

FREDERICK BREMER SCHOOL

RELATIONSHIPS AND SEX EDUCATION POLICY



Person responsible	Michele Phillips
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Ratified by Governors on	
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From September 2019 the Government will rename Sex and Relationships Education- Relationships and Sex Education. RSE is used in this policy as an abbreviation of the new name from September 2019.

1. Vision & Objectives

Vision

At Frederick Bremer we believe that our high quality Relationships and Sex Education will stay with our pupils for life. RSE is **not** about encouraging teenagers to become sexually active nor is it about promoting any particular lifestyle or relationship choice. RSE is about providing pupils with the knowledge, skills and confidence to make safe, healthy and informed relationship choices as young people and in the future as adults. RSE at Frederick Bremer is pioneering an innovative curriculum fit for the world our young people are living in. We believe in empowering our pupils to understand their bodies, to reflect on their relationship values and to be able to openly discuss relationships and sex. We believe that this approach will reduce the risk of unhealthy and abusive relationships. At Frederick Bremer we are committed to the important role that RSE plays in pupils' holistic education and we aim to build on the RSE programmes covered in Primary School. The theme of consent underpins all of our RSE workshops and modules. We introduce pupils to the importance of consent from Year 7 and this is revisited on a yearly basis and adapted to the age of each year group.

Objectives

At Frederick Bremer our Relationships and Sex Education Programme seeks to:

- Be age appropriate and differentiated to the needs of the pupils including SEN, autistic, visually impaired pupils and any other disabilities that require a bespoke curriculum
- Present information in an objective, balanced and sensitive manner
- Encourage the development of social skills and strategies, which will reduce the risk of exploitation, misunderstanding and abuse.
- Be fully **inclusive of all genders, sexualities and all types of families (LGBT inclusive)**
- Develop a clear understanding of the importance of **consent**; how to give, withdraw, ask for and recognise consent
- Reinforce the importance of **loving relationships**, rooted in **mutual respect**
- Explore the skills needed for **effective parenting** and how to assess one's readiness to be a parent
- To represent all types of families and to explore the different methods for starting a family
- To ensure that BAME, LGBT and people with disabilities are positively represented in our curriculum
- Ensure pupils can identify the qualities of **healthy and unhealthy relationships**
- Allow pupils to examine the physical and emotional implications of sexual behaviour and to explore the arguments for **delaying sexual activity**
- Make pupils aware how and where to **seek help** if they are in an unhealthy or abusive relationship
- Prepare pupils for the journey from **adolescence to adulthood**
- Provide pupils with a safe environment to learn about **sexual orientation and gender identity**, reinforcing the importance of mutual respect and tackling LGBT misconceptions, homophobia, transphobia, bi-phobia and gender stereotypes

- Ensure that pupils have a clear understanding of **sexual and reproductive biology**, including knowledge of HIV and other sexually transmitted diseases
- Ensure pupils understand the different risks associated with various types of sexual activity and understand how to engage **in safe sexual activity** by exploring a range of **contraception**
- Place paramount importance on online safety and the risks of using social media and the internet for sexual purposes
- Develop pupils' understanding of the dangerous of pornographic material

2. Legal Requirements

Under the Education Act (1993) and the Education Reform Act (1998) all schools are required to maintain a statement of Policy regarding RSE and make it available to parents on request. This policy complies with DfE Guidance on Sex & Relationships Education (0116/2000) and the supplementary guidance Sex & Relationships Education for the 21st Century 2014.

3. Course Content

The following topics will be covered in an age appropriate manner from Y7-Y11, subject to change. Our RSE curriculum is published on our website and in our parent handbook and detail content of the Relationships & Sex curriculum will be made available to parents on request.

Year Group	SRE Topic
Year 7,8,9	Developing to Adulthood (puberty, love, and sexual reproduction)
	Sexual orientation and gender identity
	Consent; how to give, withdraw, ask for and recognise consent
	Forming loving lasting relationships
Year 9/10	Making healthy relationship choices and delaying sexual activity
	Sexual activity and staying safe
	Contraception
	Sexually transmitted infections
	Unplanned pregnancy: options and how to access support
Year 10/11	Online safety and the dangers of pornography
	Refresher workshops on topics taught in Y7-9

RSE curriculum for SEN pupils

In addition to the above programme we have a pathways RSE programme for identified SEN students. This has been planned by an Educational Psychologist and is delivered by our specialist SEN staff who know each student's individual needs. The programme breaks down all the concepts taught in mainstream RSE, is set at a slower pace, allowing our vulnerable pupils to ask and answer questions in a safe environment. This programme takes into account the way pupils with autism and ADHD view the world around them. Some of the identified pupils will attend both the mainstream RSE programme and the pathways programme, whereas other identified pupils will just participate in the bespoke pathways programme. The parents of identified pupils are consulted and agree in advance to their child participating. Parents are asked to complete a questionnaire assessing their child's awareness of relationships, boundaries and bodies and the answers given by parents are then used to ensure that each pupil has an RSE programme matched to their needs.

4. Sensitive or Controversial Topics

1. During Relationships & Sex Education lessons (and at other times) controversial topics may arise. The judgement of individual teachers will decide as to whether the subjects are suitable for class discussion. Teachers will try to answer pupils' questions honestly, sensitively and in such a way that takes the context into account. In all circumstances, the professional judgement of the teacher must come in to play
2. If a question is felt to be too explicit, the teacher will acknowledge it and deal with it outside the whole class setting
3. Teachers should establish a set of ground rules so that young people are aware of parameters.
4. Pupils should never be asked to disclose their sexual orientation or personal information about themselves or others
5. Teachers and pupils will show respect for all genders, sexualities and different types of families
6. Any concerns that arise about sexual abuse or any other safeguarding issues must be followed up under the school's safeguarding procedures
7. Where discussions about sexual behaviour arise from apparently unrelated topics, teachers will give attention to relevant issues, again using professional judgement.
8. HIV/AIDS - Informative discussions covering the transmission of the HIV virus may, by the very nature of the subject, include discussion of certain sexual acts and practices. Teachers will deal sensitively and objectively with information of this kind, and will always avoid the development of bias and prejudice. Teachers will challenge stereotypes and misconceptions about HIV.
9. Teachers should also be aware that they may be dealing with pupils who are HIV positive or who have close links with others who are.

5. Organisation and Delivery

1. Relationships & Sex Education is part of the school's wider PSHE (personal, social, health and economic education) and is delivered by a trained team of experienced teachers comprising of SLT, Heads of Year and Heads of Department.
2. In KS3 pupils will receive RSE at designated points in the year through their Citizenship and PSHE lessons and some drop down days
3. In KS4 pupils will receive RSE through tutor time, assemblies and drop down days led by a team of specialist teachers.
4. HIV understanding and awareness will also be delivered as part of our SMSC assembly programme
5. All pupils within the school have equal access to Relationships & Sex education. Topics are revisited in order to allow provision for previous absence and different levels of understanding, maturity and learning abilities
6. Identified SEN pupils will received a bespoke RSE programme (outlined in section 3 Course Content) and our curriculum will be tailored as needed to the needs of pupils with other identified needs
7. Teachers and all those contributing to Relationships & Sex education will work within an agreed framework as set out in this policy
8. We will work with external specialist organisations, consultants and healthcare professionals to ensure our curriculum reflects current best practice.

6. Working with Parents

1. Parental support is integral to the success of our RSE curriculum. While we have an educational and legal obligation to provide young people with Relationships & Sex Education we respect the primary role of the parents in educating their children about these matters

2. Our RSE programme is outlined in our Parent Handbook and parents/guardians are very welcome to explore our RSE curriculum further by requesting to view the teaching materials
3. Under the Education Act 1993, parents have the right to withdraw their children from either part, or all, of the Sex Education provided by the school. However this does not include aspects of Sex Education covered by the Science National Curriculum. Parents with concerns or considering withdrawing their child for RSE should in the first instance contact their child's Head of Year, who will invite the parent to a meeting to discuss their concerns and reassure the parents of the health and educational benefits of RSE. In most cases this resolves any concerns, but should parents still wish to withdraw their child from RSE then a request should be made in writing to the Headteacher.

7. Confidentiality

1. Effective RSE should enable and encourage young people to talk to a trusted adult if they are in a sexual relationship or contemplating being so. It is desirable but not always possible that that person should be their parent or carer. The law allows health professionals to see and in some circumstances to treat young people confidentially. Part of this process includes counselling and discussion about talking to parents.
2. When a member of staff learns from an under 16 year old that they are having, or are contemplating having sexual intercourse, they must refer the matter to the schools Designated Safeguarding Lead, or if a sixteen year old pupil is contemplating having sexual intercourse with a pupil below the age of 16, who will lead on the most appropriate course of action in line with the school's Safeguarding Policy.

8. The Role of Health Professions in the Delivery of Relationships and Sex Education

The school will work with health professionals in the development and implementation of the schools Relationships & Sex programme. Any visitors used to help in the delivery of the Relationships & Sex Education programme will be clear about the boundaries of their input and will be aware of the Relationships & Sex Education curriculum, relevant school policies and their work will be planned and agreed in advance.

9. Monitoring and Evaluation

The implementation of this policy will be monitored and evaluated through the normal processes of Departmental Review that apply to all areas of the curriculum. This policy will be reviewed by the Governors biannually.

10. Linked Policies

- Safeguarding Policy
- E-safety Policy
- Anti-Bullying Policy