

Relationship and Sex Education Policy

This Policy takes full account of the school's legal obligations and the DCSF guidance 'Sex and Relationship Education Guidance' (0116/2000).

RSE is: lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect., love and care. It is also about the teaching of sex, sexuality and sexual health.'

At EHS all girls are prepared for the responsibilities and experiences of adult life. As part of this process, girls receive a comprehensive, well-planned programme of Relationship and sex education which supports their physical, mental, spiritual and moral development.

The Policy: Summary Statement

Aims

- to provide knowledge, information and support
- to prepare pupils for the opportunities, responsibilities and experiences of adult life
- to encourage personal responsibility and respect and consideration for others
- to encourage self esteem, dignity and self respect
- to foster sensitivity to the needs and views of others

Guidelines

1. Context

Relationship and Sex education provides knowledge, and encourages the acquisition of skills and attitudes which will allow pupils to manage their lives in a responsible and healthy way. Understanding both physical and mental health aspects.

a. Knowledge and Understanding

The curriculum is planned so that the appropriate level of understanding and knowledge is developed at each key stage.

b. Attitudes and Values

- Learning the importance of values and individual conscience and moral considerations.
- Learning the value of family life, marriage and stable and loving relationships for the nurture of children.
- Learning the value of respect, love and care.

- Exploring, considering and understanding moral dilemmas.
- Developing critical thinking as part of decision making

Personal and Social Skills

- Learning to manage emotions and relationships confidently and sensitively.
- Developing self respect and empathy for others.
- Learning to make choices based on an understanding of difference and with an absence of prejudice.
- Developing an appreciation of the consequences of choices made.
- Managing conflict.
- Learning how to recognise and avoid exploitation and abuse.

2. Organisation

a. Delivery

- planned aspects within Science, RS and other subjects
- within the PSHEE programme
- by specialist outside agencies i.e. The Brook in Year 9.

b. Teaching Approaches

A variety of approaches is used to give pupils relevant information, to enable moral issues to be explored through discussion and to acquire appropriate skills. Provision is made for pupils who miss lessons through illness or other reasons.

c. Professional Help

The School Nurse is available to discuss any queries pupils may have in relation to Relationships and sex education.

d. Resources

- Material – A wide range of teaching resources are available to teachers.
- Staff – It is important that staff feel comfortable with the subject material. Teaching Staff where possible Form staff will teach Relationships and Sex Education. However, in Year 9 part of the SOW is delivered by the Brook, which uses its own resources.
- Staff are supported by the Head of PSHEE, Mindfulness & Study Skills

3. Specific Issues

The following issues may occur as part of Sex and Relationship Education. Staff, parents, and pupils need to understand the school's procedures.

a. Confidentiality and Advice

Pupils will be made aware that some information cannot be held confidentially, and helped to understand that if certain disclosures are made action will be taken. At the same time pupils are offered sensitive and appropriate support.

If staff believe there is disclosure of suspicion of possible abuse, the school's Safeguarding procedures will be invoked (see Safeguarding Policy).

b. Withdrawal of Pupils from RSE

Parents have the right to withdraw their children from all or part of the Sex Education provided at the school except for those parts included in the statutory National Curriculum.

Alternative arrangements will be made to supervise such children and a standard pack of information given in the lessons will be provided for parents.

c. Complaints Procedure

Any complaints about the sex education curriculum should be made to the Headmistress.

4. Monitoring and Evaluating

Sex education will be monitored by the Deputy Head Pastoral in conjunction with Heads of Year, and the Head of PSHEE, Mindfulness and Study Skills.

5. Other policies which have relevance to relationships and sex education are:

Equal Opportunities Policy
Safeguarding Policy
Behaviour Policy
Anti bullying Policy

6. A Partnership with Parents

We value the joint relationship with Parents in respect of their daughter's sex education and are sensitive to cultural or religious views which may affect the delivery of certain aspects of the programme. We are always happy to meet parents to discuss any aspect of the Sex Education Programme. Parents are given the option to withdraw their daughters from the Relationships and Sex modules within the PSHEE programme. The sex education programme is written in collaboration with parents.

7. The Sex Education Curriculum

a. Key Stage Two

Sex Education is delivered through Personal, Social and Health Education (age 7-11) and Science lessons.

Pupils are taught:

- responsibility for themselves and others in their relationships
- ourselves and changes since birth
- medicines and drugs: smoking and health
- physical growth and development in puberty: menstruation

- basic reproduction in plants and animals
- responsibility for personal hygiene.

b. Senior School: Science

At Key Stage 3 (11-14)

Pupils are taught:

- that living things have structures that enable life processes to take place
- that the nucleus contains chromosomes that carry the genes
- the way in which some cell types, including sperm and ovum are adapted to their functions
- the human reproductive system, menstrual cycle, fertilisation, and the role of the placenta
- how the foetus develops in the uterus
- the physical changes that take place during adolescence

At Key Stage 4 (14-16)

Pupils are taught:

- that the nucleus contains chromosomes that carry the genes
- the way in which hormonal control occurs, including the effects of sex hormones such as FSH, LH, oestrogen and progesterone
- hormonal and non-hormonal methods of contraception
- the medical uses of hormones, including the control and promotion of fertility
- how variation may arise from both genetic and environmental causes
- that sexual reproduction is a source of genetic variation while asexual reproduction produces clones
- how gender is determined in humans
- the basic principles of genetic engineering, cloning and selective breeding

c. Senior School: PSHEE

At Key Stage 3 (11-14)

We aim that pupils will:

- Understand how to develop and maintain a variety of healthy relationships within a range of social/cultural contexts
- Understand how to recognise and manage emotions within a range of relationships
- Understand how to deal with risky or negative relationships including all forms of bullying (including the distinct challenges posed by online bullying) and abuse, sexual and other violence and online encounters
- learn about the concept of consent in a variety of contexts (including in sexual relationships)
- Learn about managing loss including bereavement, separation and divorce

- Respect equality and be a productive member of a diverse community
- Be able to identify and access appropriate advice and support
- Recognise the importance of personal choice in managing relationships
- Know that AIDS and other diseases can be transmitted sexually
- Understand moral values and explore those held by different cultures or groups
- Understand the concept of stereotyping and identifying its various forms
- Be aware of the range of sexual attitudes and behaviours in present day society
- Understand that people have a right not to be sexually active
- Recognise that parenthood is a matter of choice
- Know in broad outline the biological and social factors that influence sexual behaviour and their consequences.
- Understand aspects of British legislation relating to sexual behaviour
- Consider the advantages and disadvantages of various methods of family planning

At Key Stage 4 (14-16)

We aim that pupils will build upon what was learnt in KS3 and :

- recognise and be able to discuss controversial issues such as conception, HIV/AIDS, abortion and technological developments which involve consideration of attitudes, values, beliefs and morality
- be aware of the availability of statutory and voluntary organisations which offer support in human relationships, for example, Relate
- be aware of partnerships, marriage and divorces and the impact of loss, separation and bereavement
- Develop strategies to manage strong emotions and feelings
- Identify the characteristics and benefits of positive, strong, supportive, equal relationships
- Understand that living together, marriage and civil partnerships are ways that people freely and without coercion, demonstrate their commitment to each other
- Recognise when a relationship is unhealthy or abusive (including the unacceptability of both emotional and physical abuse or violence including
 - 'honour' based violence, forced marriage and rape and strategies to manage this or access support for self or others at risk.
- Understand changes in personal relationships including the ending of relationships
- Develop an awareness of exploitation, bullying, harassment and control in relationships (including the unique challenges posed by online abuse and the unacceptability of physical, emotional, sexual abuse in all types of teenage relationships, including in group settings such as gangs) and the skills and strategies to respond appropriately or access support
- Understand the concept of consent in relevant, age-appropriate contexts building on Key Stage 3
- Understand diversity in sexual attraction and developing sexuality, including sources of support and reassurance and how to access them
- Understand the role of sex in the media and its impact on sexuality (including pornography and related sexual ethics such as consent, negotiation, boundaries, respect, gender norms, sexual 'norms', trust, communication, pleasure, orgasms, rights, empowerment, sexism and feminism)
- how to seek consent and to respect others' right to give, not give or withdraw consent to engage in different degrees of sexual activity
- recognise when others are using manipulation, persuasion or coercion and how to respond
- recognise the impact of drugs and alcohol on choices and sexual behaviour

d. Religious Studies

Key Stage 3

The Ten Commandments (adultery)
Abraham (infidelity)
Journey of life (circumcision)
Moral Issues and the Rights of the unborn child

Key Stage 4: Religion and Young People, Religion and Early Life

- heterosexuality / homosexuality
- whether to have children
- abortion
- birth and initiation ceremonies
- raising children within a faith in contemporary society
- prejudice based on sexual orientation

Religious Attitudes to Matters of Life

- surrogacy, fertility treatments (IVF, AIDS, AIH)

Approved by Council: _____

Date: _____