality and relationships. It should encourage the acquisition of skills and attitudes which allow pupils to manage their relationships in a responsible and healthy manner.

Objectives:

- To enable pupils to understand the biological aspects of reproduction
- To consider the advantages and disadvantages of various methods of family planning in terms of personal preference and their social and moral implications.
- To recognise and be able to discuss sensitive and controversial issues such as conception, virginity, birth, child-rearing, abortion, sexually transmitted diseases and technological developments which involve consideration of attitudes, values, beliefs and morality.
- To make pupils aware of the range of sexual attitudes and behaviour in present day society and recognise the importance of personal choice in managing relationships so that they do not present risks to health and personal safety
- To make pupils aware that feeling positive about sexuality and sexual activity is important in relationships and that people have the right not to be sexually active.
- To enable pupils to make informed choices about relationships.
- To enable students to understand the risks that are involved with relationships and sexual relationships.
- To signpost students to agencies that can offer advice and guidance on sexual relationships.
- To understand the changing nature of sexuality over time and its impact on lifestyles, e.g. the menopause.
- To recognise that parenthood is a matter of choice.
- To critically analyse moral values and explore those held by different cultures and groups.
- To understand the concept of stereotyping and to discuss issues such as sexual harassment in terms of their effects on individuals.
- To understand aspects of legislation relating to sexual behaviour, gender and equal opportunities and to make aware the availability of statutory and voluntary organisations which offer support in human relationships.
- To understand the contrast between reality and fantasy as shown across the internet at Key stage 4.

Definition of Sex Education:

The law does not give a definitive statement as to what sex education is. At Redruth School it is regarded as education about sexual matters within a values framework, focusing upon responsibility within caring, committed relationships. Among the things it will concentrate on are knowledge of the facts of human reproductive processes and behaviour, HIV and AIDS and other sexually transmitted diseases, contraception and abortion, and a consideration of the broader emotional and ethical dimensions of sexual attitudes.

Delivery

Sex education at Redruth School is taught in a cross curricular way through Biology and Personal, Social, Health and Economic Education. The diverse staffing and the variety of experience contained within this teaching body is seen as a valuable resource for the delivery of sex education. The provision of sex education is seen as progressive in terms of language, concepts and content which increases in depth and complexity as pupil's progress through the School. The sex education curriculum is supported with sessions from Brook. The Students in years 7-11 follow the Christopher Winter Project for Relationships and Sex Education.

Throughout the course of teaching a variety of sensitive issues will inevitably be explored. It is recognised that an individual's sexuality is a highly personal matter. The teaching of sex education at Redruth School will place stress upon healthy relationships and the need for understanding and awareness of a variety of sexual preferences across the spectrum of human sexuality.

It is intended that pupils will be given up-to-date information on a wide variety of contraceptive methods and whilst general statements about the efficacy of these methods will be given, specific advice and guidance to individuals will not be made without consultation with the parents.

Aims

In the attempt to enable pupils to acquire knowledge, skills, responsible attitudes and behaviour with regard to sex education, Redruth School aims to:

Provide a worthwhile educational experience for all its pupils which will present opportunities:

- to help pupils to consider the importance of self-restraint, dignity, respect for themselves and for others, acceptance of responsibility, sensitivity towards the needs and views of others, loyalty and fidelity;

- to enable pupils to recognise the physical, emotional and moral implications, and risks, of certain types of behaviour and to accept that both sexes should behave responsibly in sexual matters;
- to support the personal development and social skills of the pupils;
- to ensure that pupils have an understanding of their own and others' sexuality;
- to enjoy relationships based upon mutual respect and responsibility which are free from abuse and exploitation;
- to provide information and knowledge which will counteract prejudice and ignorance;
- to develop an understanding of risk and to promote strategies for personal safety;
- to enable pupils to be aware of the sources of help and to acquire the skills and confidence to use them.

Sex Education in the Curriculum

Introduction: Redruth School is concerned to offer an education for the whole person, body, mind and spirit. Part of the make-up of all humans is that they are sexual beings. It would be irresponsible of the school to ignore this. The Relationships and Sex Education programme at Redruth aims to be a sensitive and responsible one which is set in a moral and social framework. It also aims to meet the statutory provision which has been outlined in various Government documents. At Redruth, we use the Christopher Winter Project to aid the delivery of the Relationships and Sex Education, this can be seen in the appendix of this policy, along with the full details and aims of our curriculum. We have introduced a series of lessons around Child Sexual Exploitation and the use of digital technology and social media to our RSE, in line with the guidance from the PSHE association.

Context: The prime responsibility for bringing up children rests with parents. Schools must recognise that parents are key figures in helping their children cope with the emotional and physical aspects of growing up and in preparing them for the challenges and responsibilities which sexual maturity brings. The teaching offered by schools should be seen as complementary and supportive to the role of parents. In an attempt to achieve this, the 1988 Education Reform Act (Section 1) states that all pupils should be offered the opportunity of receiving a comprehensive, well-planned programme of sex education during their school careers through a curriculum which:

- "promotes the spiritual, moral, cultural, mental and physical development of pupils at school and of society; and
- prepares such pupils for the opportunities, responsibilities and experiences of adult life."

It is recognised that sex education is a difficult issue which will place demands on schools and teachers. However, the purpose of sex education should be to provide knowledge about loving relationships, the nature of sexuality and the processes of human reproduction. At the same time it should lead to the acquisition of understanding and attitudes which prepare pupils to view their relationships in a responsible and healthy manner.

The sex education delivered, should be tailored not only to the age, but also to the understanding of pupils. It will be set within a clear framework of values and an awareness of the law regarding sexual behaviour. Pupils will be encouraged to appreciate the value of a stable family life, marriage, civil partnerships and the responsibilities of parenthood. Such matters will be treated with sensitivity and great care will be taken to encourage all children to feel a sense of worth. Particular care will be taken when issues such as marital breakdown and divorce are dealt with.

The Parental Right to Withdraw their Son or Daughter from Relationships and Sex Education Lessons:

Section 241 of the Education Act 1993 gives parents the right to withdraw their children from any or all parts of the school's programme of sex education, other than those elements which are required by the National Curriculum Science Order. It is realised that, under exceptional circumstances, a very small number of parents may wish to exclude their children from this programme. In this case, such parents should write to the Headteacher, Craig Martin, stating their objections. The schemes of work contained within this document will enable parents to estimate the point at which specific aspects of sex education will be delivered to their child. The biological element of reproduction remains within the National Curriculum Science Order for Key Stage 3. Other issues are dealt with in Religious, Personal and Social Education.

Advice to Individual Pupils:

It is understood that it is important to distinguish between the School's function of providing education generally about sexual matters and the giving of advice to individual pupils on these issues. Good teachers have always taken a pastoral interest in the welfare and well-being of their pupils. It is also understood that this function should never trespass on the proper exercise of parental rights and responsibilities. It is understood that particular care must be exercised in relation to giving contraceptive advice to pupils under the age of sixteen, for whom sexual intercourse is unlawful. It is the general rule that giving an individual pupil advice on such matters without parental knowledge or consent would be inappropriate.

Where the circumstances are such as to lead the teacher to believe that the pupil has embarked upon, or is contemplating, a course of conduct which is likely to place him or her at moral or physical risk or in breach of the law, the teacher has the general responsibility to ensure that the pupil is aware of the implications and is urged to seek advice.

Inclusion

Young people may have varying needs regarding RSE depending on their circumstances and background. The school strongly believes that all pupils should have access to RSE that is relevant to their particular needs. To achieve this, the school's approach to RSE will take account of:

Ethnic and cultural diversity: Different ethnic and cultural groups may have different attitudes to RSE. The school will consult pupils and parents/carers about their needs, take account of their views and promote respect for, and understanding of, the views of different ethnic and cultural groups.

Sexuality Identity and Sexual Orientation: On average, about 5% of our pupils will go on to define themselves as lesbian, gay, bi-sexual or transgender (LGBT). Pupils may also have LGBT parents/carers, brothers or sisters, other family members and/or friends. All our pupils will meet and work with LGBT people. Our approach to RSE will include sensitive, honest and balanced consideration of sexuality. Our pastoral support will take account of the needs of LGBT pupils. We shall also actively tackle homophobic bullying.

Special educational Needs: We shall take account of the fact that some pupils may have learning, emotional or behavioural difficulties or physical disabilities that result in particular RSE needs.

Answering pupil's questions:

The school believes that pupils should have opportunities to have their genuine questions answered in a sensible and matter-of-fact manner. However, occasionally a pupil may ask a particularly explicit, difficult or embarrassing question in class. Teachers will use their skill and discretion to decide about whether to answer questions in class and, if so, how. They will establish clear parameters of what is appropriate and inappropriate in class by discussing ground rules with pupils and by taking an approach that encourages pupils to be mature and sensible.

If a teacher does not know the answer to a question they will acknowledge this and suggest that they and pupils research the answer to the question later. If a question is too explicit or inappropriate to answer in class at that moment, teachers will acknowledge it and attend to it later with the pupil who asked it. If a question is too personal teachers will remind pupils about the ground rules and if necessary point out appropriate sources of support. If a teacher is concerned that a pupil is at risk of sexual abuse they will follow the school's child protection procedures.

Appendix.

1. Aims and Maintained School requirements:

Maintained schools are required to teach the elements of sex education contained in the science curriculum, including:

Anatomy, puberty and biological aspects of sexual reproduction

Use of hormones to control and promote fertility

Information about sexually transmitted infections (STIs) and HIV/AIDS

Although personal, social and health education (PSHEE) is non-statutory, the guidance says that RSE should be firmly rooted in the framework for PSHEE.

It also makes recommendation on what secondary schools should cover in RSE, including:

* Relationships, love and care, and the responsibilities of parenthood

- * Information about different types of contraception, safe sex and sources of advice and treatment
- * How the law applies to sexual relationships
- * Suggestions for teaching about sexual orientation, relationships and sexual activity.

There are three main elements that we strive to achieve in RSE through our detailed curriculum.

Knowledge and understanding

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

Attitudes and values

- Learning the importance of values and individual conscience and moral considerations.
- Learning the value of family life, marriage and stable and loving relationships for 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.

Personal and social skills

- Learning to manage emotions and relationships confidently and sensitively.
- Developing self-respect and empathy for others.
- Learning to make choices based on an understanding of difference and with an absence of prejudice.
- Developing an appreciation of the consequences of choices made.
- Managing conflict.
- Learning how to recognise and avoid exploitation and abuse.

2. Christopher Winter Project Scheme of Work for the teaching of Relationships and Sex Education.

Scheme of Work Puberty and Adolescence

National Curriculum Links	Learning Intention and Learning Outcomes	Lesson Title	Resources
<p>PSHE Personal Wellbeing</p> <p>1. Key Concepts 1.2 Healthy lifestyles c. dealing with growth and change as normal parts of growing up.</p> <p>2 Key processes 2.1 Critical reflection e. reflect on feelings and identify positive ways of understanding, managing and expressing strong emotions and challenging behaviour</p> <p>3 Range and content c. Physical and emotional change and puberty.</p>	<p>Learning Intention To recognise the physical and emotional changes that take place in puberty</p> <p>Learning Outcomes To know about male and female body parts To know what physical and emotional changes take place during puberty</p>	<p>Lesson 1 Changes in puberty</p>	<p>Body Part Cards Body Parts Summary Pictures of male and female reproductive organs Puberty Changes Cards Male, Female, Both, Not Sure cards Puberty Changes Whiteboard Summary 'After the lesson I wanted to know...' template</p> <p>Additional Activities Menstruation Cards Menstruation Cards Answers http://www.kidshealth.org/teen/your_body/body_basics/female_repro.html Pictures of male and female reproductive organs 'Everything You Ever Wanted to Ask about Willies and Other Boy's Bits' (T. Kreitman et al Piccadilly Press) Boy Talk (Channel 4, Living and Growing, Unit 3 'All About Us', Programme 8)</p>
	<p>Learning Intention To consider how feelings change during puberty and how to manage them</p> <p>Learning Outcomes Identify feelings which can occur during puberty Consider how to manage feelings and experiences</p>	<p>Lesson 2 Managing feelings</p>	<p>Diamond 9 Feelings Cards Anonymous Questions from lesson 1 typed onto slips Worries About Puberty sheet</p>
	<p>Learning Intention To explore how young people can manage the changes and experiences during puberty in a positive way.</p> <p>Learning Outcomes To consider where to get help and support during puberty To practice giving advice about puberty experiences</p>	<p>Lesson 3 Getting Help and Support</p>	<p>Puberty Scenario Cards Puberty Scenario Card Guidance Puberty Scenarios Worksheet Student Evaluation Sheets</p> <p>Additional Activities Puberty Scenario Cards</p>

Scheme of Work Sexual Health

National Curriculum Links

PSHE
Personal Wellbeing

1.4 Relationships
a. understanding that relationships affect everything we do in our lives and that relationship skills have to be learnt and practiced.

2.3 Developing relationships and working with others
a. use social skills to build and maintain a range of positive relationships.

3 Range and content
3d. sexual activity, human reproduction, contraception, pregnancy, and sexually transmitted infections and HIV and how high risk behaviours affect the well being of individuals, families and communities

Learning Intention and Learning Outcomes

Learning Intention
To recognise and consider the importance of relationships.

Learning Outcomes
Know there are different kinds of relationships, including sexual relationships. Consider what makes a positive relationship.

Learning Intention
To understand the process of conception.

Learning Outcomes
Understand how conception occurs
To consider stages in a relationship before conception occurs.

Learning Intention
To understand and explore information about contraception.

Learning Outcomes
Identify a range of contraceptive methods. Become aware of the consequences of unprotected sex.

Lesson Title

Lesson 1
[Talking about sex and relationships](#)

Lesson 2
[Conception](#)

Lesson 3
[Contraception](#)

Resources

[Diamond 9 Relationships Cards](#)
Numbers on cards or A4 paper

Additional Activities
[Relationship Question Cards](#)

[Conception Sequencing Cards](#)
[Pictures of male and female reproductive organs](#)

Additional Activities
[Sex is about ... worksheet](#)

[Contraceptive Picture Cards](#)
Photos of contraceptives see <http://www.shine.nhs.uk/shine.php?a=5&b=16&c=1>
Contraceptive Kit - www.fpa.org.uk
[Contraceptive Information Sheet](#)
[Student Evaluation Sheet](#)
[Pictures of male and female reproductive organs](#)

Scheme of Work Sexual Responsibility

National Curriculum Links

PSHE
Personal Wellbeing

2. Key processes
2.2 Decision-making and managing risk
c. assess and manage the element of risk in personal choices and situations

3. Range and content
d. sexual activity, human reproduction, contraception, pregnancy, and sexually transmitted infections and HIV and how high risk behaviours affect the well being of individuals, families and communities.

Learning Intention and Learning Outcomes

Learning Intention
To recognise and manage risk and make safer choices about healthy lifestyles.

Learning Outcomes
Understand the importance of a responsible attitude to sexual behaviour
Understand some of the myths and facts about sexual activity
Understand the concept of positive sexual health.

Learning Intention
To consider some contraceptive options and whether they protect against STIs.

Learning Outcomes
Recognise different STIs
Know about different kinds of contraceptives
Considered contraceptive options for young people
Recognise risk and make safer choices.

Learning Intention
To consider how condoms protect against pregnancy and some STIs.

Learning Outcomes
Know how a condom works and how to use it
Know how a condom can protect from pregnancy and STIs
To have some knowledge about different STIs and how they are transmitted.

Lesson Title

Lesson 1
[Recognising and managing risk](#)

Lesson 2
[Contraceptives & STIs](#)

Lesson 3
[Condoms & STIs](#)

Resources

[Extract from Reckless by Sue Mayfield p.83-86](#)
[Sexual Health Cards](#)
[TRUE, FALSE, DEBATABLE Cards](#)
[Sexual Health Card Guidance](#)

Additional Activities
[Consequences Cards](#)
[Consequences Worksheet](#)
A cushion

[STI Cards](#)
Contraceptive Kit
[Pictures of male and female reproductive organs](#)
[Contraceptive Picture Cards](#)

Additional Activities
[Contraceptive Scenarios](#)
[Contraceptive Scenarios Guidance](#)
Contraceptive Kit
[Contraceptive Information sheet](#)

DVD : HIV A Risky Business
Condom demonstrators and condoms
[Condom Checklist](#)
[Student Evaluation Sheets](#)

Additional Activities
[STI and HIV Quiz](#)
[STI and HIV Quiz Answers](#)
[Condom Sequencing Picture Cards](#)

Year 10

Scheme of Work Relationship Skills

Key Stage 4

National Curriculum Links	Learning Intention and Learning Outcomes	Lesson Title	Resources
<p>PSHE Personal Wellbeing</p> <p>3. Range and content d. the benefits and risks of health and lifestyle choices, including choices relating to sexual activity and substance use and misuse, and the short and long term consequences of the health and mental and emotional wellbeing of individuals, families and communities.</p> <p>4. Curriculum opportunities h. identify sources of help, support and accurate information, and take responsibility for providing accurate information to others in a range of situations</p>	<p>Learning Intention To consider the effect self-esteem, including body image, has on relationships</p> <p>Learning Outcomes Consider how media images of men and women affect self-esteem Consider how self-esteem can influence relationships Consider the effects of homophobia</p>	<p>Lesson 1 Relationships, body image and self-esteem</p>	<p>Relationship Issues Cards Pictures of men and women from magazines or newspapers</p>
	<p>Learning Intention To consider and practice assertiveness and negotiation skills in the context of sexual relationships</p> <p>Learning Outcomes Consider different factors that can affect sexual health Practice assertiveness and negotiation skills Consider the effect drugs and alcohol has on decision making</p>	<p>Lesson 2 Negotiation skills</p>	<p>Negotiation Role Play Cards</p>
	<p>Learning Intention To seek professional advice confidently</p> <p>Learning Outcomes Know what services exist locally and nationally Consider and practice the kinds of skills needed to access services</p>	<p>Lesson 3 Accessing sexual health services</p>	<p>Flipchart, paper and pens Map of local area on whiteboard Visiting a clinic, online films from shine, Newham PCT: Getting a C-card and condoms: http://www.shine.nhs.uk/movies/movies.php?mov=men Getting emergency contraception and a pregnancy test: http://www.shine.nhs.uk/movies/movies.php?mov=women The Clinic Quiz and Clinic Quiz Answers Sexual Health Services Teacher Guide Student Evaluation Sheet Additional Activities Role Play Scenarios</p>

©The Christopher Winter Project

Year 11

Scheme of Work Safer Choices

Key Stage 4

National Curriculum Links	Learning Intention and Learning Outcomes	Lesson Title	Resources
<p>PSHE Personal Wellbeing</p> <p>1 Key concepts 1.2 Healthy lifestyles a. Recognising that healthy lifestyles and the wellbeing of self and others depend on information and making healthy choices</p> <p>2. Key processes 2.2 Decision-making and managing risk a. Use knowledge and understanding to make informed choices about safety, health and wellbeing, evaluating personal choices and making changes if necessary</p> <p>3. Range and content d. the benefits and risks of health and lifestyle choices, including choices relating to sexual activity and substance use and misuse, and the short and long term consequences of the health and mental and emotional wellbeing of individuals, families and communities</p>	<p>Learning Intention To consider the issues involved in making sex safe</p> <p>Learning Outcomes Consider physical, emotional and social factors involved in safer sex Identify barriers to practising safer sex</p>	<p>Lesson 1 Safer sex</p>	<p>Post-it notes, Young people photos Scenario Cards Safer Sex Quiz Safer Sex Quiz Answers whiteboard summary</p>
	<p>Learning Intention To examine the issues raised by unintended pregnancy and how to get help</p> <p>Learning Outcomes Consider the consequences of unprotected sex Know what services exist locally and nationally</p>	<p>Lesson 2 Choices and decisions</p>	<p>Q&A Teacher Guide Pregatest Worksheet Pregatest Results Indicators Real pregnancy testing kit (available from any pharmacy) Year 9, Lesson 3 lesson plan Additional Activities Condoms yes or no, 4 Boys 4 Girls, fpa http://www.fpa.org.uk/products/sex_and_relationships_education_publications/detail.cfm?contentid=392</p>
	<p>Learning Intention To consider the difference between positive and negative sexual relationships</p> <p>Learning Outcomes Identify positive and negative sexual relationships Explore what is appropriate and inappropriate behaviour in sex and relationships Identify when someone might be vulnerable in a relationship and how they might get support</p>	<p>Lesson 3 Personal Safety</p>	<p>Flip Chart paper and pens Sexual Bullying whiteboard summary Student Evaluation Sheet</p>
	<p>Learning Intention To consider the role and responsibilities of a parent and what makes a good parent</p> <p>Learning Outcomes Understand the complex range of needs a young child has Understand how being a parent changes a person's lifestyle</p>	<p>Additional Lesson Parenting</p>	<p>Parenting Timeline number sheets (12 through to 40) Pictures of babies and their parents Paper and pens Clockface Additional Activities Baby Borrowers - Teacher's Pack Sessions 2 and 3, pages 45-48 http://www.bbc.co.uk/schools/teachers/babyborrowers/</p>

©The Christopher Winter Project