

Sex and Relationship Education Policy - BC (Feb 23)

Guidance:

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

Article 17: Every child has the right to reliable information from a variety of sources, and governments should encourage the media to provide information that children can understand.

Governments must help protect children from materials that could harm them.

The Governing Body will ensure that:

- All students will receive Sex and Relationships Education (RSE) as part of the schools Personal Development Programme in line with DfE legislation.

What is Relationship and Sex Education?

RSE is lifelong learning about physical, sexual, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care, for family life. Additionally, it involves acquiring information about the physical aspects of growing up, having relationships, engaging in sex, and learning about human sexuality and sexual health.

Principles and Values

JCS believes that RSE should:

- Be an integral part of the lifelong learning process.
- Be an entitlement for all young people.
- Be set within this wider school context and supports family commitment and love, respect and affection, knowledge and openness. Ideals, stereotypes and realities of family life are explored with recognition of the need to value children from all family circumstances.
- Difference and diversity will be taken into account. Religious and cultural differences will be discussed and respected.
- Encourage students and teachers to share and respect each other's views. To become aware, understand and demonstrate tolerance of different approaches to sexual orientation. It will not promote any particular family structure but place importance on the values of love, respect and care for each other in committed relationships.
- Generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment.
- Recognise that parents are the key people in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents and students, consulting them about the content of programmes.
- Recognise that the wider community has much to offer and we aim to work in partnership with health professionals, social workers, and other mentors or advisers.

- Uphold our legal requirement around political impartiality when delivering the RSE curriculum, particularly when working with external organisations or any material produced by them
- Have due regard to our requirements under the Equality Act and Public Sector Equality Duty when planning and teaching RSE, to create an inclusive classroom.

Aims

RSE at JCS has three main elements which follow the statutory requirements for RSE:

- Attitudes and Values
 - learning the importance of values, individual conscience and moral choices
 - understand a range of views about relationships and sex in society
 - respect in relationships, the importance of stable and loving relationships including marriage (both heterosexual and same sex) and civil partnerships
 - respect, love and care, rights and respect for rights in relationships, value of family life
 - gender equality and the acceptance of difference and diversity
 - understanding that violence, coercion and sexual exploitation in relationships is unacceptable including forced marriage
 - understanding that discrimination based on gender, gender identity, sexual orientation, disability, ethnicity, culture, age, faith is unacceptable, promoting equality and challenging inequality.
- Personal and Social Skills
 - learning to manage emotions and relationships confidently and sensitively
 - developing self-respect and empathy for others
 - resilience to cope with change
 - how to make choices and understanding the consequences of choices
 - managing conflict
 - dealing with peer pressure
 - recognising and avoiding exploitation and abuse
 - communicating respectfully
 - making responsible and safe decisions
 - how to identify, assess and manage risk and ask for help and access advice and services
- Knowledge and Understanding
 - emotional, social and physical development
 - body image
 - human sexuality
 - gender identity different types of families
 - different types of relationships
 - healthy and unhealthy relationships
 - sex, consent, rights and responsibilities to others
 - reproduction, sexual health, contraception, the range of local and national sexual health services
 - reasons and benefits for delaying sexual activity
 - law about sexual activity and the use of technology and social media
 - misuse of drugs and alcohol and sexual activity
 - sexual exploitation and violence in all types of relationships, including personal and family relationships

- the impact of pornography on relationships
- FGM
- being safe including online

Provision

John Colet School delivers RSE predominantly through PSHE (known as Cit-Com) lessons. RSE lessons are set within the wider context of the Cit-Com curriculum and focus more on the emotional aspects of development and relationships, although the physical aspects of puberty and reproduction are also included. The Science National Curriculum is delivered by staff in the science department. These lessons consider the physical aspects of development and reproduction, although the importance of relationships is not forgotten.

Tutors deliver the Cit-Com curriculum with support from the subject leader with specialists and/or professionals where appropriate. Cit-Com lessons and the Science National Curriculum are taught in every year.

Lessons will take place in a familiar and safe environment and ground rules established before the lessons commence. Teaching will be with mixed sex groups and single sex groups when appropriate.

Lessons will emphasise student involvement through teacher-led and class discussion. Teachers will encourage all students to participate by promoting a secure and safe environment. Teachers need to be aware of and respond to, the needs and concerns of individual students. External agency expertise is regularly utilised and is a key feature of RSE delivery at JCS.

How RSE is delivered

How RSE is taught:

- In Years 7 and 11, students are taught in mixed groups by their form tutor.
- In Years 8 - 10, students rotate through three teachers
- Teachers ensure that an atmosphere is created where students feel able to ask questions, discuss concerns, talk about feelings and relationships, but do not discuss personal experiences or issues or ask information of each other or the teacher. Staff do not discuss details of their personal experiences or relationships with students.
- Teachers answer questions honestly and sensitively, appropriate to the age and maturity of the pupils. Questions may be answered to the whole class, in small groups or on a one-to-one basis, as appropriate.
- Resources, such as DVDs and leaflets are chosen to ensure that they are appropriate to the age and maturity of students. They take into account equality of opportunity through their use of language, cultural attitudes, family make-up and images, including body image, avoiding stereotyping, racism and sexism.
- A variety of teaching methods are used that enable students to participate and reflect on their learning such as role play, quizzes, pair and small group work, mixing groups so that students work with a range of peers. We also use case studies, stories and role plays to help de-personalise discussions and help students gain confidence to talk and listen to each other.

- The RSE policy reflects and is in line with our equal opportunities policy and the school ensures that the RSE teaching programme is an inclusive one and is appropriate and relevant to all students.

Teachers ensure that the content, approach and use of inclusive language reflect the diversity of the school community, and help all students feel valued and included, regardless of their gender identity, sexual orientation, ability, disability, experiences and family background.

- Where needed, RSE is differentiated to meet the needs of pupils and specialist resources or external agencies may be used to respond to their individual needs.
- Teachers do not offer individual pupils advice on contraception. The teaching programme includes information about local services that can offer confidential information and advice.
- Teachers are sensitive to the issues of different types of relationships. Promoting inclusion and reducing discrimination are part of RSE throughout the school and reflect our equality policy. When teaching about relationships and families we include same sex relationships and specific understanding of different types of relationships, including lesbian, gay and bisexual relationships.
- Homophobic, biphobic and transphobic references, language and bullying are not tolerated in school and are challenged and dealt with as part of our commitment to promoting inclusion, gender equality and preventing bullying.
- Teaching about different families is part of RSE and we aim to reflect the broad range of experiences amongst students and ensure all students feel their family is valued, such as: single parent families; recently divorced parents; parents who are married, parents who are not married, parents who have non-monogamous relationships; lesbian, gay or bisexual parents; children living between two homes; in foster homes; in residential homes and living with relations other than biological parents. We will emphasise the importance of strong and supportive relationships, including marriage (both heterosexual and gay) and civil partnerships, for family life and bringing up children.

Monitoring and Evaluation

It is the responsibility of the PSHE and Tutorial Coordinator to oversee and organise the monitoring and evaluation of RSE, in the context of the overall school plans for monitoring the quality of teaching and learning. Lessons 'drop in's' and student feedback form a key part in the monitoring and evaluation of RSE.

Governors are informed of the outcomes as they are responsible for overseeing, reviewing and organising the revision of the RSE Policy.

Working with Parents/Carers and Child Withdrawal Procedures

We place the utmost importance on sharing responsibility with parents and carers for their children's education.

We will take every opportunity to inform and involve parents and carers by:

- Making the policy available on the school's website.
- Including a summary of the content and organisation of RSE on the school website.
- Providing materials for parents to use when talking about RSE with their children.

- Provide consultation opportunities for parents to learn more about the RSE programme and offer feedback.

Parents cannot withdraw their child from statutory relationships education. Parents can withdraw their child from sex education (other than the sex education which sits in the curriculum as part of science). However, a child has the right to opt into sex education from their 15th birthday (specifically three academic terms before they turn 16) even if it is against their parents' wishes.

Before granting such a request the Head of Year will meet with parents and, as appropriate, with the pupil to ensure their wishes are understood and to clarify the nature and purpose of the curriculum.

The School will respect the parents' request to withdraw the pupil up to and until 3 terms before the pupil turns 16. After that point, rather than be withdrawn, if the pupil wishes to receive sex education, the school will make the provision.

JCS would make alternative arrangements in such cases. Parents are encouraged to discuss their decisions with their child's Head of Year at the earliest opportunity. Parents can be made fully aware of the topic being discussed and any resources the school uses.

Additional Support

JCS works closely with external agencies and these are sometimes invited in to support delivery of the PSHE curriculum. Teachers are present in lessons delivered by an external agency.

Confidentiality.

All teachers receive regular safeguarding training and are aware that they cannot offer unconditional confidentiality. School staff should not ask leading questions. Any disclosure should be referred to the Safeguarding Lead Officer. Students must be told that their disclosure is going to be passed on and to whom.

Appendix 1: The RSE Curriculum through Cit Com

Below is an outline of the intended RSE and Cit-Com curriculum across Year 7-11. Please be aware that these plans may be subject to change.

| Citizenship and Communication Programme: What Key Topics are covered and when? | | | |
|---------------------------------------------------------------------------------------|-------------------------------------------------|----------------------------------------------|-----------------------------------|
| Week | Year 7 | Year 8 | Year 9 |
| 1 | Intro to PSHE | Healthy Relationships - Outside Speaker | Child Sexual Exploitation |
| 2 | Aspirations | Sexting and Image Share Danger | Abusive Relationships |
| 3 | The Importance of Self-Esteem | Male Body Image | Peer Pressure |
| 4 | Wants and Needs | Domestic Conflict | The LGBTQAI+ Community |
| 5 | Prejudice and Discrimination | STIs | Body Image |
| 6 | Keeping Safe Online | Contraception | Eating Disorders |
| 7 | Maintaining Friendships and Avoiding Toxic Ones | Finance: Income and Expenditure | Alcohol Awareness |
| 8 | Types of Families and Long-Term Commitments | Finance: Budgeting and Saving | Drugs and the Law |
| 9 | Personal Identity | Finance: Tax and NI | Acid Attacks |
| 10 | Bullying or Banter? | Careers Skills: Entrepreneurs | Self Harm |
| 11 | Preventing Online Bullying | Careers Skills: Teamwork | Coping with Stress |
| 12 | Keeping Safe and Positive Relationships | Careers Skills: Communication | Managing Anxiety |
| 13 | Healthy Living Introduction | Vaping, Nicotine, and Addiction | Avoiding Debt |
| 14 | Keeping a Balanced Diet | Cancer Awareness | Our Rights as Consumers |
| 15 | FGM - Female Genital Mutilation | Personal Safety and First Aid | Preparing for the World of Work |
| 16 | Puberty: What happens and what's normal? | Teenage Pregnancy | Enterprising Skills and Qualities |
| 17 | Energy Drinks | Mindfulness | Workplace Skills |
| 18 | Mental Health and Depression | Emotional Literacy and Self-Awareness | Taking Control of My Future |
| | Year 10 | Year 11 | |
| 1 | Wellbeing Workshop 1 | Why is PSHE important? | |
| 2 | Wellbeing Workshop 2 | Obesity and Body Positivity | |
| 3 | Wellbeing Workshop 3 | The Importance of Sleep | |
| 4 | Screen time | Risk Taking and Decision Making | |
| 5 | Binge Drinking | First Aid - CPR | |
| 6 | Wellbeing Workshop 4 | Types of Relationships | |
| 7 | The right career for me | Consent, Rape, and Sexual Abuse | |
| 8 | Careers in STEM | What is good sex? | |
| 9 | Applying to College or University | Relationship Breakups | |
| 10 | Why do we need an International Women's Day? | Bullying and Body Shaming | |
| 11 | Anti-social behaviour | Pollution, Plastic, and the Environment | |
| 12 | County Lines | Internet Safety: The Dark Web | |
| 13 | Forced and arranged marriages | Rights and Responsibilities in the Workplace | |
| 14 | Harassment and stalking | Preparing for Job Interviews | |
| 15 | Same sex relationships | Study Leave | |
| 16 | Gender and trans identity | Study Leave | |
| 17 | Sexism | Study Leave | |
| 18 | Revenge Porn | Study Leave | |

