



## **Sex & Relationship Education Policy**

### **The Robert Napier School**

**RSE Co-ordinator:** Mrs R. Barber

**Named Governor linked to RSE policy:**

Sex and relationships education is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. Some aspects are taught in science, and others are taught as part of personal, social, health and economic education (PSHE).

A comprehensive programme of SRE provides accurate information about the body, reproduction, sex, and sexual health. It also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline. (PSHE Association 2014).

This policy covers The Robert Napier school approach to Relationship and Sex Education (RSE). It is the policy of Robert Napier School that sex and relationship education shall be provided for all pupils, and in such a way that pays due regard to legal and moral considerations and recognises the value of family life.

It was produced by through consultation with Medway Public Health Directorate.

### **School Description and Content**

The Robert Napier School is a mixed non-selective secondary modern. It currently has around 1300 students on roll.

### **Principles**

This school believes that relationship and sex education should provide all pupils with the knowledge and skills to enable them to make informed and responsible choices now and in later life, emphasising the benefits of a healthy lifestyle. We think that relationship and sex education should contribute to promoting the spiritual, moral, cultural, mental and physical development of pupils at school and in society and preparing pupils for the opportunities, responsibilities and experiences of adult life.

### **Rationale**

We define relationship and sex education as learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. Some aspects are taught in science, and others are taught as part of personal, social, health and economic education (PSHE).

A comprehensive programme of SRE provides accurate information about the body, reproduction, sex, and sexual health. It also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline.

### **Parents and carers**

We are committed to working with parents and carers.

Parents will be informed about the policy through the school website. The policy will be available to parents through the school website.

### **Procedure for withdrawal of students:**

Any parent/ carer has the right to withdraw their child from sex and relationship education. In such circumstances the school would hope to discuss any concerns to see if fears could be allayed.

Where children are withdrawn they will be given a self study lesson under supervision.

### **Principles of Teaching and Learning**

In addition to science, Personal, Social, Health and Economic Education (PSHEE) and Citizenship provide opportunities for RSE education. PSHEE is described as a framework that is non-statutory. At key stages 3 & 4 Citizenship is a statutory subject and is complemented by the PSHEE framework.

Within PSHEE and citizenship lessons, RSE is delivered through a spiral curriculum to all year groups from 7 to 11. Science will also compliment this framework within the curriculum to discuss the biological side of the human body when it comes to reproduction and puberty. Together with this other curriculum areas, as well as off-timetable activities will be used to help reinforce the key principles.

We will ensure that pupils are offered a balanced programme by providing a programme of study that covers:

- Relationships, love, care and the responsibilities of parenthood as well as sex;
- Respecting yourself and others in relationships.
- Taking on responsibility and the consequences of one's actions in relation to sexual activity and parenthood.
- Different types of contraception, safe sex and how they can access local sources of further advice, support and treatment.
- Having a clear understanding of the arguments for delaying sexual activity and resisting pressure.
- Understand the link between sex and relationship education with issues of peer pressure and other risk taking behaviour, such as drugs, smoking and alcohol.
- Understand how the law applies to sexual relationships, with a focus on age of consent, sexting and child pornography.
- Understand on and offline safety, consent and sexual exploitation.

### **We have prioritised the following principles/ aims;**

- To promote students' self esteem and confidence, especially in their relationships with others
- To give accurate and honest information about reproduction, contraception, safer sex, sexually transmitted infections, sexuality, sexual relationships and information about their entitlement to confidential helping services.
- To give students opportunities to explore and clarify some of their attitudes towards friendships, sexuality and gender.
- To encourage exploration of values and moral issues, hearing the points of view of others and respecting their own and other people's decisions, rights, responsibilities and bodies.
- To encourage the development of communication and decision making skills
- To help young people to develop skills to negotiate, avoid and resist unwanted sexual pressure and consider abstinence
- To give students a chance to explore ideas about family, marriage, parenting and the ways in which people care for each other, and the benefits of stable relationships
- To offer the forum for realistic discussion about the effects of early sexual activity and diverse attitudes towards this.
- To be responsive to differing needs and backgrounds.
- To prepare young people for transition and later life
- To fulfil statutory requirements and reflects the need to provide students with the knowledge and skills to make their life decisions.
- To engage parents/carers in the school community and learning process.
- To enable students and staff to access support if they have concerns about their own or others' SRE.
- To promote equality and diversity
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### **Teaching Methodologies**

Good teaching in RSE has the following features:

- high expectations
- challenging and stimulating activities
- helping pupils clarify their thinking
- listening to pupils' views
- makes pupils feel accepted as worthwhile individuals
- provide a good role model in relation to self-esteem, attitudes and behaviour
- use a range of styles - intervening, supporting, directing, remaining detached
- facilitating rather than telling
- setting ground rules for discussion which might include -
  - listen to what other people say
  - if people do not want to talk they do not have to
  - think before you ask a question
  - speak for yourself rather than for others

Ground rules for discussion will have more meaning to students if they have had the chance to establish them for themselves. This needs to happen at the first session with the teacher. Further ground rules can be added later if it becomes clear that they are needed. Pupils will be able to ask questions freely and if they wish anonymously.

### **Teaching responsibilities**

The PSHEE programme will be led by the RSE Coordinator (Mrs R Barber).

It will be taught by the Citizenship and PSHEE department as well as other selected members of staff.

It will be supported by the Head Teacher and the Advisory Board.

### **Assessing learning**

The assessment, recording and reporting of sex and relationship education will take place in accordance with whole school policy.

Understanding in sex and relationship education will be demonstrated through assessment against learning objectives, which will be built into curriculum planning. A variety of assessment techniques will be used, including discussion, work scrutiny, self and peer assessment, group work, pair work and individual work.

The recording of these assessments will take the form of either targets set by themselves or through end of topic knowledge tests, portfolio evidence and/ or rating sheets.

The reporting of individual achievement and progress will include skill development and values and attitudes, as well as knowledge and understanding. Progress in these areas will be reported through written reports home to parents/carers in their progress review.

### **Inclusion and differentiated learning**

Whilst some students may have a fairly broad knowledge and insight into the world of SRE, there are those who have little or no knowledge at all. SRE will help all students understand their physical and emotional development and enable them to make positive decisions in their lives. Teachers need to be sensitive to this issue and that lessons are planned to take account of students' age, culture, experience and maturity. The needs of students with AEN will be taken into account by the teacher who may need to provide different resources, different activities or specific support to some students. Where students' Individual Education Plans (IEP) identify targets relating to their personal development, the teacher will ensure that opportunities are planned to support students in achieving these.

All children have equal access to the SRE programme regardless of gender or ability, and lessons are delivered by a team of dedicated staff.

Some parent/carers of children with special educational needs may find it difficult to accept their children's developing sexuality. Some students will be more vulnerable to abuse and exploration than their peers, and others may be confused about what is acceptable public behaviour. These children will need help to develop skills to reduce the risks of being abused and exploited, and to learn what sorts of behaviour are and are not acceptable.

All children have equal access to the programme regardless of gender or ability. Care is taken to ensure that the SRE education programme is presented by means of various techniques and strategies such as videos, discussions, visiting speakers as well as more formal written information. In this way it is intended that children of all abilities will be able to draw important information and insights into the area.

Students are able to explore personal and social experiences through role play. Roles explored can include those of persons behaving in ways perceived to be good or bad, revealing a range of feelings and beliefs.

Students have the opportunity to develop and express their own views and opinions.

If we have any reason to believe a pupil is at risk, we are required to report it to the school Safeguarding Team led by Mr R Leadbetter and Mr T Shand.

**Equality**

Governing bodies have wider responsibilities under the Equalities Act 2010 and should ensure that their school strives to do the best for all of the pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, pregnancy, maternity, sex, gender identity, religion or sexual orientation or whether they are looked after children.

We will ensure equality by respecting how pupils choose to identify themselves, understanding that depending on their age and maturity, their sexual orientation and gender identity may be 'emerging'.

**Policy Review**

This policy will be regularly reviewed by the senior leadership team in conjunction with the PSHEE/Citizenship co-ordinator (Mrs R Barber). This review will also involve staff, parents/carers, advisory board members and students. This review will take the form of questionnaires and consultation/ focus group meetings.

Signed:

\_\_\_\_\_ Chair of Governors  
\_\_\_\_\_ Headteacher  
\_\_\_\_\_ Date