

Kesgrave High School



PHSEE, Relationships and Sex Education Policy

This policy reviewed **triennially**

Policy Approval

Where	Chair	When
EE	David Bevan	9 February 2021

Chair of Governors	Sue White
Headteacher	Julia Upton

Policy History

Issue No.	Author	Date written	Approved by governors	Comments
1	L Warfield	Nov 2019	Nov 2019	
2	L Warfield/J Upton	Feb 2021	9 Feb 2021	In line with new RSE statutory guidance and delivery

This policy covers our school's approach to **RELATIONSHIPS AND SEX EDUCATION** as lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care for family life. It is also about the teaching of sex, sexuality and sexual health.

AIMS OF RELATIONSHIPS AND SEX EDUCATION

Our school's ethos of 'Be Positive, Be Respectful and Be Your Best' are reflected in our overarching aims and objectives for our young people.

Our RSE policy aims:

1. To create a safe and supportive learning environment by setting ground rules, being respectful and mindful of others' beliefs.
2. To help young people have a wider understanding of themselves, of personal relationships and of social responsibilities. RSE must be sensitive to the different needs of individual pupils and may need to evolve and adapt over time as the pupil population changes. At all times the key principle is to ensure the present and future wellbeing of pupils and to meet their learning needs. It is also crucial for lessons to help children to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying), use of prejudice-based language and how to respond and ask for help.
3. To help young people to prepare for adult life, to make informed choices, to build up a clear framework of values and to establish a healthy lifestyle.
4. To help young people to appreciate the value of family life, stable relationships and parental responsibility.
5. To prepare young people for loving relationships, healthy and unhealthy relationship behaviours, recognising sexual orientation & gender identity, and knowing how to look after their sexual health and reproductive organs in a responsible and healthy manner

Kesgrave High School endorses the Secretary of State's 2000 statement that appropriate and responsible RSE is an important element in the work of schools preparing pupils for adult life.

Relationships and Sex Education is not just about the factual side of how the reproductive system works. It is about relating to other people, respecting their rights and feelings and developing and building loving, healthy relationships as friends, parents, members of a family and sexual partners. The 11-16 year old experiences more rapid growth and development than at any other stage of life, except infancy.

Our Relationships and sex education programme aims to help young people to face the challenges of growing up in a complex, changing society; by helping them to deal effectively with the physical and emotional changes they will experience in adolescence and encouraging them to make decisions that are personally satisfying, socially acceptable and safe.

It is important to provide honest information about the physical, emotional and social aspects of human sexual development, including the nature of love, personal relationships and, above all, a stable family life. The balanced and factual information is given and discussed within a framework

which will lead to an appreciation of correct values and a sound understanding of moral principles. This may enable pupils to better understand their own bodies, instincts and feelings and therefore have a happy acceptance of their own sexuality (and/or gender/gender identity), giving them a positive sense of personal identity, value and esteem.

Young people are constantly making decisions about their sexual orientation which incorporate how they express themselves as individuals and show how they relate to others. While it is important to give information on topics such as pregnancy, contraception, STIs and so on, this information alone does not provide them with the skills necessary to resolve everyday pressures, concerns and conflicts.

At Kesgrave High School we believe that young people require reassurance about body image, behaviour and relationships. Therefore in the planning and presentation of our relationships and sex education programme we have included the opportunity for the exploration of values and attitudes by looking at peers, family, customs, the media and the law. Implicit also is the development of those skills necessary to build healthy relationships, to communicate and to make decisions so that they may make the right judgements and take the right actions in the various situations in which they find themselves.

The development of high self-esteem in young people is another essential aspect of our relationships and sex education programme. A major part of human dignity is feeling good about oneself and if young people feel positive about themselves they are in a better position to build healthy relationships and to protect themselves from exploitation, and indeed exploiting others. At Kesgrave High School, Relationships and Sex Education is integrated into a much broader Personal, Social, Health and Economic Education Programme, which is core curriculum. It is a developmental process beginning in Year 7 and following on to Year 13.

THE DELIVERY OF PSHEE AT KESGRAVE HIGH SCHOOL

1. PSHEE is timetabled for all pupils and all staff at the same time each week and it is expected that the work which is covered during this time is reinforced during tutor periods each day. We use a spiral curriculum to create cohesion across the year groups and to ensure that topics are developed year on year and are age and ability appropriate. We recognise the right for all young people to have access to PSHEE and staff will identify students with additional needs (SEN, EAL, individual needs) who could benefit from a small group or bespoke approach to sensitive and challenging areas of the relationships and sex education programme.

2. In order that a balanced, cohesive programme is offered, the school has a co-ordinator for PSHEE. Sessions will be taught using a range of teaching methods and will ensure that sessions, including those on risky behaviours, remain positive by creating and maintaining safe and respectful classroom environments. Sessions will ensure that our young people make connections between their learning and 'real life' behaviours by using scenarios, 'real life' examples and role models.

3. We will determine our young people's prior knowledge at the start of each new unit of work and review this at the end. Our young people and staff will be surveyed to establish engagement and success of sessions delivered.

4. We promote the needs and interests of all pupils, irrespective of culture, ability, personal circumstance, gender identity or sexual orientation. We promote diversity and inclusion and consider all pupils' needs by using materials, which are inclusive of race, age, gender identity and sexual orientation to ensure that all parts of our school community are recognised. We use RSE as a way to address diversity issues, to challenge prejudice and to promote acceptance and equality for all.

5. Form Tutors are encouraged but not pressurised to teach sex education. Other members of staff, with no form responsibilities, are used in the relationships and sex education programme to allow the possibility for working in smaller mixed groups. CPD and all teaching materials are provided to the team in advance.

6. To deliver certain topics in Years 7 to 11, we use local health experts, where available and appropriate. These visitors are rigorously briefed about the content and moral framework of the sessions they are to deliver. The school team goes to considerable lengths to provide quality assurance. Meetings are held and resources viewed prior to their visits to school and evaluation is done after the session through questionnaires.

7. Relationships and Sex education is primarily taught in mixed groups, in a relaxed, non-threatening atmosphere where questions may be asked without fear of humiliation and answered sensitively and honestly. Single sex sessions may be incorporated into Relationships and Sex Education sessions, due to need and sensitivities surrounding key topics. Students identifying by a gender identity other than male or female are welcome to attend whichever session they choose.

8. Due to the nature of RSE, pupil's learning may result in them seeking advice or support on a specific personal issue. Staff know that they are not able to offer complete confidentiality; in the event of a disclosure staff know to contact the Designated Safeguarding Lead or alternates. Pupils are signposted to a range of in-school, local and national help and advice services.

9. Links with other subject areas are essential: Science, EP, ICT & Computing. As part of RSE it is important that pupils recognise ways in which they could put themselves at risk, both in 'real' life and online. These can include risks to their emotional and physical wellbeing, their safety, integrity and future career prospects. It is important to explore the risks, the law as it pertains to the downloading and distribution of images & information and safe ways of sharing personal information, social networking, online dating and sharing images. This links with our E-Safety policy.

10. Different activities, teaching methods and use of language are adopted so that the approach and content of the syllabus is adapted to meet the different ages, abilities and needs of the pupils.

11. Some elements of the syllabus are reinforced through the Science and EP curriculums, within the same moral framework as the rest of the programme.

12. The Sexual Health Programme is reviewed and evaluated annually by the Pastoral team, (Heads of Year, Student Support Officers, Assistant Head in charge of PSHEE, PSHEE Co-ordinator and PSHEE Liaison Governor)

SPECIFIC ISSUES

1. Information to Parents – Parents are kept fully informed about the content of the Relationships and Sex Education Programme through the school brochure, website, letters home and information evenings.

2. Right of Withdrawal – During the 2019/20 academic year, the parental right to withdraw continues to be governed by the current legislation: where it applies, the right is absolute. A child withdrawn by their parents cannot opt in to receive teaching on sex education (not relationships education), and a head teacher cannot overrule a request for withdrawal. This includes children above the age of 16. The new parental right to withdraw provisions will only apply from September 2020 onwards. From this point onwards, if parents want their child to be excused from some or all of sex education lessons delivered as part of RSE (not relationships education), they can request that their child is withdrawn. The head teacher should consider this request and discuss it with the parents, and grant it in all but exceptional circumstances, up until three school terms before the child turns 16. At this

age, a child can choose to receive sex education if they would like to, and the school will make arrangements for this to take place in one of those three terms (again, unless there are exceptional circumstances).

3. Advice to Individual Pupils – It would be inappropriate and therefore not encouraged for teachers to give advice about contraception or other aspects of sexual behaviour to individual pupils. The student should be encouraged to speak to one of the Student Support Officers, his/her/their parents, the School Nurse or the relevant health service professionals. Students can access the Student Well-being Clinic, which can provide as necessary, advice and counselling about; relationships, decision-making, condoms, emergency contraception, pregnancy tests, Chlamydia screening, referrals to GP or iCASH Suffolk Clinics www.icashsuffolk.co.uk (Orwell Clinic, Lindburgh Road, Ipswich) where appropriate. If the child is:

🏠 Age 13 and under – this becomes a Safeguarding issue and the Safeguarding Designated Professional or alternate MUST be informed.

🏠 Between the ages of 13-14 the case is discussed with the Safeguarding Team. Appropriate and agreed action should then follow.

🏠 If the student is 14 or older and deemed to be competent to make a decision, then, following counselling, the School Nurse will respect their confidentiality as outlined in the Fraser Guidelines 1986 if they do not want their parent/carer to be informed.

4. Disclosures – If a teacher believes a pupil to be contemplating a course of action which is illegal or puts him/her physically or morally at risk, the teacher must ensure that the pupil is aware of the implications and is urged to seek appropriate advice. No teacher/professional/adult should ever agree/promise confidentiality but state they have a professional duty to report to and seek advice from the Safeguarding Team who will in turn decide the appropriate course of action. This team will in turn liaise with the Headteacher.

5. Resources – All resources are previewed and discussed by the Co-ordinator for PSHEE, in consultation with Student Support Officers before being used. This ensures relevance, reflects current trends and allows for ‘at risk’ pupils to be identified in advance of session delivery. External contributors and visitors are used because of their specialist expertise about certain aspects of the programme. Visiting speakers are well briefed, made aware of the school’s Safeguarding Policy and their contribution to the programmes thoroughly discussed and researched as referenced in our External Contributors Policy.

As of September 2020:

Assistant Headteachers linked to Pastoral Team & Coordinator for PSHEE : Lynsey Warfield
Faye Cutting

PSHEE Liaison Governor : Sue White

Safeguarding Designated Team : Roz Coe
Teresa Rush
Liz Newman
Kerry Dring
Sarah Wheatley

Safeguarding Liaison Governors : Sue White

School Nursing Team

: Rita Jenner

PSHEE YEAR PLANNER 2019 - 2020

AUTUMN A ALL YEARS	<p>CAREERS AND ASPIRATIONS: Exploring different careers, goal setting, developing employability skills, enterprise projects (setting up your own business), preparing CVs, job interviews.</p> <p>MONEY: savings & debt, gambling, ethical choices about how we spend our money, consumer rights & financial risk.</p>
AUTUMN B ALL YEARS	<p>FRIENDSHIPS AND ANTI-BULLYING: Making & maintaining friendships, conflict resolution, peer pressure & influence, recognising & responding to all types of bullying including online, managing change & transition e.g. to new school/leaving school.</p> <p>MENTAL HEALTH & EMOTIONAL WELLBEING: Developing good mental health, self-esteem & resilience, dealing with stress, coping with change & loss, challenging stigma, recognising unhealthy coping behaviours e.g. self-harm & eating disorders, how to get support or support a friend.</p>
SPRING A ALL YEARS	<p>SEXUAL HEALTH: Maintaining sexual health, types and purposes of contraception, negotiating contraceptive use, STIs, choices following an unplanned pregnancy, changing fertility and conception options, how to access sexual health services.</p> <p>HEALTHY & UNHEALTHY RELATIONSHIPS: Expectations of a partner, readiness for sex, consent, recognising positive, healthy relationships, recognising exploitation and manipulation, abuse, sharing explicit images, impact of pornography, online relationships, gender and sexual orientation.</p>
SPRING B ALL YEARS	<p>PHYSICAL HEALTH: Puberty, drug education (including alcohol and smoking), healthy food choices and exercise, maintaining a balanced lifestyle, managing risks to health.</p> <p>PERSONAL SAFETY & RISK MANAGEMENT: Online safety, first aid, recognising and responding to risks in different situations, developing independence, travel safety.</p>
SUMMER A ALL YEARS	<p>DIVERSITY & PREJUDICE: Celebrating diversity, developing mutual respect and challenging prejudice and discrimination including racism, sexism, homophobia, biphobia and transphobia, human rights, British values, tackling extremism.</p> <p>MEDIA INFLUENCE: Body image, influence of social media on attitudes and decisions, being a critical consumer of information, fake news, propaganda, stereotypes, finding reliable sources.</p>
SUMMER B ALL YEARS	<p>COMMUNITY: Being valuable citizens, understanding school community, understanding wider community, exploring the work of charitable organisations, fundraising.</p> <p>SMSCFBV: Preventing radicalisation, recognising signs of extremism, extremist groups, origin of extremism, Islamophobia, stereotyping, discrimination, prejudice, British values, tolerance & respect.</p>

RELATIONSHIPS AND SEX EDUCATION IN THE PSHEE PROGRAMME

<p>SPRING A ALL YEARS</p>	<p>SEXUAL HEALTH Maintaining sexual health, types and purposes of contraception, negotiating contraceptive use, STIs, choices following an unplanned pregnancy, changing fertility and conception options, how to access sexual health services.</p> <p>HEALTHY & UNHEALTHY RELATIONSHIPS Expectations of a partner, readiness for sex, consent, recognising positive, healthy relationships, recognising exploitation and manipulation, abuse, sharing explicit images, impact of pornography, online relationships, gender and sexual orientation.</p>
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