



RELATIONSHIP AND SEX EDUCATION POLICY

Introduction:

Relationship and Sex Education supports lifelong learning about physical, moral and emotional development, deepening understanding of the importance of stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health.

RSE provides all pupils with age-appropriate information and opportunities to explore attitudes and values and develop the awareness and skills to make empowered decisions about their behaviour related to health, relationships and sexuality.

RSE - principles:

RSE is an integral part of the learning process, beginning in childhood and continuing into adult life. This programme of learning should be provided for all children and young people including those with physical, learning or emotional difficulties to encourage consideration of values, moral issues, sexuality, personal relationships and the development of communication and decision-making skills.

RSE - aims:

- ^ to dispel myths, reduce fear and anxiety, clear up misunderstanding and counteract prejudice and misinformation;
- ^ to develop understanding and attitudes amongst the pupils based on values which prepare them to view sex and relationships in a responsible and healthy manner, without over-emphasising it in any way or encouraging unlawful sexual activity;
- ^ to promote self-esteem, emotional health and well-being and to help form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community;
- ^ to ensure all pupils know how to keep themselves safe when using the internet and other forms of media;
- ^ to support the personal and social development, ensuring that all pupils have the ability to accept their own and others' sexuality, to express their sexuality in positive ways and to enjoy relationships based on mutual respect and responsibility, free from any abuse.

RSE - objectives:

- ^ to provide the knowledge and information to which all pupils are entitled;
- ^ to clarify/reinforce existing knowledge;
- ^ to raise pupils' self-esteem and confidence, especially in their relationships with others;
- ^ to help pupils understand their sexual feelings and behaviour, so they can lead fulfilling and enjoyable lives;
- ^ to provide constant reassurance that change is part of the life cycle and to accept variation in rates of growth and development (physical, emotional, social);
- ^ to give help and support in adjusting to such change and to provide help to gain access to information and support;
- ^ to develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media;
- ^ to learn to respect each other as individuals, and to encourage boys and girls to understand and honour one another;

- ⤴ to provide the confidence to be participating members of society and to value themselves and others;
- ⤴ to respect and care for their bodies;
- ⤴ to develop skills for a healthier safer lifestyle;
- ⤴ to support children in using media and technology safely;
- ⤴ to be prepared for puberty and adulthood so that they may take their place in society as informed independent and responsible individuals throughout their lives;
- ⤴ to encourage pupils to respectfully consider the needs, opinions and rights of others;
- ⤴ to stimulate growing awareness of moral values so that pupils can accept full responsibility for their own actions;
- ⤴ to encourage appreciation of the value of a stable family life, marriage and the responsibility of parenthood.

The organisation of RSE

The RSE programme reflects the values of the PSHE and Citizenship programme within the Steiner ethos and is taught primarily within the relevant Main Lessons and the PSHE and citizenship elements of the Steiner curriculum.

The teaching of RSE on occasions is supported by experts. Where a visiting expert is engaged, that person must be made aware of the Academy's curriculum and ethos and should be met by the RSE coordinator or the Class teacher before any agreement of provision is made and approved by the Principal. Such a person must be DBS checked.

The Principal will appoint a trained RSE coordinator, who will make contact with the Class teacher/guardian before undertaking RSE with a 'new' class.

RSE issues are included in the induction programme for all new members of staff.

Monitoring and evaluation of RSE

Monitoring and evaluation of RSE is the responsibility of the Principal, named governor and one teacher. Effectiveness is judged through lesson observation, sampling teachers planning, questionnaires to teachers and pupils and feedback from parents. As a result of the monitoring and evaluation, any changes to the RSE programme/policy must be implemented if required.

RSE - programme of learning

Personal well-being and safety is brought by example to the young child and little by little this is introduced more consciously as the pupils grow older. Social education is intrinsic in the whole approach to pupils, pastoral care and behaviour code and management. Pupils learn by experience then by practice.

RSE teaching and resources are age appropriate and differentiated to address the needs of pupils with SEN in order that all children have full access to the content of RSE.

RSE is supported by the wider Steiner curriculum, incorporating Personal, Social and Health Education (PSHE), and is introduced at the appropriate stages, according to their developing needs. Much of the RSE programme is taught through the Science Main Lessons such as Health and Nutrition, Human Biology and Embryology. Teaching materials are selected from the best that are available.

RSE in the Lower School seeks to encourage listening to and caring for each other and the need for respect of feelings and relationships. It covers love and being in love; family and friends; difference and diversity, including disability; hygiene; bullying and feeling safe; safe use of media.

RSE in Classes 7 and 8 - separated lessons to enable privacy and open discussion are introduced. For girls, this will include the physical and emotional changes from girl to woman; menstruation; revisit hygiene; feelings; moods, friendships, respect; self-esteem. For boys this will include: physical and emotional changes from boy to man; revisit hygiene; feelings; moods, friendships, respect; self-esteem. Mixed Lessons have the opportunity for discussion of: sexual awareness; physical & emotional changes in adolescence; healthy eating; safe use of media, including information about internet and phone safety, pornography, sex in the media and sexting. Main Lesson; eating disorders; drugs, includes smoking and alcohol.

RSE in Classes 9 and 10 - mixed gender lessons cover: relationships, love and care and the responsibilities of parenthood as well as sex. Young people need a clear understanding of the arguments for delaying sexual activity and resisting pressure. RSE will explore issues of peer pressure and other risk-taking

behaviour, such as drugs, smoking and alcohol and will encourage an awareness of the safe use of media and technology, including revisiting information about internet and phone safety, pornography, sex in the media and sexting. RSE also covers sexual health; Sexually Transmitted Diseases; contraception; HIV & Aids; pregnancy / labour; parenting / breastfeeding; sexual behaviour & the law; abortion; drugs, smoking, alcohol (Dr. Lefever Literature on Addictions); sexual orientation / sexuality / difference and diversity; body piercing, tattoos;

RSE includes lessons about controlling fertility. Pupils who have been withdrawn from the programme are entitled to advice on this subject and may seek guidance as to where they may receive confidential information and treatment.

Children with special needs

RSE teaching and resources are differentiated as appropriate to address the needs of pupils with SEN in order that all children have full access to the content of RSE.

Child Protection / Confidentiality

Teachers of RSE will be aware that RSE, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue. A member of staff cannot promise confidentiality if concerns exist and where necessary will inform the Safeguarding Officer in line with the school's procedures for child protection.

Equal Opportunities

The RSE programme endeavours to engage boys and girls equally well. If pupils are struggling within relationships either at school or at home, the school will try to provide relevant support.

RSE and parent/carer

The schools' prospectus includes information about the RSE programme and explains that it is designed to complement and support the parents/carers' role in educating their children about sexuality and relationships in recognition that the prime responsibility for bringing up children rests with parents/carers.

Parents/carers are invited to view the RSE and PHSE policies on the school website together with the accompanying glossary of terms/language employed during RSE and PHSE lessons.

Parents/carers are encouraged to share with teachers their personal beliefs and attitudes regarding the teaching of RSE. Regular meetings between parents/carers and teachers provide opportunities for discussion of RSE curriculum and timetabling.

Withdrawal of pupils from SRE

Under Section 241 of the 1993 Education Act, parents have the right to withdraw their child from any or all parts of the SRE programme. Any parent /carer wishing to do so is encouraged to discuss the matter fully with the SRE coordinator and/or the pupil's teacher prior to making a final decision.

RSE Policy Review

The RSE policy will be reviewed annually, in consultation with parents and children, Class teachers, the Principal and school Governors.

Related policies

PSHE & Citizenship; Equal Opportunities; Child Protection; Confidentiality; Behaviour; Anti-bullying; Home-School Agreement; Screen Policy.

Academies and Free Schools - Funding Agreement requires these schools to have regard to DfE guidance on Sex and Relationship Education.

<https://www.education.gov.uk/publications/standard/publicationDetail/Page1/DfES%200116%202000>

Research sources:

- * PSHE education in schools. Ofsted. May 2013, No. 130065.
- * Sex and Relationship Education Guidance. Head teachers, Teachers & School Governors. Date of issue: July 2000 Ref: DfEE 0116/2000
- * The John Henry Newman Catholic School. Ofsted good practice example: Schools. URN: 137895. Date published: 8 November 2012 Reference: 120327
- * <http://www.sexeducationforum.org.uk/resources/sre-advice-for-schools.aspx>
- * <http://www.sexeducationforum.org.uk/media/17706/sreadvice.pdf>
- * <https://www.pshe-association.org.uk/>