

The Priory School



Relationships and Sex Education (Policy and Procedure)

Monitoring	Frame of engagement	Date
Member of Staff Responsible	Assistant Headteacher (Student Welfare)	
Governor Accountability	Not required	
Consultation Parameters	Local Governing Body	
Information	Staff	
Date of latest version		February 2021
Date for next review (and cycle)		February 2022 (annually)
Uploaded to Website		

Statement of intent

Effective Relationship and Sex Education (RSE) is essential if students are to make responsible and well-informed decisions about their lives. To embrace the challenges of creating a happy and successful adult life, students need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Students can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. (*Relationship and Sex Education, DfES*).

Statutory requirements

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships and Sex Education (RSE) compulsory for all students receiving secondary education.

Policy Development

The implementation of the policy will be the responsibility of the Head of Department of 'Life' who will review its content annually, having regard to changing circumstances

All staff are involved in the consultation process that has led to the development of this policy. The policy has been updated by the Head of Department for Life, taking into account statutory guidance, views from students, parents/carers, staff and governors, with advice from Shropshire Council Health Development officer.

Definition

Relationship and Sex Education is learning about physical, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, personal identity, diversity and sexual health.

Aims

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Give students an understanding of sexual development and the importance of health and hygiene
- Help students develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- The school is committed to the provision of RSE to all of its students. Our programme aims to respond to the diversity of children's cultures, faiths and family backgrounds.

Equal Opportunities

We value equality of opportunity highly. The RSE curriculum offers children the opportunity to discuss attitudes and values relating to equality issues and the protected characteristics of age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership or sexual orientation.

As part of our whole school approach, our RSE programme fosters gender and LGBTQ+ equality, challenging all forms of discrimination and bullying. We are respectful of how students choose to identify themselves, understanding that their sexual orientation and gender identity may be emerging and fluid.

Safeguarding

Teachers are aware that effective RSE, which brings an understanding of what is, and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue.

Confidentiality must not prevent action if the child is 'at risk'. Teachers will listen to anything a child tells them in confidence. However, if a teacher feels that a child is at risk then the appropriate people will be contacted in accordance with the Child Protection Policy.

Related policies

- Child Protection
- Teaching & Learning
- Anti-Bullying policy
- Single Equality Scheme

Delivery of the RSE programme

The main delivery of the RSE programme will be through the timetabled 'Life' lesson, which is taught by a dedicated team of teachers. A range of professionals, including health professionals, and teaching staff with expertise in this area will be invited to contribute to the RSE programme as appropriate. RSE is also delivered through science lessons

- The use of offensive and sexualised language (swear and slang terms, including homophobic language) and behaviour will be addressed with students and as appropriate, parents/carers will be involved in accordance with our behaviour policy
- Students' questions will be responded to by staff (teaching and non-teaching staff) as they arise in a straightforward manner. Information will be provided, using correct terminology for body parts and functions, appropriate to the age and maturity of the student.

- The needs of students with special learning difficulties may need to be met by additional teaching provided by specialist staff within the Learning Support Department. It is recognised that SEND students may require additional support on the RSE curriculum and can be at increased risk of exploitation. Individual support or targeted programmes may be considered. Parents and students will be involved and consulted
- In most circumstances, RSE will be delivered to mixed sex groups. On some occasions it may prove appropriate for the Head of Department of Life to organise single sex groups for certain topics.
- Liaison through the Shropshire Council Health Development Officer, with the main feeder primary schools will take place to provide continuity of the RSE provision

Teaching strategies for RSE

It is essential that schools can help children and students develop confidence in talking, listening and thinking about sex and relationships.

We use a number of teaching strategies recognised as good practice that can help this including:

- Establishing ground rules
- Using third person 'distancing' techniques
- A question box and clear policy on responding to and answering questions or comments from students
- Discussion and project learning methods and appropriate materials
- Encouraging reflection and review on an individual and class basis

Good Practice

- RSE is delivered by a dedicated team of teachers who are provided with current and specialist CPD
- Staff should have a broad and detailed knowledge of the aspects of RSE they are teaching
- A clear focus for lesson planning and time is provided for teachers to enable them to do this effectively.
- Expectations of the students which are appropriate to their different levels of maturity and understanding
- A climate that encourages students to express their views and feelings and to respect the views of others, with clearly established boundaries for courtesy and confidentiality
- Effective Teaching methods that include good use of resources that give students the opportunity to reflect on and assimilate their learning
- Opportunities to assess student's knowledge and understanding and development their values and attitudes and personal skills
- Topics to be introduced with whole a year group, forms or small groups as appropriate.
- Health professionals, such as the school nurse support via Priory School Health and Advice (CHAT) service and text your nurse service. Local Community Support Officers can be used to support the role of the teacher by supplying lead sessions, team teaching and in-service training to ensure confidence in subject knowledge.

- Staff should aim to engage all learning styles within the delivery of a topic
- Baseline assessment established prior to modules starting and revisited at end to check understanding and confidence to seek advice

Content of the RSE programme

(The expectations of what students should know by the end of their time with us can be found in Appendix 1)

The school provides all students with information about relationships and sex through a planned and comprehensive programme of study which is delivered during 'Life' Lessons

In planning and presenting an RSE programme, students should have the opportunity to express themselves within a trusted and safe environment. They need to articulate their thoughts, doubts and anxieties in order that they can build the skills needed to make responsible decisions, communicate effectively and develop healthy and appropriate relationships.

Topics by year group:

Year 7	Health and hygiene Puberty Friendships Body image Growing up and lifecycles	Reproductive organs – male and female The menstrual cycle Sexual intercourse Being pregnant Giving birth Consent
Year 8	Friendships Homophobic bullying School support	
Year 9	Consent Contraception – condoms 'sexting' and social media Internet safety – staying safe online Child Sexual exploitation	
Year 10	Contraception STIs Cancer: Prostrate, testicular, breast and cervical FGM Abortion Child Sexual exploitation	
Year 11	Emotional aspects of sex HIV/AIDs Contraception, including emergency contraception Child Sexual exploitation	

Monitoring and Assessment

- Monitoring of teaching and learning will be carried out via HOD learning walks and work scrutiny
- The RSE programme will be reviewed by the HOD in consultation with students and staff, which is essential in order to view the coverage of issues in the most balanced way possible. Student's opinions can be highly valuable in terms of both developing students' self-esteem from the knowledge that their own views are considered important in affecting change in the RSE programme.
- Monitoring of teaching and learning will be carried out via HOD learning walks and work scrutiny
- Students are afforded the opportunity to express their opinions on the content of the RSE programme through representation at school parliament meetings and through student voice surveys carried out by those delivering the RSE programme.
- Evaluation by both students and staff is essential in order to view the coverage of issues in the most balanced way possible and students' opinions can be highly valuable in terms of both developing students' self-esteem from the knowledge that their own views are considered important in affecting change in the RSE programme
- It is important that teachers of RSE assess changes in students' knowledge, attitudes and skills as a result of their teaching about sex and relationships. This can be as effective if completed in an informal basis such as a role play, making a poster or leaflet, questionnaire or presentation alongside baseline testing.

Other roles and responsibilities

The role of students

- Students are expected to engage fully in RSE
- When discussing issues related to RSE, students should treat others with respect and sensitivity.

The role of parents/carers

Parents/carers have a key role in offering advice:

- Teaching their children about sex and relationships
- Maintaining the culture and ethos of the family
- Coping with the emotional and physical aspects of growing up
- Preparing them for the challenges and responsibilities that sexual maturity brings
- Parents/carers may find it difficult to talk to their children about sex and relationships and therefore they need support in their role, in which case they should actively seek help from the school or other professional agencies (such as their GP)
- Helping their children learn the correct names of the body
- Talking with their children about feelings and relationships
- Answering questions about growing up, having babies, feeling attraction,

sexuality, sex, contraception, relationships and sexual health

The role of Health Professionals

Health professionals who are involved in delivering programmes are expected to work within the schools' RSE policy and on the instructions of the Principal. However when they are in their professional role, such as school nurse in a consultation with an individual student, they should follow their own professional code of conduct.

Health Professionals can:

- Work closely with teachers in supporting RSE in school (complementing the role of the teacher)
- Help schools work in partnership with parents/carers and make links between the school and other relevant professionals and services such as local GPs, family planning clinics, Genito-Urinary (GU) clinics etc.
- Tell students about the health services that are available in the area and help them develop the confidence and skills to make good use of them
- Give students confidential support and advice, through services such as the drop-in sessions
- Provide specific and up-to-date knowledge about sexual health and well-being and contraception

Specific Issues

Sensitive and controversial issues within sex education will inevitably arise. Topics such as contraception, abortion, HIV / AIDS, sexual orientation, sexual harassment, will arise as part of the planned curriculum or be introduced by the students themselves during discussion or group work.

In these situations, teachers should present such issues in a broad and balanced way, free from sensationalism and personal bias and in a supportive climate, which allows for objective discussion.

The following statements reflect the School's attitude to these sensitive issues:

- (i) Contraception
Teachers may give information about contraception as part of class or group work. They may not provide personal advice to students under 16 years. A teacher approached by an individual student for specific advice on contraception should, wherever possible, encourage the student to seek advice from his or her parent/carer, and, if appropriate, from the relevant health service professional. Priory Health and Advice services are available on site, such as the CHAT service for years 9-11.
- (ii) Abortion
Students are presented with a balanced view which respects a range of religious and family beliefs and they will also be made aware of the Law on abortion. Students are encouraged to arrive at their own informed viewpoint on this issue.

- (iii) Sexual Abuse
Should a student take the opportunity to disclose information concerning sexual abuse, the School's child protection team should be immediately informed.
The Shropshire safeguarding procedures should then be followed fully.
- (iv) Sexual Harassment
This includes name-calling and sexual innuendoes as well as such action as unwelcome touching. Students are given the opportunity to discuss the unacceptability of such behaviour and helped to develop skills to cope with it, should it occur.

The procedures for dealing with this issue are laid down in the School's policy statement on Anti -Bullying.
- (v) STIs
It is a compulsory part of sex education to include HIV and other STIs. Teachers may give information about HIV and STIs as part of class or group work on safer sex. They may not provide personal advice to students under 16 years.
A teacher should, if approached by a student for specific advice, encourage the student to seek advice from parents/carers and relevant health service professionals. They may give sources of relevant health professionals. CHAT Priory Health and Advice services
- (vi) FGM
The school aims to raise awareness among both students and staff about the warning signs of female genital mutilation (FGM). Staff are legally required to report 'known' cases of FGM in under 18s to the police.

Science curriculum

The National Curriculum for Science specifies what students should be taught at each stage.

Key Stage 3

- Reproduction in humans (as an example of a mammal), including the structure and function of the male and female reproductive systems, menstrual cycle (without details of hormones), gametes, fertilisation, gestation and birth, to include the effect of maternal lifestyle on the foetus through the placenta

And at Key Stage 4:

- The way in which hormonal control occurs, including the effects of sex hormones
- hormones in human reproduction, hormonal and non-hormonal methods of contraception

- Some medical uses of hormones, including the control and promotion of fertility
- The defence mechanisms of the body
- How sex is determined in humans
- The relationship between health and disease
- Communicable diseases including sexually transmitted infections in humans (including HIV/AIDs)
- Reducing and preventing the spread of infectious diseases in animals and plants
- The impact of lifestyle factors on the incidence of non-communicable diseases

Parents right to Withdraw:

The Relationships Education, Relationships and Sex Education, and Health Education regulations 2019 (made under sections 34 and 35 of the Children and Social Work Act 2017) confirms the 1996 Education Act, that parents have the right to withdraw their child from part, or all of the sex education programme that does not form part of the national science or health education curriculum. There is no parental right of withdrawal from the science, relationship or health education curriculum, which includes understanding adolescent body. Parental withdrawal applies up to three terms before a student is sixteen, at this point the student can decide for themselves.

Any such request from a parent/carer to withdraw a student should be made in writing to the school. We would encourage parents to discuss any concerns at the earliest opportunity.

General information

- The school has made adequate and sensitive arrangements to help girls to cope with menstruation and with requests for sanitary protection
- Students can access information about the health services that are available in the area from visiting health professionals, student support and leaflets and posters distributed by the school

Reference material in compiling this policy

- Relationship and Sex Education Guidance 2020 DfES
- Sex and Relationships Ofsted report HMI 433
- Good practice from other 11-16 schools in Shropshire
- Shrewsbury Council Health Development Officer

Appendix 1: By the end of secondary school students should know

TOPIC	STUDENTS SHOULD KNOW
Families	<ul style="list-style-type: none"> • That there are different types of committed, stable relationships • How these relationships might contribute to human happiness and their importance for bringing up children • What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony • Why marriage is an important relationship choice for many couples and why it must be freely entered into • The characteristics and legal status of other types of long-term relationships • The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting • How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed
Respectful relationships, including friendships	<ul style="list-style-type: none"> • The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship • Practical steps they can take in a range of different contexts to improve or support respectful relationships • How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice) • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help • That some types of behaviour within relationships are criminal, including violent behaviour and coercive control • What constitutes sexual harassment and sexual violence and why these are always unacceptable • The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal

TOPIC	STUDENTS SHOULD KNOW
Online and media	<ul style="list-style-type: none"> • Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online • About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online • Not to provide material to others that they would not want shared further and not to share personal material which is sent to them • What to do and where to get support to report material or manage issues online • The impact of viewing harmful content • That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners • That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail • How information and data is generated, collected, shared and used online
Being safe	<ul style="list-style-type: none"> • The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships • How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> • How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship • That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing • The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women • That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others • That they have a choice to delay sex or to enjoy intimacy without sex • The facts about the full range of contraceptive choices, efficacy and options available • The facts around pregnancy including miscarriage • That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help) • How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing • About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment • How the use of alcohol and drugs can lead to risky sexual behaviour • How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment