

Policy for

Relationships & Sex Education

Northampton School

Policy Author / Reviewer	Katie Harvey
Approval Date	Sept 2022
Next Review Date	Sept 2023
Version No	2
Policy Level	Local
Staff Groups Affected	All staff

Introduction

The SRE curriculum does not impede or undermine the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths. This policy was developed in response to the Sex and Relationship Education Guidance DfE, 2000 and has been updated to reflect changes within the relationships and sex education (RSE) and health education guidance from the DfE, 2021.

This policy is part of the ethos of the school; each student is valued as an individual and encouraged to develop respect for others, responsibility for themselves, and to develop respectful and healthy relationships. The range of family relationships and sexual orientation will be covered in line with government guidelines but it is not the aim of the school to promote specific lifestyle choices.

What is SRE?

SRE is lifelong learning about physical, sexual, moral and emotional development. It is about the understanding of the variety and importance of stable and loving relationships, respect, love, care and family life in whatever form that may take. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. We aim to ensure that SRE fosters gender equality and LGBTQ+ equality through a non- discriminatory and inclusive approach.

Statutory Requirements

Secondary

In secondary, we must provide RSE to all pupils as per the Children and Social work act 2017.

In teaching RSE, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

We must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, Chapter 1 of the Equality Act 2010

- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have a due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities.

Timetabled provision

SRE is part of the Personal Development curriculum and the science curriculum. It is taught to all pupils by male and female staff in Key stages 3, 4 and 5. In each Key Stage pupils will receive SRE education relevant to their age, understanding and needs. The PSHE teacher is responsible for reviewing and updating the taught curriculum in consultation with colleagues. This is achieved through meetings with the leadership team, staff meetings and liaison with tutors and care staff as and when appropriate. Elements of the taught curriculum may overlap with boarding time so all staff have the opportunity to liaise whenever necessary.

Safe practice and safeguarding

We will ensure a safe learning environment by agreeing ground rules relating to confidentiality, avoidance of personal questions and mutual respect. Sensitive issues will be handled with the utmost care and students will have opportunities to ask questions anonymously. All staff are aware of disclosure procedures for child protection issues.

Use of External Organisations and Materials

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We will:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:

- Are age-appropriate
- Are in line with pupils' developmental stage

- Comply with:
 - This policy
 - The Teachers' Standards
 - The Equality Act 2010
 - The Human Rights Act 1998
 - The Education Act 1996

- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum

- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:
 - o What they're going to say
 - o Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers

We won't, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme

Update: We have amended the curriculum from peer-on-peer to child-on-child in line with the changes made to keeping children safe in education 2022 policy (KCSIE). It has also been added that within KCSIE children are no longer referred to as witnesses of domestic abuse, they are now victims of domestic abuse as they may see, hear, or experience the effects of abuse at home.

Legislation and parents' rights

From 2020 relationship and sex education became compulsory in secondary schools. Parents are required to seek permission from the head teacher to withdraw their child from the sex education element. Relationship education is compulsory. Parents will be informed of their rights and curriculum plans will be available upon request. Any questions or concerns raised by parents/carers will be answered respectfully.

Methodology

Because of the nature of these lessons the role of the teacher is often that of a facilitator. Discussion plays a large part in lessons and a variety of stimulus materials are provided. These include newspaper and magazine articles and videos. Debates, role play, drama activities and worksheets are used when appropriate.

Special Educational Needs (SEN)

Those pupils with emotional and behavioural problems have the opportunity to directly address some of the issues with which they have particular difficulty in an abstract and unthreatening way. By addressing issues in theoretical ways some of the anger with which they are cloaked can be circumvented.

Many of our pupils are particularly vulnerable to dangers in society such as physical, emotional and sexual abuse. Those pupils with autistic spectrum disorders and Asperger's Syndrome have particular problems in understanding and relating to other people's feelings. It is important that these pupils are helped towards an understanding of other people and the nature of relationships. Some pupils receive the support of a Learning Support assistant to facilitate their learning in this subject. The previous experiences of some of our pupils make it particularly important to approach some issues with sensitivity.

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes students feel:
 - Safe and supported
 - Able to engage with the key messages

We will also:

- Make sure that students learn about these topics in an environment that's appropriate for them, for example in:
 - A whole-class setting
 - Small groups or targeted sessions
 - 1-to-1 discussions
 - Digital formats
- Carefully consider the level of differentiation needed

Use of Resources

We will consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

Equality of opportunity

We believe that all pupils have equal entitlement to access the curriculum. We try wherever possible to meet pupil's individual needs so that each pupil has an education of equal worth. We have a no tolerance environment to racism and any form of discrimination including peer on peer abuse. All staff on site have up to date safeguarding training including an update on sexual violence and sexual harassment (July 2021).

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

Assessment, recording and reporting

The school policy on assessment recording and reporting. It is important that any assessment does not imply failure or be a judgement of worth, personality, or value of a pupil or their family.

At the end of some lessons a short question and answer session provides information as to what a pupil has understood. Notes are made about gaps in knowledge and understanding and the work is reinforced at an appropriate time. Quiz type questions are completed at the end of a unit of work

to aid assessment. Reports are provided for statutory annual reviews. These describe general classroom behaviour and level of involvement. Pupils' understanding of specific issues is recorded. Annual written reports are produced in the summer term for parents, referring LA's and other relevant professionals.

In order to enable pupils to recognise the personal relevance of issues and topics covered they are encouraged to see these lessons as different to the more formal academic subjects. In discussion of some topics, pupils, for the sake of clarity, are allowed to use words normally unacceptable in a classroom situation.

When written work is set it is sometimes presented as an aid to learning rather than an end product. Such work is not always kept and presentation is not judged. Due to the specific content of some lessons, pupils are regularly reminded of issues of confidentiality and ground rules suggested and agreed by them. All staff are aware of the procedure to follow if a pupil makes a disclosure to them.

This policy will be reviewed annually, or in the event of any changes within DfE guidelines.