



**Oldbury Wells School  
Member of the Bridgnorth Area Schools' Trust**

**Relationship and Sex Education (RSE)  
Policy**

**FREQUENCY OF REVIEW: Annually**

**APPROVED: Summer 2017**

**DATE OF NEXT REVIEW: Summer 2018  
unless there is a material change**

# **RELATIONSHIP AND SEX EDUCATION POLICY FOR OLDBURY WELLS SCHOOL**

## **Policy Statement**

Relationship and Sex Education (RSE) is a lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings (Sex Education Forum 1999).

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

The Policy adheres to and is consistent with the expectation that all secondary schools are required to provide an RSE programme that includes (as a minimum) information about sexually transmitted infections and HIV/AIDS. The sex education elements contained in the National Curriculum Science Orders are also mandatory. All schools must provide an up to date policy that describes the content and organisation of RSE provided outside the National Curriculum Science Order. The DFE Sex and Relationship Education Guidance supports this legislation and suggests that schools should set sex education within a broader base of self-esteem and responsibility for the consequences of one's actions.

Other related policies and documents include the Confidentiality Policy, Off Site Policy, Anti-Bullying Policy, Child Protection Policy, Equal Opportunities Policy and guidance for professionals working with sexually active under 18s.

## **Aims and Objectives**

In addition to the school's aims, the policy includes principles that all young people are entitled to responsible and relevant sex education as a key element of their PSHE education. SRE is provided in a way which encourages students to consider morals and the value of family life

### **Aims**

- To promote understanding of sexual attitudes and behaviour;
- To assist the development of informed, reasoned and responsible decisions;
- To help develop self-esteem and self-confidence in young people as a foundation for responsible and caring relationships;
- To assist a positive and confident attitude about physical, emotional and moral aspects of sexual maturity.

### **Objectives**

- Knowledge of personal relationships; risks and responsibilities, forms of contraception and STIs;
- Inclusion of moral/family values, religious values, gender roles and stereotyping;
- Provision of opportunities for students to examine their own and others' attitudes towards sexual activity and related issues;
- To promote an awareness of peer pressure and encourage the development of assertiveness and confidence to cope with peer pressure;
- To develop other personal skills; listening, communication, empathy, consideration and self-esteem;
- To raise awareness of sources of help and to develop the skills to use them;
- To promote a partnership with parents.

### **Moral and values framework:**

The RSE programme at Oldbury Wells School reflects the school ethos and demonstrates and encourages the following values:

- Respect for self;
- Respect for others;
- Responsibility for their own actions;
- Responsibility for their family, friends, school and wider community;
- An ability to make informed, wise and thought-out decisions.

## **Equal Opportunities Statement**

The school is committed to the provision of RSE to all of its pupils. Our programme aims to respond to the diversity of children's cultures, faiths; family backgrounds and sexual orientation.

The RSE programme offers the students the opportunity to develop and clarify the attitudes and values in relation to gender roles, stereotyping and to the concepts of masculinity and femininity.

The programme seeks to counteract assumptions in society e.g. passivity of females, women as "homemakers", men as breadwinners etc.

All students have equal access to the whole curriculum as it is relevant to their needs and equal time is allocated for all groups. Support is provided as necessary.

## **Content**

The "Shropshire Respect Yourself Relationship and Sex Education" programme is a comprehensive scheme of work for year 6 to year 11. See Appendix 2 for the content over-view.

The emphasis is upon relationships and we refer to relationships and sex education. The programme has 3 components:

- Knowledge and information
- Skills and self-esteem (including decision making and assertiveness)
- Attitudes and values clarification.

The programme uses a variety of teaching techniques but uses materials and images appropriate to the age groups. Pupils are encouraged to ask questions and seek advice and support from reliable and confidential sources of support, including parents, family, pastoral team, the CHAT Service and health professionals.

In Key Stage 3, pupils learn how good relationships can promote mental well-being, how to manage their feelings positively and how to manage changing relationships. They learn the law relating to sexual behaviour, how to develop skills of assertiveness in order to resist peer pressure and stereotyping, sources of advice & support and when and where to get help.

In science, pupils learn about the role of the male and female in fertilisation, the development of the baby and methods of contraception and how they work.

In Key Stage 4, pupils learn to recognise the influences and pressures around sexual behaviour and respond appropriately and confidently seek professional health advice. They learn how HIV and other sexually transmitted infections affect the body, how different forms of contraception work, the risk of early sexual activity and the link with the use of alcohol. Arguments around moral issues such as abortion, contraception and the age of consent are also considered.

The scheme of work and the SENCE DVD and materials can be seen by parents on request.

## **Organisation**

RSE is not delivered in isolation but firmly embedded in all curriculum areas, including Science, Personal, Social Health Education (PSHE) Philosophy and Religion (PR) and Citizenship. At Oldbury Wells School the *main* content is delivered in PR, Science and PSHE lessons.

RSE is normally delivered by specialist Science teachers or teachers who have been specifically identified and are familiar with the materials being used and who have been given guidance on answering difficult questions. Groups are normally arranged in mixed ability gender groups other than when it is deemed more appropriate for topics to be covered in single sex groups.

Occasionally, appropriate and suitably experienced and/or knowledgeable visitors from outside school may be invited to contribute to the delivery of RSE in school. Such staff are supervised and the details of their involvement are carefully planned in advance.

## **Monitoring and Assessment**

The specific modules are assessed and performance is measured against individual pupil targets. The Shropshire programme includes a baseline tracking tool, which measures pupils' knowledge and confidence. This also allows individual students to be identified for intervention work if required.

## **Specific Issues within RSE**

### **Withdrawal**

Parents/Carers have the right to withdraw their children from all or part of the sex and relationships education provided at school except for those parts included in statutory National Curriculum. Those parents/carers wishing to exercise this right are invited in to see the Head Teacher who will explore any concerns and discuss the impact that withdrawal may have on the child. Once a child has been withdrawn they cannot take part in the RSE programme until the request for withdrawal has been removed.

### **Confidentiality**

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, she/he talks to the named Child Protection Officer who may confer with the Headteacher before any decision is made. The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported throughout the process.

See Oldbury Wells School Confidentiality Statement for further details.

### **Child Protection**

The school has a separate Child Protection Policy. Effective RSE may bring about disclosures of child protection issues and staff should be aware of the procedures for reporting any concerns.

### **Disclosures**

If a member of staff learns that an under 16 years old is sexually active or contemplating sexual activity the school will ensure that:

- The young person is encouraged to talk to their parent/carer
- Child Protection issues are addressed
- The young person receives adequate counselling and information
- The Child Protection Officer will consider further appropriate action and in doing so will make reference to Local Authority, and other advice, on dealing with sexually active young people.

### **Controversial and Sensitive Issues**

Sensitive and controversial issues within RSE cannot be ignored. Such issues are presented in a broad and balanced way free from sensationalism and personal bias.

Topics such as contraception, abortion, LGBTQI, STI, HIV/AIDS may arise as part of the planned curriculum or be introduced by students themselves. A supportive climate will be fostered and discussions will take place. Any medical or scientific language will be supported to ensure understanding and the use of correct terminology for sexual and other body parts

Staff are aware that views around RSE related issues are varied. Topics are presented using a variety of views and beliefs and pupils are encouraged to form their own, informed opinions but also respect others that may have a different opinion.

### **Dealing with Questions**

Both formal and informal RSE arising from pupils' questions are answered according to the age and maturity of the pupil concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the Child Protection Officer if they are concerned.

### **Sexual Identity and Sexual Orientation**

Oldbury Wells School believes that RSE should meet the needs of all pupils regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. Homophobic bullying is dealt with strongly yet sensitively.

### **Dissemination**

All staff members and governors have access to the policy which is on the school's website.

**Other key websites:**

- [www.wiredforhealth.gov.uk](http://www.wiredforhealth.gov.uk)
- Sex Education Forum ([www.ncb.org.uk/sef](http://www.ncb.org.uk/sef)).
- Brook Advisory

The Relationship and Sex Education Policy (RSE) has been adopted by the Local Governing Body of Oldbury Wells School

Signed \_\_\_\_\_

Chair of Local Governing Body

Dated \_\_\_\_\_

Signed \_\_\_\_\_

Headteacher

Dated \_\_\_\_\_

## **Appendix 1**

### **Governors' Policy Statement on Relationship and Sex Education**

Governing bodies are required to prepare and keep up to date statements of policy on the content and organisation of sex education in their schools. In making this statement, Governors have taken account of the National Curriculum documents for Science, Ofsted recommendations and advice from Shropshire Council's lead on RSE.

Sex education includes such concepts as growing and changing, the life cycle, puberty and reproduction. It is also about emotions, relationships and responsibilities and how we care for each other. We therefore refer to this work as relationship and sex education (RSE) placing the emphasis on relationships.

RSE aims to help children and young people understand their feelings, emotions and bodies, how they are growing and changing and how they will change in the future. It aims to enhance emotional and social development, helping them to understand the benefits of caring relationships and to be aware of pressures and possible dangers.

The work is integrated within Science and PSHE and taught as a spiral curriculum in an age appropriate way. We use the Shropshire Respect Yourself RSE scheme of work and recommended resources. This is a national award winning programme which is cross phase, providing consistency of approach for our pupils.

Trained and confident members of staff deliver the lessons in a way which is consistent with the ethos and culture of the school. Some single gender work or small group exercises will be used as appropriate. The work is differentiated based on physical and emotional maturity and cognitive development.

The policy will be reviewed regularly when Governors will answer the views of teachers, pupils and parents. The Headteacher and Governors are available to discuss any concerns. Parents are informed of their right to withdraw their children from sex education additional to that required by the National Curriculum.

#### **Dissemination**

All staff members and Governors have access to the policy. Training is regularly delivered to staff on the policy content. Copies are available from the school office on request from parents. A short summary of the policy is included in the school prospectus.

#### **Key websites**

[www.teachernet.gov.uk/pshe](http://www.teachernet.gov.uk/pshe)

[www.wiredforhealth.gov.uk](http://www.wiredforhealth.gov.uk)

[www.ncb.org.uk/sef](http://www.ncb.org.uk/sef) (Sex Education Forum)

## Shropshire Respect Yourself Relationship and Sex Education (SRE) Scheme of Work

### Module Outcomes and Lesson Overview - Y6 to 11

**Module Outcome:** Pupils develop capacity to explore and evaluate their confidence, beliefs and ability to put knowledge and information into practice in their personal relationships

Year 6	Year 7	Year 8	Year 9	Year 10	Year 11
Pupils develop understanding and confidence about their body, how it works and changes during puberty	Pupils explore changing relationships, peer pressure and media stereotypes	Recap foundation knowledge on puberty and pregnancy. Introduction to risk taking, alcohol and sexual behaviour; sex and the law, myths and misinformation	Focus is on clarification of pupils' attitudes and development of self-esteem and delay techniques. Knowledge and skills on contraception and STIs are introduced	Skill development, assertiveness, decision making and self-esteem combined with knowledge on rights and responsibilities in sexual and non sexual relationships	Exploration of attitudes, values and peer pressure. Informed consent and rights and responsibilities in sexual and non sexual relationships
Valuing Ourselves	Changes Now	Talking about Relationships and Sex	Pressures – Changing Relationships	Problems and Dilemmas	What is Sexual Health?
Changes	Relationships	Puberty & Reproduction or Conception, Pregnancy	Boundaries - R.U Ready	Lines to Take	Sexually Transmitted Infections
Puberty	Adolescence	Perfect Partner	Respect Yourself: Talking it Over	R.U Ready	Parenthood
Knowing Our Bodies	What's love got to do with it?	Risk: Talking Alcohol	Keeping Safe a) Contraception b) Condoms	Protecting Yourself and Others	Sexual Diversity
Review and Reflect	Risk and Images Review and Reflect	Risk: Talking Sexual Behaviour	Keeping Safe: Sexually Transmitted Infections	Condoms	Review and Reflect
		Review and Reflect	Review and Reflect	Parenting Review and Reflect	

## Flow Chart for all those Working With Sexually Active Under 18's

Initial or Ongoing Contact with Young Person

### INITIAL ASSESSMENT of RISK by LEAD PROFESSIONAL

1. Consider:

- The young person and whether their age is under or over 13 years, as the law treats under 13s differently.
- The context of the consultation, including who else is present.
- Any information known or forthcoming about their partner.
- Giving advice, support / treatment in line with Fraser competency.
- Keeping the young person advised of actions being taken where this is appropriate to do so.
- Acting in a timely way, avoiding and minimising delay, ensuring that at all stages you minimise risk of harm for both the young person and their sexual partner if she / he is at risk of harm.

Does this assessment leave you with?

**Immediate/imminent concern**  
(to young person or risk of young person abusing someone else)

Some uncertainty

No concerns

Consider ECINS

- Obtain more information on specific concerns & reassess

**Further Protocol Needed**  
Discuss with Child Protection lead, Named/Designated Manager, or Line Manager

Is he/she under 13?

Yes

No

- Seek immediate advice from Child Protection lead, Named/Designated person and Line Manager, or, in exceptional circumstances, go straight to next step

THEN activate multi-agency Child Protection procedures, action accordingly and document reason for doing so  
OR document reason for not doing so

Offer advice and support and record the discussion.

Referral to Social Services and IAT / Child Protection Team

Offer advice, support and treatment, document the discussion

