



The Beacon
Folkestone

Relationship and Sex Education Policy

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The purpose of the policy

The purpose of a whole-school Relationship and Sex Education (RSE) policy is to:

- Explain the definition, aims and objectives of RSE, within Personal Social and Health Education (PSHE)
- Describe 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.

As a school which values personal development in our children and young people we ensure our RSE is up to date and regularly evaluated.

This 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.

Definition

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. (21st Century Guidance 2014)

Legal Requirements

The sex education contained in National Curriculum science (Key Stages 1 and 2) is compulsory in maintained schools. All state-funded schools must have 'due regard' to the Secretary of State's guidance on SRE (DfEE, 2000).

This states that:

- 'All children, including those who develop earlier than average, need to know about puberty before they experience the onset of physical changes' (1.13)
- Children should learn 'how a baby is conceived and born' before they leave primary school (1.16).

Every state-funded school must offer a curriculum which is balanced and broadly based and which:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school
- and of society

- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life
- This is stated in section 2.1 of the National Curriculum framework (DfE, 2013a) and relates to duties
- Set out in the 2002 Education Act and the 2010 Academies Act.

Aims and objectives

The aim of SRE is to equip children and young people with the information, skills and values to have safe, fulfilling and enjoyable relationships, and to take responsibility for their sexual health and wellbeing. (SEF)

Effective RSE can make a significant contribution to the development of the personal skills needed by students if they are to establish and maintain relationships. It also enables young people to make responsible and informed decisions about their health and wellbeing.

Effective RSE is essential if young people are to make responsible and well informed decisions about their lives. It helps support young people through their physical, emotional and moral development. It helps young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.

Addressing relationship and Sex education has three main elements enabling pupils to:

- Explore their own and other people's attitudes and values
- Develop and practice personal and social Skills
- Increase their knowledge and skills.

The Relationship and Sex Education (RSE) policy is underpinned by the ethos and values of our school and we uphold it as an entitlement for all our pupils. We recognise the need to work as a whole school community to ensure a shared understanding of RSE and the under-pinning values and to deliver an effective programme that meets the needs of our pupils.

The Beacon of Foxwood and Highview School explores/teaches RSE within the following moral and values framework based on the following principles:

- Self-respect
- Respect and tolerance towards others who may have different backgrounds, cultures, feelings, views and sexuality.
- An awareness of the way others feel
- Mutual support and co-operation
- Honesty and openness
- The acceptance of the responsibility for and the consequences of personal actions
- The right of people to hold their views within the boundaries of respect for the rights of others
- The right not to be abused by or taken advantage of by other people
- The right to accurate information about relationships
- The value of stable loving relationship.

Ethos and Environment

a. Global statement:

Specify guidance documents on which the policy has drawn - Key reference documents:

- DCSF Sex and Relationships Guidance (0116/2000)
- Sex and relationship Guidance (SRE) for the 21st Century: Supplementary advice to the Sex and Relationship Education Guidance DfE (0116/2000)
- Keeping Children Safe in Education, 2014a)
- The Equality Act 2010 and schools (DfE 2014b)
- Multi-agency practice guidelines: Female Genital Mutilation (2014).

The Beacon will follow best practice by ensuring that the personal beliefs and attitudes of teachers will not influence their teaching of RSE lessons.

b. How and to whom will the policy be shared and consulted amongst in the Whole School:

Dissemination and consultation/review of policy includes:

- Pupil focus groups / school council
- Questionnaires to parents / carers
- Review of SRE curriculum content with staff and pupils
- Consultation with wider school community e.g. school nurse
- Consultation with school governors.

The policy will be available to parents through direct request and available on the website later.

c. Working with parents and carers and the wider community:

- Role of parents
- How informed and consulted
- Access to resources
- Right to withdraw
- Confidentiality for parents.

Parents and carers have an especially important role to play in supporting PSHE/RSE/DRUGS education.

The Beacon feels confident that the schools programme compliments and supports their role. To enable this an information session for parents is held to discuss the RSE programme. Teaching resources could be shown and opportunities will be given for discussion and questions.

Before any year group embarks upon its RSE programme, parents/carers are informed by letter 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. Parents are also reminded that they can view any teaching resources being used in the delivery RSE.

d. CPD for Staff

The Beacon ensures RSE/PSHE CPD for staff through professional development such as:

- Opportunities for the Subject Leader to undertake any training required to fulfil the position effectively
- CPD by trained practitioners to take place for staff involved in teaching the subject

- Surveys of all staff with regard to RSE content and support required.

e. Statement of The Beacon's commitment to equal opportunities and inclusion, with reference to the Inclusion and Equal Opportunities Policies

The Beacon considers the needs of different groups within the school. (Boys and Girls, Varying home backgrounds, Sexuality, SEN, LAC, Faith, Ethnicity and Culture etc). The programme is differentiated so that it is appropriate to pupils age, ability, gender and maturity

We will 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.

The Equality Act 2010 covers the way the curriculum is delivered, as schools and other education providers must ensure that issues are taught in a way that does not subject pupils to discrimination. Schools have a duty under the Equality Act to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender (LGBT). Inclusive SRE will foster good relations between pupils, tackle all types of prejudice – including homophobia – and promote understanding and respect. The Department for Education have produced advice on The Equality Act 2010 and schools (DfE 2014b).

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 correct terminology 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
- Use inclusive language (such as partner instead of boyfriend/girlfriend)

It is good practice to use medically correct terms for genitalia and sexual parts of the body, for example vulva, vagina, penis and testicles. Ofsted provides full support for this approach (2013) and have raised concerns that some schools are currently failing to teach this vocabulary because this leaves children unable to describe abusive behaviours.

The use of respectful language which challenges sexism, homophobia and other forms of prejudice can be established in SRE and will have benefits for the whole school community – both in and out of lessons. Ofsted found that casual use of homophobic language in schools is often unchallenged (2013). Children and primary and secondary level need to know that using the word 'gay', to mean something is rubbish is wrong. See also 'The LGBT Issue' e-magazine for inclusive SRE and challenging homophobia biphobia and transphobia (Sex Education Forum, 2014).

b. Safeguarding

Some issues may result in children and young people making disclosures which will be addressed in line with school safeguarding policy and procedures

SRE plays a very important part in fulfilling the statutory duties all schools have to meet. SRE helps children understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it. State-funded schools have responsibilities for safeguarding and a

legal duty to promote pupil well-being (Education and Inspections Act 2006 Section 38). Updated government safeguarding guidance is available (Keeping Children Safe in Education, 2014a) and includes a section about being alert to signs that young girls may be at risk of female genital mutilation (FGM). School summer holiday especially during the transition from primary to secondary schools is thought to be a key risk time for FGM. See also the government Multi-agency practice guidelines: Female Genital Mutilation (2014) which includes a section for schools.

c. Confidentiality:

Staff will follow school's policy with regard to confidentiality. Pupils should also be made aware of the boundaries of confidentiality should they choose to make a disclosure to a member of staff.

A member of staff cannot promise confidentiality if concerns exist.

Outline

The Beacon delivers the RSE programme through:

- Specialist PSHE teacher
- Form tutors (with appropriate training)
- All teachers (with appropriate training)
- External agencies used to enhance programme

The Beacon teaches RSE through:

- A wide range of teaching methods can be used to enable students to actively participate in their own learning
- Including and compromising but not limited to; quizzes, case studies, research, role play, video and small group discussion
- Embedding in the PSHE Curriculum at a Federation level
- Part of a spiral Curriculum
- Opportunities for each year group in form tutor time
- Enhanced collapsed timetable days
- Specific groups or individuals identified

Delivered across the curriculum e.g. biological aspects through the Science curriculum and other aspects through English, Drama, Geography and as appropriate

Content

The PSHE Association's Programme of Study document covers the key concepts, skills and topics at different key stages which should be covered as part of a comprehensive programme.

https://www.pshe-association.org.uk/resources_search_details.aspx?ResourceId=495

The Beacon Schemes of Work provide further detail of the content delivered to the children and young people. These are available electronically on the staff area and physically in the PSHE subject folder.

Assessment

Teaching and learning of PSHE and RSE will be assessed by:

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

Monitoring

The RSE programme is monitored by:

- Pupil feedback
- Lesson planning and observations
- Teacher monitoring

Working with outside agencies

The Beacon may use the expertise of outside agencies.

Appropriate and suitably experienced and or knowledgeable visitors from outside School may be invited to contribute to the delivery of RSE.

Other Related School Policies

The policies link to:

- PSHE Policy
- Safeguarding Children Policy
- E-safety Policy
- Teaching and Learning Policy
- Equal Opportunities Policy

The Beacon Equality Statement

The Beacon Folkestone is committed to ensuring equality of opportunity to all pupils, staff and visitors. Our Core Values are at the forefront of everything we do and we ensure all at The Beacon are treated equally regardless of age, disability, race, colour, ethnicity, nationality, religious belief, gender, gender identity, transgender, sexual orientation or marital status.

The Beacon strives to be an all-inclusive environment and is always looking for opportunities to broaden the knowledge and experiences of everyone who is involved with both our services, and the staff and clients of those using the services of our multi-agency hub.

Our aims for this year are to ensure there are more equal opportunities for pupils, staff, their families and the wider community, regardless of their disability and this forms an integral part of our School Improvement Plan.

The aims for 2016-2019 are to build and improve schemes to help bring down barriers for disabled children and young people and to broaden the experience of life both inside and outside the school community for all staff & pupils.

Update Schedule

Version	Reviewed	Reason for Update	Next review date	Governor agreement
1	Sept 2016	Transfer to single school	Sept 2018	26.09.16