

Relationships & Sex Education Policy

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Relationships and Sex Education (RSE) is the lifelong learning about physical, moral, social and emotional development. It is about the understanding of the importance of stable and loving relationships, family, respect, love and care. At Deptford Green RSE is delivered formally via the PSHE and Science curriculums. Effective RSE and successful partnerships between health services and the school help to achieve better outcomes for young people.

1. Programme of Study:

The Programme of Study represents a clear coverage of the statutory guidance for RSE and Health Education using the primary framework as our starting point for learners. We have broken our Programme of Study down into 3 core areas: **Health and Well-being, Living in the Wider World** (including Careers and financial education) and **Relationships**. These core areas offer a context through which the essential skills and attributes below are developed giving our learners the skills, language and strategies necessary to manage these situations should they encounter them in their lives.

1. **Identity** – the personal qualities, attitudes, skills, attributes and achievements that young people have and what influences these. Understanding and maintaining boundaries around their personal privacy, including life online.
2. **Relationships** – exploring different types of relationships and in the many contexts in which young people might encounter them, including in the real world and online.
3. **A healthy and balanced lifestyle** – analysing physical, emotional and social health and how these interplay with relationships, work-life, exercise and rest, spending and saving, managing stress and lifestyle choices.
4. **Risk and safety** – how to identify, assess and manage risk, exploring behaviours and strategies to support this in different settings.
5. **Diversity and Equality** – in all its forms, with due regard to the protected characteristics set out in the Equality Act 2010.
6. **Rights, Responsibilities and Consent**
7. **Change and Resilience**
8. **Power** – the ways it is used and encountered in a variety of contexts including online; how it manifests through behaviours including bullying, persuasion, coercion and how it can be challenged or managed through negotiation.
9. **Career** – including enterprise, employability and economic understanding.

Personal effectiveness	Interpersonal and social effectiveness
<ul style="list-style-type: none"> • Having the Deptford Green Student Learner Behaviours of LORIC (Leadership, Organisation, Resilience, Initiative and Communication). • Having a Growth Mind-set. • Self-improvement (including through constructive self-reflection, feedback from others and goal setting). 	<ul style="list-style-type: none"> • Empathy and compassion (including the impact on decision making and behaviour). • Respect for others’ rights to their own beliefs, values and opinions. • Discernment in evaluating the arguments and opinions of others. • Skills for employability, including: <ul style="list-style-type: none"> ○ Active listening and communication (including being assertive).

<ul style="list-style-type: none"> • Identifying unhelpful ‘thinking traps’ (challenging stereotypes and avoiding generalisations). • Self-regulation (managing strong emotions and impulses). • Recognising and managing peer influence and the need for peer approval, including evaluating perceived social norms. • Strategies for identifying and accessing appropriate help and support. • Clarifying own values (including reflection on the origins of personal values and beliefs) and re-evaluating values and beliefs in the light of new learning, experiences and evidence. • Recalling and applying knowledge creatively and in new situations. • Developing and maintaining a healthy self-concept (including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy and self-respect). 	<ul style="list-style-type: none"> ○ Team working. ○ Negotiation. ○ Leadership skills. ○ Presentation skills. • Enterprise skills and attributes (including aspiration, creativity, goal setting, identifying opportunities, taking positive risks). • Recognising, evaluating and utilising strategies for managing influence. • Valuing and respecting diversity. • Using these skills and attributes to build and maintain healthy relationships of all kinds.
Managing risk and decision making	
<ul style="list-style-type: none"> • Identification, assessment (including prediction) and management of positive and negative risk to self and others. • Formulating questions as part of an enquiry approach to learning and to assess the value or information. • Analysis, including separating fact and reasoned argument from rumour, speculation and opinion. • Assessing the validity and reliability of information. • Identify links between values and beliefs, decisions and actions. • Making decisions. 	

The school respects and supports the wide range of family experiences and the background of students. RSE aims to allow students to share and discuss attitudes from a range of cultural perspectives. At the same time students are made to understand that teachers will challenge prejudice: racism, sexism and homophobia.

RSE is required to be taught in a moral framework and young people will learn these values throughout all aspects of school life and through all subjects, not just PSHE.

Among the values promoted are:

- Respect and responsibility for self and others, and a willingness to see choices made by others as equally valid
- Explore the physical, sexual, emotional and moral implications and risks, of certain types of behaviour.

	Health and Wellbeing	Living in the Wider World			Relationships	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	Introduction to PSHE/Secondary School (Introduction to PSHE, My New School, Starting Secondary School, Study Skills, LORIC)	Friendships (Friendships and Bullying, Emotional Literacy, Self-Awareness, Conflict Management and Resolution, Respectful Relationships and Bullying, Personal Safety)	Healthy Living (Healthy Choices, Healthy Eating, Eating Disorders FGM, Cancer)	Puberty (Puberty and Hygiene, Periods, Relationships)	Living in the Real World Desert Island Project (Decision Making, Laws, Community Living)	First Give (Ethical Finance, Spending, Budgeting, Money Skills)
Year 8	Healthy Eating (Body Image and the Media, Sexting, Image Sharing)	Relationships (Puberty Recap, Types of Relationships, Relationships and Breaking Up, Intimate Relationships, Abusive Relationships, Love, Dating and Relationships, Online Grooming)	Drugs (Classification of Drugs, Effects and Withdrawal, The Law and Alcohol)	Stonewall (Film, LGBT, Homophobic, Biphobic, Transphobic Bullying)	Islamophobia (Extremism, Religions and Prejudice, British Values)	Growth Mindset (Growth Mindset, Resilience, Confidence, Achievement, Positive Behaviour)
Year 9	LORIC, Personal Safety (First Aid, Online Grooming, Acid Attacks)	E-Safety (Cyber Bullying, Internet Safety, Digital Footprint, Digital Citizenship)	RSE (Consent, Contraception, Conception, FGM, Families., Forced and Arranged Marriage)	Living in the Real World Money (Finance and Budgeting, Saving and Investment, Debt, Gambling and Addictions)	Study Skills, Stress Relief and causes of Stress (Relaxation, Conflict at Home and Running Away, Wellbeing, Mindfulness, Self-Harm)	Life in the Real World Employability (Creating cover letter, CV)
Year 10	Careers (Preparation for Work Experience)	RSE (Parenting Issues, Gender and Sexuality, Consent, Teenage Pregnancy, Abortion, Body Image, Relationships, Revenge Porn)	Drugs (Drugs and Alcohol, Vaping, Drugs at Festivals and Parties)	Crime and Criminality (Terrorism, Extremism, Legal System, Punishment, Knife Crime, County Lines)	Health and Wellbeing (Healthy Lifestyles, Active Lifestyles, Depression, Being Healthy, Body Positivity, Self-Esteem and Mental Health, Role Models)	Work Experience (Reflection on WEX, College Preparation)

2.Rationale

This policy will ensure that parents, carers and students know the legal requirement for RSE and the students' entitlement. It clarifies the responsibility of the governing body. The policy is available via the website and copies of this policy are available to parents on request.

This policy supports all staff in their delivery of RSE. A member of the Senior Leadership Team is responsible for ensuring all Newly Qualified Teachers and new staff are fully aware of this policy. The policy is complementary to other related policies in the school including Inclusion, Child Protection, Confidentiality, Teaching and Learning and the Behaviour for Learning Policy.

This policy will be reviewed every two years.

3.Assessment:

Assessment is used to promote learning, to identify students' progress and ongoing learning needs, to allow them to reflect on their own learning and to demonstrate the impact the programme is having on them. **Assessment refers to gauging what has been learned and what still needs to be learned** and shouldn't be confused with evaluating the programme.

Personal attributes and skills are arguably the hardest aspect of learning to assess. It may well be that teachers cannot accurately assess a student's resilience, empathy or risk management with any real meaningfulness or confidence. However, students themselves will be able to judge, for instance, whether they feel more confident, or have a firmer sense of their own ability to identify and assess risk than they did before. While it might not be written down and handed in for marking, such personal reflection in PSHE is essential. Assessment in PSHE works best with a combination of teacher, peer and self-assessment.

The student's own starting point is the benchmark against which progress is measured, not the performance of others or the requirements of an exam syllabus. Assessment is built into the lessons in PSHE and is a fundamental tool in the teacher's toolkit.

1. Baseline assessment (Prepare for Learning)
2. Assessment **for** Learning (gauge understanding and adapt teaching)
3. Assessment **of** Learning (at the end of a 'piece of learning' – what do I know now that I didn't know before?)

Assessment activities might include: questioning, discussion, brain-storming, role-play, storyboarding, quizzes, continuum, card sorts, diamond nine and questionnaires.

4.Delivery of RSE at Deptford Green

In addition to the Science curriculum, we teach RSE through our planned PSHE programme from Year 7-10. The PSHE programme is supported by outside agency specialists. We work very closely with the Waldron Health Centre. All students will have visited the Waldron as part of our programme at least once by the end of Year 10.

One of the key intentions in our delivery of RSE is to provide a safe environment where students feel able to participate in the lesson. In PSHE lessons the setting up of the ground rules, reminding students of confidentiality issues and the use of warm up games helps to provide this environment. We encourage the use of drama, art and creative activities, using techniques to encourage exploration of attitudes and case studies to develop empathy.

Teachers are aware of sensitive issues that may arise out of teaching and learning about RSE. The following are protocols for discussion based lessons with students:

- No one (teacher or student) will have to answer a personal question
- No one will be forced to take part in a discussion
- Meanings of words will be explained in a sensible and factual way
- Teachers may use their discretion in responding to questions and may say that the appropriate person to answer that question is the parent or any other trusted adult

Where a member of staff is concerned that a safeguarding issue is arising it is their responsibility to follow the school's policy in this matter.

5. Monitoring and evaluating RSE

RSE is monitored by the school's Head of Faculty for Sport and Health Education. It is the Head of Faculty's responsibility to:

- Ensure that RSE occurs in the school's curriculum according to the schemes of work for PSHE
- Monitor the use of teaching and learning styles
- Monitor the use of teaching materials
- Evaluate the effectiveness of the school's programme

This will be achieved by carrying out a range of enquiry walks over the year and participating in all relevant school reviews.

6. Meeting student need

Students are made aware of this policy via the PSHE programme understanding that students' needs best determine effective RSE, evaluation is carried out in the following ways:

- Student evaluations
- Feedback from Heads of Year and Teaching Staff
- Feedback from external agencies

Outside agencies and other professionals play an important and complementary role in the effective teaching and learning of RSE. PSHE lessons will be included in any whole school quality assurance systems and procedures including enquiry walks.

7. Visitors contributing to RSE

It is important that young people have access to health professionals and other local experts on issues relating to RSE. The school has built successful partnerships with a number of agencies and professionals. We work closely together to plan and evaluate modules of work on issues relating to RSE.

All health professionals and visitors are asked to conform to the following:

- visitors contributing to RSE do so at the invitation of the school and will be qualified to make an appropriate contribution
- visitors must agree with the aims of the school in delivering its policy on RSE
- when in class visitors are supervised by a teacher, who will be present at all times
- visitors follow the school's Safeguarding procedures if a disclosure occurs
- visitors know and understand where their contribution fits into the school's programme for PSHE

8. Health services for young people provided by the school

The School uses the services of Place to Be to support students in having positive mental health and mental health awareness. Students can be referred to this service via a Head of Year or Pastoral Leader and through Inclusion Panels.

This service is advertised throughout the school and parents may also contact the service by appointment. It is clear from Government guidelines that when not in a classroom context these professionals are covered by their own professional codes of conduct. Health professionals can:

- give one-to-one advice or information to a student on a health-related matter including contraception
- exercise their own professional judgement as to whether a young person has the maturity to consent to medical treatment including contraceptive treatment

The school actively promotes outside and online services to support young people including the NSPCC, Childline, METRO and Stonewall.

9. Confidentiality

No member of staff or health professional can offer complete confidentiality to any student due to safeguarding procedures.

Confidentiality is about information entrusted from one person to another. This information should not be used for another purpose without permission and will only be divulged with the consent of the child/ young person. Since the need to protect the child/young person governs the degree of confidentiality, and may over ride it, it is not possible to promise absolute confidentiality.

Within PSHE lessons ground rules are established at the beginning of each new piece of work. Students are reminded that the classroom is not an appropriate place to discuss information of a personal or confidential nature. Students are encouraged to use strategies such as an anonymous question box for seeking answers to personal questions.

Health professionals adhere to their own code of conduct regarding confidentiality. When working in a classroom situation they are bound by relevant school policies. Outside of this, a health professional can give one to one advice or information.

10. Parental right to withdrawal from RSE

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Before granting any such request it would be good practice for the school to discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. This will also include discussing with parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher. Although the detrimental effects may be mitigated if the parents propose to deliver sex education to their child at home instead.

Once those discussions have taken place, except in exceptional circumstances, the school should respect the parents' request to withdraw the child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those terms.

This process is the same for pupils with SEND. However, there may be exceptional circumstances where the headteacher may want to take a pupil's specific needs arising from their SEND into account when making this decision.

If a pupil is excused from sex education, it is the school's responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal. There is no right to withdraw from Relationships Education or Health Education.

We believe that all young people are entitled to a planned RSE programme. However, parents and carers have a right to withdraw their child from some aspects of the RSE programme, except for those parts included in the National Curriculum. Parents/carers wanting to withdraw their child from RSE must write a letter to the Head teacher. When the Head teacher receives a letter they, or a delegated colleague, will invite parents/carers in for a meeting to discuss the matter and outline the content of the curriculum.

If the parent/carer still wants to withdraw their child after such a meeting, unless there are exceptional circumstances, the parent's request should be granted until 3 terms before the student turns 16. For example, if the student's 16th birthday is in February of Year 11, that point would be February in Year 10. At that point, if the child wishes to be taught RSE, the Head teacher should ensure they receive it in one of those three terms.

All discussions with parents/carers will maintain a respectful and considered tone and parents will not be pressurised to unduly change their mind or be made to feel guilty for making the request. If a parent declines an invitation to a discussion, their request for withdrawal must still be processed in the normal way.

Once a withdrawal is agreed the school must implement it until the parent notifies the school otherwise, or until circumstances change to become exceptional, or until the student, having reached 3 terms before they turn 16, asks to receive RSE. It would be good practice to contact parents who withdraw their child annually to remind them that the withdrawal is still in place and confirm that they want it to continue. A nil response to such a request means that the original withdrawal should still be implemented.

The DFE offers no definitive list of ‘exceptional circumstances’, but may include cases where the school has information which suggests a student is at risk of exploitation externally to the school.

11. What happens if a child/ young woman is pregnant or requires emergency contraception?

Effective RSE should enable and encourage young people to talk to a trusted adult if they are having or contemplating having sex. We need to consider the best interests of the student at all times. The law allows health professionals to see and in some circumstances to treat young people confidentially, and part of this process includes counselling and discussion on how to talk with parents/carers. All students are informed of the exceptional circumstances where confidentiality may be breached. (The criteria for making such a decision are based on the ‘Fraser guidelines’ and can be found in guidance issued jointly by the Health Education Authority, the British Medical Association, Brook Advisory Centres and others. Any competent young person, regardless of age, can independently seek medical advice and give valid consent to treatment).

When a member of staff receives information, and believes there may be safeguarding issues to be addressed, they may discuss the case with the Safeguarding Officer. They need to make it clear to the young person that they cannot guarantee confidentiality. The member of staff should ensure that if confidentiality has to be broken the young person will be informed first.

In the case of a young woman becoming pregnant whilst attending school, an unusual occurrence at Deptford Green, she will be encouraged to continue with full time education. A maternity risk assessment will be carried out by a member of the Senior Leadership Team, the Head of Year, any relevant health care professional, parent/carer and the young woman together. This will address the following:

- Handling heavy loads e.g. school bag / books
- Extremes of cold or heat e.g. warm extra clothing in cold weather
- Movements and posture around school e.g. use of stairs, corridors, P.E lessons, toilet access, rest/ quiet area access
- Biological agents existing e.g. rubella
- Violence/bullying from other students/school community

12. Sexuality

Young people, whatever their developing sexuality need to feel that RSE is relevant to them and sensitive to their needs. In discussing relationships and sex we make it clear that all types of loving relationships are valid. Homophobic bullying and the emotional harm and distress caused by bullying relating to sexuality is specifically addressed within the PSHE curriculum in as well as in the ethos of the school through the school’s Equal Opportunities policy.

There is a school incident book for any incidences of physical or verbal abuse or bullying. Staff are encouraged to record incidents and challenge inappropriate behaviour at all times.

Deptford Green is a Stonewall Champion School and works closely with them and with METRO to ensure high quality staff training.