



**Ellern Mede School**  
LEADERS IN SUPPORTIVE EDUCATION

# **POLICY FOR SEX and RELATIONSHIPS EDUCATION**





<b>DOCUMENT DETAILS</b>	
<b>Target Audience (s):</b>	<input type="checkbox"/> All Staff <input type="checkbox"/> Clinical Staff <input type="checkbox"/> Non Clinical Staff <input type="checkbox"/> External suppliers or visitors <input checked="" type="checkbox"/> Regulatory / Legal bodies <input checked="" type="checkbox"/> Other (e.g. Patients) <input checked="" type="checkbox"/> Teaching staff
<b>Policy Author (Subject Matter Expert):</b>	Adel Shirbini
<b>Policy Committee Sponsor:</b>	Peter Curtis
<b>Frequency of review:</b>	Annually
<b>Last review date:</b>	26/01/2021
<b>Next Scheduled Review:</b>	26/01/2023



### **Aims of the relationships and sex education policy:**

- to clarify the content and the manner in which relationships and sex education is delivered in the school
- to ensure good communication with parents/carers concerning all aspects of relationships and sex education in the school

### **Arrangements for monitoring and evaluation**

Lessons on relationships and sex education will be observed in the normal programme of monitoring teaching and learning.

The policy will be reviewed every two years.

### **Dissemination of policy**

- The policy will be made available upon the parent/carer's request either through the website or through the School's main office.

### **Schools' legal obligations.**

- the sex education elements contained in the National Curriculum Science Orders are mandatory for all pupils of secondary age
- all schools must provide an up-to-date policy which describes the content and organisation of RSE provided outside the National Curriculum Science Order.
- From September 2020 the document '*Relationships Education, Relationships and Sex Education (RSE) and Health Education*' Dfe, June 2019 sets out the curriculum content that secondary schools must deliver on RSE and Health Education.
- Parents have the right to withdraw their children from all or part of any sex education provided, but not from teaching the biological aspects of human growth and reproduction necessary under national curriculum Science. The parental right of requesting their child is withdrawn from a sex education lesson may be exercised by either parent or by a person who has responsibility or care of the child. Parents do not have to give reasons for their decision; nor do they have to indicate what other arrangements they intend to make for providing sex education for their children. Parents wishing to exercise this right are asked to contact the Headteacher/Head of Site.

### **Roles and responsibilities**

- It is the responsibility of the proprietor to ensure that there is a SRE policy in place. The frequency for review will be determined by the Advisory Board every year.
- The Head Teacher will undertake policy consultation and review as required. It should be noted that
- There is ongoing evaluation of the school's systems by the Advisory Board
- Policies are reviewed individually within the timescale stated on each document.
- Additionally the policy is reviewed if and when new guidance is issued by the DFE.
- It is the responsibility of the proprietor, Headteacher, Head of Site and staff at Ellern Mede School to ensure that all steps required within the policy are followed and adhered to.



- The Headteacher and Head of Site have responsibility for the policy and its implementation and liaising with the Advisory Board, parents/carers and outside agencies.

#### **Documents referred to for advice/guidance/information.**

- 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' DfE, June 2019
- Keeping Children Safe in Education, DfE (updated at least annually)
- Equalities Act, 2010
- Extended Schools: Improving access to Sexual Health Advice Services DfES
- National Curriculum
- Preventing and Tackling Bullying, DfE, 2017

#### **Staff**

Staff are responsible for:

- Delivering SRE in a sensitive way
- Modelling positive attitudes to SRE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the [non- statutory/non-science] components of SRE

Staff do not have the right to opt out of teaching SRE. Staff who have concerns about teaching SRE are encouraged to discuss this with the headteacher.

#### **Relationship to other policies**

- Sex education forms an integral part of the curriculum policy, and the schemes of work for science and personal, social, health and economic education, largely delivered through Life Skills lessons in this school, where appropriate. The policy also relates to:
  - Equality
  - Code of conduct/staff behaviour
  - Child Protection
  - Anti-bullying

#### **Partnership with parents / carers (current and prospective)**

More detailed information regarding the topics covered and materials used in Life Skills lessons is available from the Key Teachers. Parents/carers have the right of withdrawal of their child from the sex education lessons and this can be done through receipt of written confirmation sent to the Key Teacher. Parents/carers are welcome to discuss the programme or preview the materials upon request.

The Headteacher/Head of Site will consider this request and discuss it with parents and will grant this in



all but exceptional circumstances up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school will make arrangements to provide the child with sex education during one of those terms.

### **Complaints Procedure**

Any complaints about the relationships and sex education curriculum should be made to the Headteacher/Head of Site who will follow the school's Complaints Procedure.

### **What is relationships and sex education (RSE)?**

Relationships and sex education is lifelong learning about physical, moral and emotional development, embedded in a context that enhances the self-worth and confidence of each individual and encourages mutually respectful relationships and empathy for others.

### **Moral and Value Framework**

The relationships and sex education programme at Ellern Mede School aims to present facts in an objective, balanced and sensitive manner, and it is set within a clear framework of values and an awareness of the law on sexual behaviour, in line with 'Sex and Relationship Guidance', DfES, July 2000 and the more recent Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 which are made under sections 34 and 35 of the Children and Social Work Act 2017. **We** believe that the school's relationships and sex education programme plays a very important part in supporting those with parental responsibility whilst their children cope with the emotional and physical aspects of maturing, and the school helps pupils prepare for the challenges and responsibilities which sexual maturity brings. Children are receiving relationships and sex education from various sources such as the media and their friends, and the relationships and sex education programme is designed to correct any misinformation.

Pupils are encouraged to appreciate the value of stable family life, marriage and other stable relationships, and the responsibilities of parenthood. They are helped to consider the importance of self-restraint, dignity, respect for themselves and others, acceptance of responsibility, sensitivity towards the needs and views of others, loyalty and fidelity. They are enabled to recognise the physical, emotional and moral implications, and risks, of certain types of behaviour, and to accept that both sexes must behave responsibly in sexual matters.

### **The location of relationships and sex education in the curriculum**

Relationships and sex education is delivered mainly through Life Skills and Science lessons. However, all aspects of the curriculum which lead young people to have a sense of their own worth, a belief that they have some control over their lives and the confidence to act responsibly, contribute to relationships and sex education. It is inevitable that the teaching of apparently unrelated topics will occasionally lead to discussion of aspects of sexual behaviour. Teaching staff will ensure that this discussion is relatively limited and set within the context of the subject concerned and all teaching staff are familiar with the school's policy regarding relationships and sex education.

The relationships and sex education programme at Ellern Mede School aims to provide pupils with knowledge, skills and an understanding of attitudes and values around sexual health, enabling them to make healthy, informed, responsible choices about their relationships, sexuality and sexual behaviour, whilst increasing their self-esteem.



## **What does RSE involve?**

The three key elements are:

- Developing positive attitudes and values that support self-esteem and wellbeing
- Gaining the personal and social skills necessary for emotional development, interaction with others, active participation in society and the ability to make informed and responsible choices
- Acquiring relevant and age-appropriate knowledge.

Careful co-ordination ensures that the content of lessons and approaches used are appropriate to the needs, ability and ages of pupils. Relationships and sex education forms part of a spiral curriculum - one in which topics are revisited as part of a developmental programme to enable pupils to build upon prior learning.

## **Ethnicity**

Teachers need to be aware of the religious traditions, marriage rules and other kinds of relationship arrangements established in different cultures. Teachers requiring information should refer to the Head of Site.



### **Programme of Study relating to RSE provision – PSHE:**

Teachers will continue to develop the knowledge on topics studied for primary schools and in addition cover the following content by the end of the secondary phase as per the guidance from 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' DfE, June 2019

These topics are taught whilst taking into account whether the learner is able to manage to themes in regards to their Special Educational Needs and in at our Ridgeway and Barnet sites their medical presentation and where they are with the treatment needs also to be taken into account.

<b>Families</b>	<p>Pupils should know:</p> <ul style="list-style-type: none"><li>• that there are different types of committed, stable relationships.</li><li>• how these relationships might contribute to human happiness and their importance for bringing up children.</li><li>• what marriage and civil partnerships are, including their legal status e.g. that marriage and civil partnerships carry legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.</li><li>• why marriage is an important relationship choice for many couples and why it must be freely entered into.</li><li>• the characteristics and legal status of other types of long-term relationships.</li><li>• the roles and responsibilities of parents with respect to the raising of children.</li><li>• how to:<ul style="list-style-type: none"><li>- determine whether peers, adults or sources of information are trustworthy</li><li>- judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships)</li><li>- seek help or advice, including reporting concerns about others, if needed.</li></ul></li></ul>
-----------------	---



<p><b>Respectful relationships, including friendships</b></p>	<p>Pupils should know:</p> <ul style="list-style-type: none"><li>· the characteristics of positive and healthy friendships (both on and offline) including: trust, respect, honesty, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.</li><li>· how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).</li><li>· that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due tolerance and respect to others and others' beliefs, including people in positions of authority.</li><li>· about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.</li><li>· that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.</li><li>· what constitutes sexual harassment and sexual violence and why these are always unacceptable.</li><li>· the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.</li></ul>
---	---



<b>Online and Media</b>	<p>Pupils should know:</p> <ul style="list-style-type: none"><li>• their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply online and offline.</li><li>• about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.</li><li>• not to provide material to others that they would not want shared further and not to share personal material which is sent to them.</li><li>• what to do and where to get support to report material or manage issues online.</li><li>• the impact of viewing harmful content.</li><li>• that specifically sexually explicit material often presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.</li><li>• that sharing and viewing indecent images of children (including those created by children) is against the law.</li><li>• how information and data are generated, collected, shared and used online.</li></ul>
<b>Being safe</b>	<p>Pupils should know:</p> <ul style="list-style-type: none"><li>• the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment and domestic abuse and how these can affect current and future relationships.</li><li>• how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (on and offline).</li></ul>



<p><b>Intimate and sexual relationships, including sexual health</b></p>	<p>Pupils should know:</p> <ul style="list-style-type: none"><li>• how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.</li><li>• that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.</li><li>• the facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women.</li><li>• that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.</li><li>• that they have a choice to delay sex or to enjoy intimacy without sex.</li><li>• the facts about the full range of contraceptive choices and options available.</li><li>• the facts around pregnancy including miscarriage.</li><li>• that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help).</li><li>• how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing.</li><li>• the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.</li><li>• how the use of alcohol and drugs can lead to risky sexual behaviour.</li><li>• how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.</li></ul>
--	--



## Science

During Key Stage 3, the teaching and learning involves answering the following questions:

- How do animals reproduce sexually?
- What do the male and female reproductive systems do?
- How does sexual intercourse result in fertilisation?
- How can Science assist fertilisation?
- What happens during the menstrual cycle?
- How does the foetus develop during pregnancy?
- How can a mother care for a developing foetus?
- What happens during and just after birth?
- What are puberty and adolescence?

By the end of Key Stage 4 pupils will be able to:

- Describe the way in which hormonal control occurs, including the effects of the sex hormones
- Describe how sex is determined in humans
- State some examples of contraception
- Explain how hormones are used in contraception
- Evaluate different methods of contraception
- Give examples of reasons for infertility
- Explain how hormones can be used to treat infertility
- Discuss the issues surrounding fertility treatments.

## Differentiation

Differentiated teaching is important and the needs of all pupils are considered when teachers plan/adapt schemes of work and lesson plans.

## Teaching and learning styles

Teachers use a wide variety of teaching styles in order to provide as many different learning experiences as possible. Before deciding upon the teaching method to be used, the learning objectives for the session are identified and the methods selected should be the most appropriate way of achieving the objectives. Research has shown that RSE needs to be taught using active and experiential learning and the teaching team receives training to ensure they feel confident about using active learning methods. Teaching groups receiving relationships and sex education as part of the Life Skills programme are given time to develop an appropriate environment, a trusting relationship and well established patterns of communication before embarking on RSE. All groups will have established clear ground rules. In relation to relationships and sex education the ground rules will include:

- no one will have to answer a personal question
- personal questions aimed at embarrassing another will not be allowed
- no one will be forced to participate in a discussion
- only the correct names for body parts will be used and if slang words are mentioned they will be explained



- meanings of words will be explained clearly and factually
- respect for differences between pupils will be maintained

As well as receiving information, pupils are given the opportunity to explore their own and other people's values, attitudes and behaviour. Opportunities are also provided for them to learn and practise a range of personal and interpersonal skills.

Methods/techniques used include:

- Sharing ideas
- Discussion
- Listening exercises
- Audio/visual materials
- Case studies and scenarios
- Role play
- Questionnaires and quizzes
- Trigger drawings/photographs
- Values continuums
- Theatre in education

### **Delivery of the programme**

Male teaching staff would only deliver relationships and sex education within Life Skills lessons if both they and the teaching group were comfortable with this arrangement. If not, a female teacher would deliver the session.

In Science, the topics listed above will be taught by either a male or female Science teacher.

### **Selection of teaching materials**

In order to ensure that the teaching materials used are appropriate, the following checklist should be used when selecting/reviewing materials:

- is it likely to appeal to its proposed audience?
- is it up-to-date?
- is it age appropriate?
- does it take into account the pupils' cultural backgrounds?
- does it show sufficient images of individuals with different physical abilities?
- is it consistent with our agreed policy, aims and objectives?
- does it fit in with our existing style (materials and methodologies) of health/relationships and sex education?
- do we feel it is appropriate for the needs of our pupils in terms of language and images, attitude and knowledge required?
- does it patronise or respect its audience?
- does it enable us to take pupils' emotional and intellectual readiness into account and link this to new learning?
- does it avoid racism, sexism and forms of stereotyping?
- could the resource be adapted or extended to suit the needs of our pupils?
- do we feel comfortable about using this resource?
- do we feel there is an undue bias in this resource?



- is it factually correct?
- will any staff training be needed?
- is it well designed, flexible, durable, easy to use and store?
- does it conform to the legal requirements for relationships and sex education?

### **Identifying the pupils' needs:**

Feedback from pupils regarding their learning needs is obtained from:

- Questionnaires / evaluation sheets
- Discussions

This information then helps us to identify:

- their current concerns
- their existing skills and knowledge

And enables us to deliver appropriate, planned programmes of study.

### **Identifying staff needs:**

Evidence includes:

- personal review and development plans
- discussions at regular meeting times.

### **Training and support for teachers:**

Information and support may also be obtained from the medical team at Ridgeway and Barnet if appropriate.

In-service training can be provided to support their work in RSE.

### **Monitoring effectiveness of the Relationships and Sex Education programme**

Pupils and staff are involved in evaluating RSE provision through:

- Discussion
- Completion of evaluation sheets

### **External agencies**

In some situations we have found that it is appropriate to involve external specialists to support teacher's classroom work as they can provide a wide range of information and experiences. These contributions are an integral part of the school's planned relationships and sex education programme. Both teachers and external specialists are clear about the purpose of the session and what is expected of them as materials, content, style of delivery, preparation and follow-up work are discussed before the session takes place. External specialists are only invited in:

- if the school has previous experience of the specialist, either first hand or by repute
- if the specialist is familiar with the school's policy about relationships and sex education
- the specialist shares the school's values and approach to relationships and sex education
- the specialist's contribution is consistent with the school's own practice

The teacher must be able to supplement knowledge, clarify areas of uncertainty and discuss reactions at later sessions and must remain with the class during the session. Pupils are expected to take some



responsibility for the guest during the visit, including meeting, greeting and thanking him/her and pupils are prepared for this during Life Skills lessons.

### **Specific issues**

#### **Contraceptive 'advice', information and referrals to under 16s**

Teachers can provide education about different types of contraception and places from where they can be obtained either in a group or on an individual basis. They can also provide all pupils with information about where and from whom they can receive confidential advice and treatment. However, particular care must be exercised in relation to contraceptive advice to pupils under 16, for whom sexual intercourse is unlawful. If a teacher is approached by an individual pupil for specific advice on contraception or other aspects of sexual behaviour then the teacher should encourage the pupil to seek advice from her parents, and, if appropriate, from the relevant health service professional. The teacher should not give advice to the pupil because teaching staff do not have the particular expertise to do so.

If pupils have been withdrawn from relationships and sex education by their parents, then staff are not entitled to give, and the child is not permitted to receive, instruction or advice concerning these matters. However, the teacher can suggest where they could go to seek such confidential advice and counselling. Giving information as to where advice and counselling could be lawfully obtained does not constitute relationships and sex education.

#### **Confidentiality**

Teachers must not promise absolute confidentiality to pupils. If there is a disclosure or suspicion of possible abuse then the school's child protection procedures will be invoked and staff must pass this information on to the senior member of staff responsible for child protection.

#### **Explicit/controversial issues**

##### ***Answering questions.***

There may be occasions when individual pupils raise an explicit or controversial issue and in such cases the options available are:

- to deal with the question in front of the whole class
- to discuss the issue with the pupil individually
- to defer answering and discuss the pupil's concerns with the parents to see how they would wish the matter to be dealt with
- to postpone answering until they have had a chance to consult with the medical team,

The school believes that individual teachers must use their skill and discretion in these situations and they must always refer to the medical team if concerned.

#### ***Sexual identity and sexual orientation***

The relationships and sex aspect of the Life Skills programme makes pupils aware of the diversity of human sexuality and pupils are taught to respect diversity. Staff will deal with homophobic bullying according to school policy



**Outline summary of curriculum content where appropriate**  
(for more detailed information please refer to schemes of work)

<p style="text-align: center;"><b>Year 7</b></p> <p><b>Life Skills, Personal Well-being</b>          Friendship          Respect, valuing themselves and others          Understanding and sensitivity towards the needs and views of others          Responsibility for their actions          Communication skills          Assertiveness          Decision making          Resolving conflict          Personal safety          Stereotypes based on sex, gender, race, religion, sexual orientation or disability          Recognising and using opportunities to develop a healthy lifestyle          Physical and emotional changes at puberty          Menstruation          Personal hygiene          Female Genital Mutilation  <b>Science:</b>          The human reproductive cycle, including adolescence, fertilisation and foetal development.          Structure and function of human reproductive organs.</p>	<p><b>Resources and contacts:</b></p> <p>BBC Bitesize          Exploring Science 7          Dynamic Learning Science Progress 1</p>
<p style="text-align: center;"><b>Year 8</b></p> <p><b>Life Skills, Personal Well-being</b>          Awareness of online grooming risks          Learning how to keep safe online: awareness of the risk of sharing personal information and imagery online          Relationships - friendship, parents, dating          Safe relationships          Resolving conflict          Changing relationships          Understanding sexual orientation and gender identity          Influence/pressure - resisting pressure          The legal situation regarding sexual relationships          Sources of advice/support          Immunisation and vaccinations  <b>Science:</b>          The effects of bacteria and viruses, such as those associated with sexually transmitted diseases.</p>	<p>Dynamic Learning Science Progress 2</p>



<p style="text-align: center;"><b>Year 9</b></p> <p><b>Life Skills, Personal Well-being</b>          Unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice          Recognising and using opportunities to develop a healthy lifestyle          Managing risk          Sexting Awareness of the risk of sharing personal information and imagery online          The legal situation regarding sexual relationships          Sexuality          Sexual intercourse          Contraception - information about types of contraception, their availability and how to access them          Sexual health including emotional well being and sexually transmitted infections including HIV/AIDS          Sources of advice/support          Unplanned pregnancy          What it means to be a teenage parent          Consent          The portrayal of sex and relationships in the media and social media</p>	
<p style="text-align: center;"><b>Year 10</b></p> <p><b>Life Skills, Personal Well-being</b>          Personal safety          Stereotypes based on sex, gender, race, religion, sexual orientation or disability          Alcohol in relation to risk taking, unplanned/unprotected sexual intercourse          Sources of advice/support  <b>Science:</b>          Hormones involved in reproduction          Main stages of the menstrual cycle          Contraception          Infertility and issues surrounding fertility treatments.</p>	<p>OCR Gateway GCSE Biology – <i>J Locke(2016) OUP</i></p>
<p style="text-align: center;"><b>Year 11</b></p> <p><b>Life Skills, Personal Well-being</b>          Personal safety          Healthy relationships          Contraception - information about types of contraception, their availability and how to access them          Sexual health - including emotional well-being and sexually transmitted infections including HIV/AIDS          Consent          The portrayal of sex and relationships in the media and social media          Sources of advice/support  <b>Science:</b>          Cloning ( stem cells and organ replacement)          Sexually transmitted diseases including Chlamydia, Gonorrhoea, Genital herpes HIV, Cervical cancer from HPV</p>	<p>OCR Gateway GCSE Biology – <i>J Locke(2016) OUP</i></p>



**Years 12 & 13**

**Life Skills, Personal Well-being**

Breast cancer

Healthy relationships

Abusive relationships

Contraception - information about types of contraception, their availability and how to access them

Sexual health - including emotional well-being and sexually transmitted infections including HIV/AIDS

**Science**

Animal Cloning