



# Poole High School

A BUSINESS & ENTERPRISE COLLEGE

## Relationships and Sex Policy

<b>Staff Link:</b>	Jonathan Preece	<b>Date:</b>	June 2020
<b>Governor Link:</b>	Marie-Claire Mowlam	<b>First Review:</b>	Dec. 2020
<b>Subsequent Reviews:</b>	Annually		

## **Members of staff with responsibility for RELATIONSHIPS AND SEX education:**

Jill Buller (Enrichment coordinator Sixth Form) – replaced by Sarajane Wingrove for maternity cover.

Stephen Colley (Director of Science)

Vicky Home (Head of Biology)

Jonathan Preece (Subject coordinator of History, PSHE –GCSE Foundation and GCSE)

Science staff (biology content)

RS staff (PSHE and RSE delivery)

Year 9 Form tutors (PSHE and RSE delivery)

Head of Year 9/Progress Leaders for both quality assurance (QA) and delivery.

## **Background information:**

Type of school: Comprehensive

School category: Foundation

Age range of pupils: 11-18

Gender: Mixed

Number of pupils; 1808

## **Aims and Objectives**

### **RSE is...**

“Lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage [and other types of committed relationships] for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. It is not about the promotion of sexual orientation or sexual activity”. *DfEE - July 2000*

### **Our provision**

We believe that effective RSE can make a significant contribution to the development of the personal skills needed by students if:

- they are to establish and maintain good relationships
- they are to make responsible and informed decisions about their health and well-being.

It does not promote early sexual activity, but instead aims to provide students with sufficient information and skills to delay such contact until they are sufficiently informed and equipped to make such a decision.

### **Details of content**

Effective RSE involves:

- an understanding of the body and its changes during puberty
- the effective and safe use of contraceptives
- how to develop and maintain appropriate relationships.

## **PSHE**

PSHE is delivered through RS or Years 7, 8, 10 and 11. The delivery of PSHE for Year 9 is through the tutor programme, delivering one ½-hour lesson a week. The PSHE programme is overseen by J Preece and the effectiveness of its delivery is reviewed by the Head of RS and the Head of Year 9.

## **Science (during curriculum time)**

Staff in the science department deliver the science National Curriculum. The relevant PSHE lessons are in Key Stage 3 and are primarily concerned with the physical aspects of development, including reproduction, STIs & safe sex; healthy pregnancy. At GCSE, the science department also cover puberty, the menstrual cycle and contraception. The relationship aspect is not specifically addressed.

## **Ethics and Philosophy (during curriculum time)**

The RS department cover 'Relationships and Family' at GCSE. This includes: family; gender and equality; sex before marriage; contraception and, homosexuality.

## **Computer Science (during curriculum time)**

Computer Science cover the e-safety of personal data.

## **Physical Education (during curriculum time)**

The PE curriculum covers subjects relating to making informed choices about a healthy lifestyle, and making and applying decisions in this area.

## **Delivery**

In order to maximise engagement and impact, we:

- invite outside speakers into school to explore aspects of relationships (such as how to manage arguments, the importance of valuing yourself and others) which may form part of a collapsed timetable session;
- deliver PSHE lessons during RS lessons for Years 7, 8, 10 and 11; tutor time for Year 9.
- encourage students to consider the importance of valuing their own and others' future health, by inviting teams, such as the chlamydia screening team and the Sexual Health team, to discuss the health risks associated with some aspects of informed sexual contact, such as the use of effective contraception, as well as to remove the stigma of testing;
- make students aware of how the use/abuse of substances, such as drugs and alcohol, can influence their ability to make safe decisions.

Any RSE lesson may consider questions or issues that some students will find sensitive. Before embarking on these lessons, ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson. When students ask questions, we aim to answer them honestly, within the ground rules established at the start of the sessions. When it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the students, the question may be dealt with individually at another time.

Support is offered to teachers who find delivering any or some of the content of RSE difficult. Dorset Healthcare support the delivery of their Core package running 'Train the Trainer' sessions for the key teachers delivering the content. There is support from the PSHE curriculum leader helping with planning and delivery of lessons as required.

There is no formal assessment, but a focus on students knowing and understanding how to keep themselves safe.

### **Main School (Years 7 – 11)**

The themes covered by the PSHE lessons are:

- Health and Wellbeing
- Relationships (including sex education)
- Living in the Wider World

These themes repeat for each year group.

### **Sixth Form (Years 12 – 13)**

- Relationships
- Taking responsibility
- Personal values/ respecting others
- Sexuality and homophobia
- Party safety
- Drug awareness
- CSE awareness
- Domestic Violence
- Online safety
- Well-being

### **National picture**

The Government intention is for schools to play a key role in reducing the incidences of unwanted pregnancies through the dissemination of appropriate information and education on contraception, and on delaying sexual activity. Effective RSE is one of the four aims of the local Teenage Pregnancy Strategy.

### **Morals and Values Framework**

The RSE programme at Poole High School reflects the school's ethos, and demonstrates and encourages the following values:

- We recognise the worth of each individual, by valuing the personal qualities they demonstrate in their learning, living and working
- We recognise the experience of young people by valuing the talents and skills they bring into their schooling experiences and we commit to ensure that schooling enhances these talents and skills
- We embrace difference by valuing diversity in ethnicity, religion, nationality, race, sexuality and gender identity
- We display integrity, by valuing openness, trust, negotiation, fairness, honesty and respect for all people
- We foster ambition and independent spirit by valuing each individual's abilities, aspirations and desire to explore and create
- We acknowledge the role of networks by valuing the way in which people can work together and collaborate
- We acknowledge the place of school in the community, particularly the broader global community, by valuing the essential nature of the relationship between schools and the social and economic environment in which they operate

### **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 and family backgrounds, including LGBTQ families. Equal time and provision is allocated to all groups but there may be occasions where pupils with Additional Educational Needs are given extra support from AEN staff.

We recognise that some parents may wish to withdraw their child from some non-compulsory aspects of RSE, and will endeavour to work with them to find appropriate ways of covering aspects that cause concern, for example, through single sex groupings or withdrawal from parts of the RSE delivery.

### **Anti-bullying statement**

The school recognises the issue of bullying behaviour and will continue to work to prevent it. In addition to the need for staff and students to report and deal with it, the school aims to educate our students about the importance of treating all individuals with equal respect and the need to avoid using homophobic and other language, which attacks a protected characteristic. The involvement of outside agencies such as Over the Rainbow is used to help students question their own views and to challenge homophobic and other discriminatory behaviour.

### **Statutory Requirements**

The school is mindful of its statutory obligation to:

- i) publish a Relationship and Sex Education Policy and make it available for inspection to parents;
- ii) ensure that all teaching materials used are appropriate to the age, religious and cultural backgrounds of its pupils;
- iii) teach all aspects of Sex Education included in the National Curriculum Science Orders (DfEE QCA 2007);
- iv) inform parents of their right to withdraw their children from RSE other than that taught in National Curriculum Science. (1996 Education Act);
- v) set the Relationships and Sex Education in the context of personal and social education.

### **Monitoring and Evaluation**

It is the responsibility of the PSHE curriculum leader to oversee and organise the monitoring and evaluation of PSHE, in the context of the overall school plans for monitoring the quality of teaching and learning. The PSHE curriculum leader will review PSHE lessons in conjunction with the Head of Ethics, and with the Year 9 Tutor team to ensure delivery is appropriate across school.

Ofsted is required to evaluate and report on the spiritual; moral, social and cultural development of students. This includes evaluating and commenting on the school's relationship and sex education policy, and on support and staff development, training and delivery.

## **Confidentiality and Safeguarding**

### **Students**

1. Students must understand that teachers cannot guarantee unconditional confidentiality.
2. Students should be aware of the advice they can access and that they can be assisted by Heads of Year; our school nurse, and the contact numbers they receive through PSHE, and on the information points around the school.
3. Students should understand that their best interests are paramount throughout any process.
4. Students should be encouraged to talk about RSE and any possible confidential issues with their parents or carers. Students are supported in doing this. Students should be aware that staff may have concerns around CSE and will act in line with the safeguarding policy should this be the case.
5. Students should understand that if confidentiality has to be broken, a relevant staff member would support them through this.

### **Staff**

1. Staff must understand that a child is less likely to be successful in school if he or she is suffering abuse.
2. Staff must understand that they cannot offer unconditional confidentiality to any student.
3. Staff should be alert to the signs of abuse, CSE or underage sexual activity and should report their concerns or suspicions to the Head Year, or to the Safeguarding Lead.
4. Should a student make a disclosure to a staff member, the Designated Safeguarding Lead (or another suitably trained member of the Safeguarding team) must be informed at the earliest opportunity and certainly before the end of the school day. An appropriately qualified member of staff should see the student concerned before they leave school.

### **Parents**

Parents should be aware that the confidentiality policy exists and should be able to access it.

### **Dissemination**

All staff members and governors receive a copy of the Relationships and Sex policy. In addition, the policy is available on our website, to which staff, students and parents have access. A printed copy is available, on request, for parents who do not have access to the Internet.

The PSHE curriculum leader is available to discuss any concerns about the delivery of content in PSHE. The Director of Science is able to support staff in their delivery of the Science Curriculum elements.

Year office staff will support tutors in any delivery of the RSE elements.