

# The Harvey Grammar School



Founded 1674

## SECONDARY RELATIONSHIP & SEX EDUCATION (RSE) Policy

Approved July 2015

## **RELATIONSHIPS & SEX EDUCATION POLICY**

### **1: RATIONALE:**

The Relationship and Sex Education Policy (RSE) explains the aims of RSE, within Personal Social and Health Education and Citizenship (PSHE). It also describes what we teach and the approaches we use. This policy helps ensure that the whole school community (Parents, Carers, Staff, Governors and Pupils) have a shared understanding of this important area of the curriculum.

This policy is a working document which provides guidance and information on all aspects of RSE and aims to provide a secure framework within which staff can work. The term Relationship 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.

We firmly believe that effective Relationship and Sex Education is essential if our students are to make responsible and well informed decisions about their lives.

### **2: AIMS AND OBJECTIVES**

The aim of our Relationship and Sex Education is to help and support our students through their physical, emotional and moral development and to help them learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.

There is a wide variation in the extent to which parents are willing to discuss with their children matters relating to Relationship and Sex Education; therefore The Harvey Grammar School aims to provide a complete programme, including not only the factual details but also discussion of the moral aspects, having due regard to the level of maturity of the pupils.

The school wishes its pupils to have a sound knowledge of the physical/physiological aspects but also to:

- Understand the changes taking place in their own bodies and the emotional consequences of these.
- Understand the corresponding changes in girls.
- Develop an insight into and respect for their own feelings and those of others.
- Recognise that it is acceptable to express those feelings in appropriate forms, contexts and relationships.
- Understand the concept of human reproduction within the context of family life.
- Examine and accept their responsibilities towards themselves and others.
- analyse how changes in society are effecting attitudes to relationships and sex

It is the school's aim that, by the time they leave the school, all pupils will have sufficient sexual knowledge, awareness of their personal responsibilities and a balanced set of moral values to enable them to be caring members of society.

### **3: ETHOS AND ENVIRONMENT**

#### **A) Global Statement:**

This information contained in this policy has been updated from PSHE Association Documentation and the Sex Education Forum.

The personal beliefs and attitudes of teachers will not influence their teaching of RSE

**B) This Policy will be consulted upon and shared amongst:**

- School council
- Parents / Carers ('Harveian' Termly Newsletter)
- Teaching and Support staff (Review of RSE Curriculum and Content)
- Consultation with wider school community e.g. Kent Community Health Care Trust and the PSHE Association
- Consultation with School Governors

**C) Working with Parents and Carers and the wider community:**

Parents and Carers have an especially important role to play in the continued delivery of Personal, Social, Moral and Economic Education and Relationship and Sex Education. They need to feel confident that your schools programme complements and supports their role. All Parents / Carers have access to the school's RSE Policy via the Intranet. In addition, they are informed by email, letter and through the termly 'Harveian' Newsletter when potentially sensitive and personal issues are to be examined in lessons, so that they may have the opportunity to remove their son(s) from those particular sessions if they so wish. Alternative work will be provided for all pupils withdrawn from any part of the RSE programme and appropriate staff supervision will be provided by a member of the House team.

Before any year group embarks upon its RSE programme, Parents / Carers are informed by newsletter of their right to withdraw their child from RSE lessons and given an overview of the topics the child will be covering. Parents / Carers are also reminded that they can have a copy of the school's RSE Policy on request.

**D) Continued Professional Development for Staff:**

The Harvey Grammar School ensures RSE CPD by:

Individual CPD for staff leading RSE has been completed to ensure that lessons can be planned and delivered effectively by teachers and tutors. Professional development may take a variety of forms such as:

- Lead Teacher completed extensive training to plan and deliver a full PSHE programme within the school
- Internal and external Training Events for Lead Teachers
- Internal and external Training Events for Teachers and Tutors
- Shadowing or co-teaching with other members of staff
- Team teaching
- Study time
- Close collaboration with the local Children & Young Peoples Team (Healthy Schools)

All members of staff are aware of the current views on counselling of individual students. These are that such counselling "should never trespass on the proper exercise of parental rights and responsibilities". If in any doubt, staff should seek advice from the Deputy Headteacher (Pastoral).

**E) Statement of the school's commitment to equal opportunities, with reference to the school's Equal Opportunities Policy:**

The school is committed to the provision of RSE to all of its pupils. Our programme aims to respond to the diversity of children's cultures, faiths and family backgrounds. Equal time and provision will be

allocated to all groups but there may be occasions when pupils with special educational needs are given extra support from SEN staff. We strive to ensure that all pupils are treated fairly and that there is no discrimination or bullying on the grounds of gender, race, religion, colour, language, culture, social circumstances, appearance, sexuality, ability or disability etc.

#### **4: SPECIFIC ISSUES INCLUDING VULNERABLE GROUPS**

##### **A) What kind of language will be considered acceptable and appropriate for use in RSE lessons?**

All staff will:

- Use the correct terms as this is deemed good practice
- Openly teach pupils what 'slang' words mean (where appropriate), and that some are offensive
- Avoid the use of any slang

##### **B) Safeguarding:**

Some subjects may bring about disclosures of safeguarding children issues and all staff are conversant with the policies and procedures for reporting their concerns (see Safeguarding Policy)

##### **C) Confidentiality:**

Staff should be reminded to follow their school's policy on confidentiality issues. Pupils should also be made aware of the boundaries of confidentiality should they choose to make a disclosure to a member of staff (see Safeguarding Policy)

#### **5: OUTLINE**

The Harvey Grammar School's RSE Programme is delivered by:

- PSHE Tutors and Teachers
- PSHE Lead Teacher
- Specialist RSE Development Team
- External Agencies used to Enhance the Programme

The Harvey Grammar School teaches RSE through:

- A wide range of teaching methods which enables students to actively participate in their own learning.
- Tasks which could include the use of Quizzes, Case Studies, Research, Role Play, Media and Small Group Discussion
- Embedding RSE in the PSHE Curriculum, delivered in Tutorials
- As part of a spiral Curriculum
- 40 minute Tutorials for each year group
- Other specialist subjects (Biology, Drama and RE)
- The methods adopted for the teaching of the biological aspects of sex education in Science lessons are those set down within the Science Department schemes of work.

#### **6: CONTENT**

RSE education is a vital part of the Health Education strand in the PSHE programme and is revisited at appropriate points throughout Key Stages 3 and 4.

- In Year 7, the focus is on relationships intimacy and the physical changes which puberty brings to the pupils.

- In Year 8, tutor sessions look at what it is that can be defined as sex, the role of sex in relationships, conception, contraception and the role of the media in the way that we view and think of sex.
- In Year 9, work covers relationships, contraception and sexually transmitted diseases including HIV.
- In Years 10 and 11 the unit covers safe sex, teenage pregnancy, internet safety and pornography, the issue of consent and sexuality.

However, in all these PSHE units, it is the aim to link the exposition of the factual details with a discussion of the moral and legal implications, together with developing the awareness of sexual activity in the wider context of personal relationships. Questions relating to sexual matters and inter-personal relationships can arise quite naturally in several subject areas or in a tutorial period, and it is expected that such issues be handled in a balanced, objective and, above all, sensitive manner in accordance with the principles outlined in this document. **Staff will always bear in mind the possibility of referring pupils to other agencies better able to deal with specific problems.**

## **7: REVIEW**

**The Content and Impact of the RSE programme of study will be measured using a variety of means including:**

- Assessment for learning
- Peer Assessment
- Teacher Assessment
- Student self-assessment

**The Delivery of the RSE programme of study will be monitored by:**

- Work / Assessment Monitoring
- Informal and formal Lesson Observations
- House Self Evaluation Schedule

### **Ongoing Evaluation:**

Teachers are required to keep their own personal records of each lesson which are used by the Lead Teacher to inform future planning. The Content, Delivery and Impact of the Programme of Study will be recorded in the termly House Self Evaluation Schedule

## **8: EXTERNAL AGENCY SUPPORT**

**The Harvey Grammar School may use the expertise of outside agencies.**

Occasionally, appropriate and suitably experienced and or knowledgeable External Partners may be invited to contribute to the delivery of RSE. This will be in line with our Visitors/ External Educators/s policy.

The resources used have been selected in consultation with the Kent Community Health Care Trust and PSHE Association, taking into consideration the age, maturity and level of understanding of pupils.