

Honiton Community College Academy Trust



This Policy was adopted by the Governing Body of
Honiton Community College Academy Trust
on 26th May 2021
and will be reviewed annually.

RELATIONSHIPS & SEX EDUCATION (RSE) POLICY

RELATIONSHIPS AND SEX AND EDUCATION (RSE) POLICY

AIMS OF RELATIONSHIPS AND SEX EDUCATION

The aim of this policy is to clearly communicate to staff, parents, visitors and students the manner in which RELATIONSHIPS AND SEX education will be delivered in this College.

Honiton Community College believes that RELATIONSHIPS AND SEX education is an education entitlement of all pupils and an integral part of each pupil's emergence into adulthood. We aim to:

- provide information for young people and their parents
- encourage young people to make responsible decisions about the relationships they form with others
- develop skills of assertiveness and communication
- explore feelings and attitudes such as love, anger, trust, respect, sadness and grief
- help young people to examine their own attitudes and values
- foster self-esteem, positive self image and confidence which are important aspects of decision making behaviour.

This development is within the wider context of the College's aims and value system, and works within the framework of other College policies, such as the Equality Policy and Behaviour Policy.

The College nurse and College Executive Team (Student Council) will be consulted on what should be included in each year's Scheme of Learning to ensure that the content is age appropriate.

CONTENT

Key Stage 3:

- Puberty, personal safety, friendship and love, family life and relationships, gender issues, conception and birth, contraception, STIs, safer sex, support organisations, sex and the law, life stages and bullying.

Key Stage 4:

- Birth processes, genetic inheritance, sexually transmitted infections, prejudice and stereotyping, relationships, making healthy choices and sexuality.

HIV/AIDS, CONTRACEPTION, ABORTION, SEXUALITY

As part of the RELATIONSHIPS AND SEX education programme issues of HIV/AIDS, contraception, abortion and sexuality are addressed. Facts are presented in an objective and balanced manner, with pupils being encouraged to consider their attitudes within the College's aims and values framework. They will be made aware of the difference between fact, opinion and religious belief.

FAMILY LIFE

The value of family life is an important aspect which will be approached largely through a consideration of the qualities and relationships within a family group, with an emphasis on stability, respect, caring and support.

CONFIDENTIALITY, DISCLOSURE, ADVICE

Following the procedures below we will ensure that pupils who are in difficulty know that they can talk to an adult in the College, that they will be supported and information and guidance can be sought from a health professional.

Pupils will be made aware that some information cannot remain confidential. It will be made clear that if disclosures are made that suggest a concern for their welfare, or that of others, the Child Protection procedures will be followed (see the Child Protection and Safeguarding Policy)

The College will encourage pupils to talk with their parents. Pupils should be asked whether they can tell their parent(s) and whether they want help in doing so.

If pupils refuse to tell their parent(s) the adult should refer them to a health professional and refer the situation to the Designated Officer for Child Protection as per the Child Protection and Safeguarding Policy.

COMPLAINTS

Any complaints about the RELATIONSHIPS AND SEX education can be made through the CEIAG (Careers Education Information Advice and Guidance) Coordinator, the College email or the Principal. A response from the College will be received within 3 working days.

DISSEMINATION OF THE POLICY

A summary of this policy is included in the College prospectus. The full policy and curriculum programme are available to parents, CYPS and Ofsted on request through the Principal, CEIAG Coordinator and Head of Science. The policy is always available on the College website.

MONITORING AND REVIEW

The CEIAG co-ordinator is responsible for monitoring the standards of young people's work and the quality of teaching. The co-ordinator supports colleagues in the teaching of life skills and citizenship, by giving them information about current developments in the subject and by providing a strategic lead and direction for the subject in the College. The CEIAG co-ordinator reviews samples of students' work and carries out learning walks to observe teaching in the subject and is also responsible for giving the principal an annual summary report, evaluating strengths and areas for development in the subject.

ORGANISATION

1. RELATIONSHIPS AND SEX education is co-ordinated by the CEIAG Co-ordinator who consults with the teacher in charge of Key Stage 3 Science.
2. Parents should be notified in advance when sex education is being delivered within the life skills programme, so that the right of withdrawal may be exercised. Sensitivity should be shown towards parental requests.
3. Teaching techniques should be within the range employed elsewhere within the curriculum. Thus, whole-class teaching, discussion, group work, use of videos, and using the services of outside speakers will be used. The possible use of peer educators is subject to the prior consultation with and approval of the Principal.
4. Delivery is through:
 - Timetable lessons for 'Life Skills' in year 7-10.
 - SRE impact days at KS4 with the support of specialist organisations.
 - planned aspects within the Science curriculum.
 - the APAUSE programme in year 8, where professionals are used to train 6th form to deliver the syllabus
 - addressing moral and ethical issues which may arise from apparently unrelated topics in all National Curriculum subjects. Within this category, as long as any discussion takes place within the context of the subject it will not be deemed to be part of the RELATIONSHIPS AND SEX education programme and therefore not subject to the parental "right of withdrawal".
5. A variety of teaching approaches are used to:
 - provide students with relevant information
 - enable moral issues to be explored through discussion
 - acquire appropriate skills
6. Ground rules will be set up in Year 7 and followed throughout the programme through to and including year 11;
 - NO PUT DOWNS
 - NO PERSONAL COMMENTS
 - LISTEN

7. Pupils are taught in mixed ability and gender groups. When there is a specific need i.e. faith groups, arrangements will be made to teach pupils in appropriate groupings.
8. With regard to RELATIONSHIPS AND SEX education it is important that staff feel comfortable with the subject matter. All staff will be supported through an in-service training programme. All staff teach within the College's value framework as outlined and not allow their personal beliefs and attitudes to influence the teaching of RELATIONSHIPS AND SEX Education within the life skills framework.
9. Outside agencies are used to support and assist the teachers in the development of the classroom based work. In this instance these sessions will be jointly planned and run between teaching staff and visitors, and the class teacher will be present at all times. The Colleges procedures for working with external agencies and teaching and learning policy will be followed, including Disclosure and Barring Service checks if required.
10. Suitable reference is made to the way in which the law applies to sexual relationships.
11. Though the College wishes to deal honestly and sensitively with matters related to sexual orientation and homophobic bullying, it recognises the potential minefield and possible harm that could result from inexperienced involvement. Accordingly, it demands that such issues be referred to senior staff for consultation and advice.
12. Inappropriate materials will not be used to deliver information, having regard to pupils' age, culture or stage of development. Teaching should, however, be inclusive, embracing both boys and girls.
13. The College will identify staff who can approach sex education with confidence and without embarrassment, providing the training and support to ensure that this condition is met.
14. In dealing with sexual matters, staff will:
 - take care to ensure that direct, personal questions are neither asked nor answered
 - not force individuals into taking part in a discussion
 - only use the correct names for describing body parts
 - explain the meanings of words in a sensible, factual way
 - if appropriate, provide materials in written/diagrammatic form.
15. Although the College is unable to provide total confidentiality, it should provide a safe and secure environment for pupils, free from anxieties, including those relating to sexual development.