

# Roundwood Park School



## Relationships & Sex Education Policy

**Reviewed: June 2023**

**Next review: January 2025**

**(Students, Families and Community Committee)**

### Description of School

Roundwood Park School is a mixed comprehensive school of approximately 1300 students. Students come from all parts of Harpenden and many live in surrounding towns and villages. The local area is relatively affluent. However, a wide range of social backgrounds is represented in the school population. Very few students come from an ethnic minority background and few languages other than English are spoken at home. On entry, the overall abilities of the students are above national norms and relatively few students have Educational Health Care Plans (EHCP).

### What is Relationships & Sex Education?

Relationships and Sex Education (RSE) is lifelong learning for all young people in school, irrespective of their gender, ethnicity or ability. It is about the emotional, social and cultural development of students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. It involves a combination of sharing information and exploring issues and values. RSE is not about the promotion of sexual activity.

### Aims

At Roundwood Park the aims of relationship and sex education (RSE) are to provide students with knowledge, skills and an understanding of attitudes and values around sexual health, enabling them to make safe, healthy, informed, responsible choices about their relationships, sexuality and sexual behaviour, whilst developing their feelings of self-worth and confidence. RSE is embedded within the overall pastoral care and support at RPS. It forms an integral part of the broader framework of Personal, Social, Health & Citizenship Education in Key Stages 3, 4 and 5.

The school's overall aim is to help young people understand themselves as individuals, their sexuality and their relationships with others by equipping them to participate in society as informed, competent, responsible and caring individuals. In order to achieve this the school aims:

- To help students understand the facts, which will be presented in an objective, balanced and sensitive manner, using the correct anatomical vocabulary.
- To encourage students to appreciate the value of a stable family life, loving commitment to a partner and the responsibilities of parenthood. To also recognise that many people lead fulfilling lives as single people.
- To recognise healthy and unhealthy behaviours within a relationship.
- To teach students key aspects of the law and make them aware of relevant legal provisions when relevant topics are being taught.

- To encourage students to recognise the physical, emotional and moral implications and risks of sexual behaviour.
- To help all students accept that they must behave responsibly and safely in sexual matters.
- To safeguard students (Children Act 2004) and help them develop self-esteem, so that they are more likely to develop caring relationships and are less likely to exploit or be exploited by others.
- To help young people develop the skills, knowledge, understanding and confidence required to make informed choices about their lifestyle so as to promote good health in themselves and others.
- To help students to manage their own mental fitness and to enhance their awareness of the wellbeing services available to them
- To inform young people about the health and welfare services available and how to use them.
- To create a better understanding of diversity and inclusion. Reduce gender-based, disability-based, faith-based, homophobic, transphobic, biphobic prejudice, bullying, abuse and violence.
- To help students keep themselves safe from harm, both on and offline.
- Ensure all statutory duties are met in relation to the delivery of RSE.

### **Legislation (statutory regulations and guidance)**

This policy has been written with regard to guidance issued by the secretary of state as outlined in section 403-405 of the Education Act and the DfE's Relationship Education, (RSE) and Health Education guidance (2019) under which delivery of RSE becomes mandatory in all schools from September 2020.

### **Roles and Responsibilities**

- The Governing Board will approve and regularly review the RSE policy
- The Headteacher will ensure the implementation of this policy
- Staff are responsible for the safe and expert delivery of RSE and for the monitoring of provision. They will respond appropriately to individual student needs and assess progress. Staff will answer questions and manage potentially controversial issues sensitively. They will signpost to support services where necessary and if the need arises.
- Students are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

### **Safeguarding**

Staff are aware that effective RSE, which brings understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. In these instances, staff will consult with the Designated Safeguarding Lead and in their absence, their deputies.

## Organisation and Delivery of Relationships and Sex Education

- RSE is taught within the Personal, Social, Health & Citizenship programme in KS3, KS4 & KS5. Sex education within science will be taught by qualified science staff. In years 7, 8 and 9 aspects of relationships and sex education regarding self-esteem and peer pressure will be delivered within the PSHCE programme. RSE may also be delivered within the PSHCE programme by visiting professionals as well as school staff. At 6th form level the programme is delivered in tutorial time by tutors. Outside speakers will be used as and when appropriate and parents/carers will be notified in writing in advance.

An overview of the learning in KS3 and KS4 can be found below:

	Autumn 1 Health & wellbeing	Autumn 2 Relationships	Spring 2 Health & wellbeing	Summer 1 Relationships
Year 7	<b>Transition and safety</b> Transition to secondary school and personal safety in and outside school. Resilience.	<b>Diversity</b> Diversity, prejudice, and bullying <i>Form time: Citizenship – Political System</i>	<b>Health and puberty</b> Healthy routines, influences on health, puberty, unwanted contact, <i>Form time: Citizenship – Precious liberties</i>	<b>Building relationships</b> Self-worth, romance and friendships (including online) and relationship boundaries <i>Form time: Bully Free Form</i>
Year 8	<b>Drugs and alcohol</b> Alcohol and drug misuse and pressures relating to drug use. Vaping Resilience	<b>Discrimination</b> Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia <i>Citizenship: Human Rights</i>	<b>Emotional wellbeing</b> Mental health and emotional wellbeing, including body image and coping strategies	<b>Identity and relationships</b> Gender identity, sexual orientation, consent, ‘sexting’, and an introduction to contraception. FGM
Year 9	<b>Peer influence, substance use and gangs</b> Resilience, healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation	<b>Respectful relationships</b> Families and parenting, healthy relationships, conflict resolution, and relationship changes	<b>Healthy lifestyle</b> Diet, exercise, lifestyle balance and healthy choices, and first aid	<b>Intimate relationships</b> Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography
Year 10	<b>Mental health + Resilience</b> Mental health and ill health, stigma, safeguarding health, including during periods of transition or change <i>Drop down day: Wellbeing</i>	<b>Democracy + Government, rights and responsibilities</b> PSHE: Addressing extremism and radicalisation Citizenship: Democracy, Commonwealth, legal system <i>Drop down day– Law &amp; Crime</i>	<b>Exploring influence</b> The influence and impact of drugs, gangs, role models and the media	<b>Healthy relationships</b> Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography <i>Drop down day: RSE</i>
Year 11	<b>Building for the future</b> Resilience, self-efficacy, stress management, and future opportunities. Debt and gambling <i>Drop down day: Issues facing young people</i>	<b>Families + Community</b> Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships <i>Drop down day: Citizenship – Improving the community</i>	<b>Independence</b> Responsible health choices, and safety in independent contexts	<b>Communication in relationships</b> Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse

Teaching staff will work closely with the SEND department to make sure students are offered provision appropriate to their needs, taking specialist advice where necessary.

- Classroom ground rules are set for staff and students to enable all to feel safe and secure. These rules do not allow inappropriate personal questions to be asked and emphasise the right for all to be listened to with respect. No student will be asked to do or say anything they do not feel comfortable about.
- Teaching will include the giving out of factual information, but the importance of open discussion and role play will be recognised.
- A variety of resources will be used as appropriate to the age of the student. The school will continue to choose resources which give a fair and balanced view, especially for potentially sensitive topics such as abortion and gender identity.
- It is necessary to be quite explicit in the teaching of some topics (such as contraception and the transmission of HIV) but this will be handled sensitively. Some students may ask explicit questions and if a response to the whole class does not seem appropriate, the question may be answered only to the individual or small group of students. Unless otherwise specified in the outline scheme of work, all lessons will be taught in mixed sex groups.

### **Moral and Values Framework**

Our moral and values framework has been drawn up with reference to government legislation and guidance which affirms the need to encourage students to have due regard to moral considerations and the value of family life.

#### **Key elements of our framework.**

- To emphasise the importance of loving committed partnerships and marriage as the ideal context for sexual activity
- To recognise the nature and importance of stable relationships for family life and bringing up children, with particular reference to marriage
- To consider the teaching of principal religions represented in Britain with regard to family life and sexual behaviour
- To accept the value of all people and understand that there may be differences in sexual attitudes between cultures
- To emphasise equality in relationships and responsibility
- To help young people resist the pressure to become prematurely involved in sexual activity and to present choosing not to have sex as a positive option
- To teach the current legislation relating to sexual behaviour
- To respond to the challenges that new technologies and trends pose

#### **Specific Issues Statement**

- Teachers will NOT advise individual students on contraception although certain general information will be presented which may include handling samples of contraceptive materials. If a teacher feels that it is appropriate for a student to receive some form of advice/further information on contraception or the student requests such information/advice,

a referral will be made initially to a member of the school's safeguarding team, potentially leading to a referral to either the school nurse or GP.

- Confidentiality within the classroom cannot always be guaranteed and on occasions it may be necessary for information to be brought to the attention of the relevant senior member of staff and, if appropriate, to the parents/carers of the students. However, the School Nurse and School Counsellor work within a different set of guidelines and can therefore respect greater confidentiality.
- On occasions, issues might arise within sex education classes which may cause the teacher to have some concerns about child sexual abuse. In such cases the LA guidelines will be followed (see School Child Protection Policy).
- All students are entitled to a programme of relationships and sex education. Parents/carers have the legal right to withdraw their child from all or part of the school's Sex Education Programme with the exception of National Curriculum Science, Health Education or the Relationships Education element of Relationships and Sex Education. If parents/carers wish to exercise this right, they should notify the school in writing of their request. Such a request should be made at the beginning of the appropriate year or as soon as possible thereafter so that alternative arrangements can be made. Parents/carers should also be aware that some aspects of sex education arise in subjects other than science (e.g. the study of population in the Geography National Curriculum). Questions which arise naturally in the classroom will be answered by subject staff. The right to withdrawal ceases three terms before a child's 16<sup>th</sup> birthday. At this age, your child can choose to receive Sex Education if they would like to.
- Any complaints regarding the Relationships and Sex Education Programme should be made in accordance with the Complaints Procedure for Parents as outlined on the school website.
- Health professionals and visitors will be involved in the delivery of certain parts of the programme. An appropriate member of staff will always be present during these times and will have agreed the content of the lesson with the visitor.

### **Dissemination of Policy and Working with Parents/Carers**

- All parents/carers of students at Roundwood Park School will be signposted towards the Relationships and Sex Education Policy.
- The parents/carers of in-year admissions will be signposted once a place at the school has been confirmed.
- In the case of Secondary Transfer students, parents/carers will be signposted to this information when provided with other documentation during the summer term prior to transfer.
- A printed copy of the full policy statement will be available on request.
- If parents/carers have concerns or questions relating to the policy, they are invited to address them direct to the school.
- Parent/guarding meetings will be held each year which outline the content of PSHCE delivered in school for KS3 parents/carers
- Regular updates on what topics students are studying in PSHCE, alongside parental signposting (eg Tooled Up) will be available in Round-Up which is sent to all parents/carers. Links and FAQs and a school contact for parental queries will be included.

## **Procedures for Policy Monitoring and Evaluation**

The Governors and Senior Leadership Team are responsible for overseeing, reviewing and organising the revision of the Relationship and Sex Education Policy. The policy will be monitored regularly by the PSHCE Coordinator and the PSHCE Lead Teacher, and formally reviewed by the Students, Families and Community committee regularly.

The following criteria will be used in monitoring the success of the policy:

- feedback from students at the end of work units
- the quality of students' written and oral work
- core skills assessments made by teaching staff for reports
- feedback from staff and students via online surveys
- the number of students withdrawn from sex education and the reasons for withdrawal
- number of parental complaints about the relationship and sex education programme
- student self-assessment

NB. A list of resources used are available to parents/carers on request.

*This policy has undergone an equality impact assessment in accordance with the school's Public Sector Equality Duty under the Equality Act 2010.*