



Homewood School & Sixth Form Centre

LEARNING · RESPECT · BELONGING

RELATIONSHIP & SEX EDUCATION (RSE) POLICY

Date approved by Governors
March 2015

HOMEWOOD SCHOOL & SIXTH FORM CENTRE

Relationship & Sex Education (R.S.E.) Policy

This policy will be reviewed every 3 years

Please note that full consultation has taken place with recognized trade unions on this document; however, not all of the document has necessarily been agreed with all the trade unions.

DATE OF POLICY: March 2015

DATE OF REVIEW: March 2018

Member of staff responsible for Policy:

Principal & Director of Relationship and Sex Education

Signed.....Principal

Signed.....Chair of Governors

Relationship and Sex Education (R.S.E.) Policy

Aims of Relationship and Sex Education at Homewood School

It will allow the students to opportunity to:

- Develop confidence to talk, listen and think about feelings and relationships
- Address concerns and correct misunderstandings and be able to protect themselves and ask for help
- Develop skills to make and maintain positive relationships
- Develop positive attitudes and values and respect differences in opinions
- Develop a positive self image and high self-esteem
- Gain accurate knowledge and understanding about relationships
- Gain accurate knowledge and understanding about ways to reduce the risk of STI's (including HIV), unplanned pregnancy including contraception
- Develop personal responsibility for one's action
- Know where to get confidential advice and support
- Develop skills to resist pressure to have sex

Definition of Relationship and Sex Education (RSE):

RSE is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health. It is not about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching.

Moral and Values Framework:

Relationship and Sex Education at Homewood School and Sixth Form Centre is taught within a clear framework of values and an awareness of the legal expectations of the school. It aims to help students take control of their lives and make reasoned choices for themselves, based upon the facts that they have learned. It is devised to provide the most appropriate material for the relevant ages and the maturity of the students and is taught in a manner that can be clearly understood by all students. Relevant issues are re-addressed as students move through the year groups to reinforce meaning, contemporary relevance and acquisition of learning.

The programme promotes stable family life, marriage and the responsibilities of parenthood. Students are taught in the full understanding that some have never experienced a 'happy stable family life' and sensitivity to this is fundamental to the teaching of the course. We aim to avoid any hurt or embarrassment to students and their families. All students need to feel a sense of worth and they are encouraged to raise their sights accordingly. Students are expected to develop a sense of tolerance and understanding for others.

Traditionally the focus has been on girls. Boys have felt that sex education is not relevant to them and are unable to ask questions about relationships and sex. Boys are also less likely to talk to their parents about Relationship and Sex. For these reasons, equal focus is put on RSE for girls and boys.

The 1996 Education Act / Learning and Skills Act 2000 states that we must:

- Have an up-to-date policy.
- Provide RSE that includes as a minimum information about STI's and HIV / AIDS
- Ensure that young people learn about the nature of marriage and its importance family life and bringing up of children

The National Healthy School Standard

The National Healthy School Standard (NHSS) was introduced in October 1999 to support and complement the new PSHEE framework. Relationship and Sex Education is one of a number of specific themes which makes up the standard. Homewood School became a 'Healthy School' in 2006. The NHSS has specific criteria which ensure that schools can confidently set the context and ethos for the delivery of Relationship and Sex Education.

How is RSE organised in the Curriculum?

Relationship and Sex Education is taught during our school's 'Mentoring Days' for Years 7-10. These single sex cohort sessions (shown below) are led by a trained member of staff.

RSE SESSION 1	
Year 7	Friendships and relationships
Year 8	Body image
Year 9	At what age can I?- The law and making the right choice for themselves
Year 10	Sexuality
RSE SESSION 2	
Year 7	Peer pressure
Year 8	What is right for me?- Possible situations and choices they should make
Year 9	Sexually Transmitted Infections (STIs)
Year 10	Underage and Pregnant (BBC Schools resources)
RSE SESSION 3	
Year 7	Puberty
Year 8	Contraception
Year 9	Healthy/abusive relationships
Year 10	Condom demonstrations

Students in Years 7-10 receive 3 sessions in one year. Students are also taught related issues through their Core Curriculum Science lessons as shown below.

Year	Topic
7	Conception / Basic Reproduction / Naming of bodily parts
8	Function and location of bodily parts / Staying alive
KS4	Genetics / Ethics of genetics/IVF/genetic screening / HIV/AIDS

NB: Some students also take a Childcare course in Years 9/10/11 that covers many of the above elements but looks in particular at the development of the child from conception through to early years.

How will Relationship and Sex Education be monitored and evaluated?

Student evaluation sheets will be distributed at the end of each 'Mentoring Day' to see how the RSE could be improved and necessary adjustments will be made (appendix 1)

Staff Training

All Staff delivering the RSE sessions will receive training from Sam Vary and the outreach nursing services.

Specific and Sensitive Issues

Staff teaching RSE are given guidance into setting their ground rules (appendix 2).

a) Confidentiality

Students are encouraged to respect the confidentiality of their peers during RSE lessons. This enables individuals to speak freely without fear of criticism or ridicule. Staff also maintain confidentiality except in a matter where the information that they are told or hear leads them to believe that any student is at risk: if, in this case, the teacher believes that the child has embarked upon, or is contemplating, a course of conduct which is likely to place him or her at moral or physical risk or in breach of the law the teacher then has a general responsibility to ensure that the child is aware of the implications and is expected to seek advice from the Designated Child Protection Coordinator. If it is felt that a student could be at risk, they need to be informed that the disclosed information may not be kept confidential. The other exception is if a student seeks advice from a member of staff about contraception. To give such advice contravenes the law. The procedures for such situations involving staff are set out below.

b) Contraception 'Advice', abortion, information and referrals to under 16's (individually or in the classroom).

Staff are expected to exercise particular care in relation to the provision of contraceptive advice to students under 16 for whom sexual intercourse is unlawful. The general rule is that giving individual advice on such matters without parental knowledge or consent would be an inappropriate exercise of a teacher's professional responsibilities.

Teachers are advised that if they are approached by an individual student for specific advice on contraception or other aspects of sexual behaviour they should encourage the student to seek advice from his or her parents and if appropriate, from the relevant health service professional. Students may be advised to attend the Confidential and Relationship Clinic (Friday lunchtimes in the Community Room). Whether the specialist support services should be involved will depend upon the particular circumstances and the professional judgement of the Designated Child Protection Coordinator.

<p>Teachers should in all circumstances provide general information to students and not individual advice.</p>

The 'morning-after pill' demands special mention. This could be given to a student after she has sought advice from the outreach nurses in the confidential Health and Relationship Clinic. Parents and the school do not need to be informed in this situation.

In tandem with the issues above there is a need to articulate related governmental policy on Sexual Abuse issues:

c) Homophobic and other Sexuality Specific bullying.

Bullying of any kind is a serious breach of the School Code of Conduct and now falls foul of the fully implemented Human Rights Act (2000). This policy does not wish to single out homophobic or sexually specific bullying as an item but does wish to stress that it has equality with all other types of bullying as an offence that will engage the school's behaviour policy and the relevant sanctions. Homophobic bullying will always be recorded in the school homophobic log held by the Student Team.

d) Procedure for supporting a member of the school community infected or affected by HIV.

We seek to instil in students the need to understand and have knowledge of HIV and AIDS. Present evidence shows the risk of transmission in the school context is minimal. If any member of Homewood School has such a condition we should respect the right of privacy. In accordance with this, those members of staff who are aware will be restricted by a 'need to know' approach in case of a bleeding injury (School Nurse, tutor, FLO, Head of College, Vice Principal Welfare, PE teacher) – when appropriate health and safety rules will be followed.

e) Sexual Abuse Procedures

If any member of staff perceives that a disclosure may have sexually abusive connotations, then the procedures for Child Protection must be followed. The Designated Child Protection Coordinator will make the necessary judgement to inform the appropriate authority. This procedure is set out in other related policies including the Child Protection Policy and must be followed to the letter.

f) Menstruation

Research shows that about one third of girls are not told about their periods by their parents and 10% receive no preparation at all before their first period. Help and advice can be sought from the Student Support Advisors and School Nurse. The topic is also discussed within the Year 7 Relationship and Sex Education sessions. Sanitary ware is distributed to all students if obtained

Working with Parents and Child Withdrawal procedures

The policy aims to ensure that all students experience equality of opportunity irrespective of gender, sexual orientation, cultural or ethnic identity or religion. Students are asked to consider their own views and values in relation to inequalities that exist today in some areas of society with regard to sexuality. As such the policy has been developed in the context of the School's Equal Opportunities Policy.

The policy allows for Parents to withdraw their children from RSE lessons except those covering the Science National Curriculum Orders. Parents do not have to offer reasons for doing so although we would urge any parent considering this course of action to carefully consider the course content before committing their request to the Principal in writing. During the academic year, parents will be written to stating that RSE will be taught during the course of the year and their right to withdraw their child from it. The Principal will state in the letter *"I would also take this opportunity to remind you that you do have the right to withdraw your son or daughter from Relationship and Sex Education lessons if you wish to do so. Please put your request in writing to Miss Vary if you wish to exercise this right"*.

Support and counselling available for students

Confidential Health and Relationship Clinic (outreach nursing service)

A weekly confidential drop-in centre is offered to students in Year 9 and above. The services available to the students include:

1. relationship advice
2. contraception (including morning after pill)
3. pregnancy testing
4. STI screening
5. Referrals when implants are required.

Connexions (school based) / New Romney Counselling – 2 days / Resident Counsellor – 2 days

The School can refer students to Connexions, New Romney Counselling Services or our resident counsellor if it is deemed that they would benefit from this service. These services are all onsite and take place on a weekly basis. All sessions take place for a limited period of time. Parental permission will normally be sought for students in years 7-11.

Student Support Advisor / School Nurse

Students can obtain advice and support from the SSA's / School Nurse. If advice is required regarding contraception or other aspects of sexual behaviour students are encouraged seek advice from his or her parents / relevant health service professionals.

Dissemination of the Policy

Copies of the RSE Policy will be given to all Governors. It will also be available from College Offices and on 'Teacher Share'.

The RSE coordinator (Sam Vary) is responsible for RSE.
Policy to be reviewed every 3 years (March 2018)

Relationship and Sex Education

Please can you complete the following form to let us know how we can improve the Relationship and Sex Education Sessions in school?

Topic taught (please circle)

Year 7	Friendship and Relationships/ Peer Pressure / Puberty
Year 8	Bodies and Body Image / What is right for me?/ Contraception
Year 9	Healthy and Abusive relationships/At what age can I? / STI's
Year 10	Sexuality / Underage and Pregnant/Condom Demonstrations

1. Do you think that this has been useful session for you to attend? Yes No
2. What was the best piece of advice you have been given?

3. In your opinion has anything been missed out from the topic taught?

4. How could we make the sessions even better?

How would you rate the sessions (please circle)?

Excellent Good OK Poor

Thanks!

Appendix 2: Setting the ground rules: Advice to staff who teach RSE

This guidance is to ensure the difficulties that may potentially arise in the PSHE context can be dealt with proactively rather than after the fact when embarrassment and exposure can make life difficult for the students and the teaching staff.

1) Agree your ground rules

Set up your ground rules before you begin and reinforce them as you go along. Agree them as a group. This sets up the safe boundaries for you to work together as a group. Most importantly suggest the “no personal experiences- just general situations and examples”. They don’t want to hear about your private life any more than you want to hear about theirs! Plus this also keeps the space safe from public child protection disclosures. Also it may be advisable to agree a room boundary too in that kids shouting “masturbation for the nation” in the corridor to the Y7’s and other teachers just after your lesson may not reflect brilliantly on your very important work!

2) Follow the ground rules

Make sure you also follow the ground rules as well as getting the young people to. Once, when just starting out in sex ed, a kid asked me something hilariously wrong that I burst out laughing, I had to stop personally apologise to him and the class for breaking our ground rules which included “not making fun of people”, thankfully he accepted my apology and we moved on, but it is so important that you role model the ground rules you want the group to stick to.

3) Use inclusive language

Make sure the language you use is inclusive. Remember there maybe some LGBT young people in your group and your sex education needs to meet their needs to. For example you could use “your partner” rather than “your boyfriend”, and don’t just talk about penis in vagina sex- you can mention oral and anal sex too. Remember these activities are not sexual orientation specific.

4) Terminology

Also on language – it’s probably safer to agree as a class to use the “proper words” for things and if a student’s isn’t sure what the correct word is then to discreetly ask the teacher. This is because some words may cause offence to some people so it maintains a safe group environment if you agree to use the same words

5) Anonymous question box

Always provide an anonymous question box for young people to ask questions as some students may have a question they are too embarrassed to ask in front of the class. This can also give you breathing space if you are worried about answering questions “on the fly” as you can take the questions away and decide on how you feel most comfortable answering them. Also remember sometimes some questions may not require the extreme level of detail you may be about to launch into so make sure you clarify where a student is coming from by asking more questions if you need to.

6) Child Protection and confidentiality

Always keep in mind child protection and confidentiality. If you maintain proper distancing techniques such as anonymous questions and no personal stories then you are unlikely to have any CP issues arise. Remember your role is not one of trying to play private detective sniffing out sexually active teenagers. You may or may not have sexually active teenagers in your class (stats are 1/4-1/3 of teenagers have sex under the age of consent). Remember the age of consent is 16 but the Sexual Offences Bill 2003 states that a child under 13 is unable to consent to sex and all such cases MUST be referred onto CP lead for your school.

7) Sex Education Policy

Make sure you read the sex and relationship policy before you start teaching this.

8) Be respectful of differing values related to sex and relationship education.

Sex education can be a difficult subject as it can have such a wide spectrum of differing values but most importantly your role as a teacher of the class is to engage with as many learners as you possibly can. Your learners will all have different experiences and values to you and it is important you don't alienate them by ranting on about your own opinions on abortion, underage sex, teenage parents, homosexuality etc etc. Be careful not to state your own opinions as facts and make sure you clarify the difference with your students. You should ensure you are respectful of your students differing values and opinions- and offer opportunities for students to engage in discussion about them- the class doesn't need to reach consensus but opportunities should be offered for all opinions to be heard if expressed thoughtfully and mindful of not being offensive. (Getting students using "I feel...." statements rather than "they are...." may help)