

HEXHAM MIDDLE SCHOOL AND QUEEN ELIZABETH HIGH SCHOOL PART OF HADRIAN LEARNING TRUST

RELATIONSHIPS AND SEX EDUCATION POLICY

RATIONALE

Relationship and Sex Education is lifelong learning about emotions, relationships, sexual health and ourselves. Good quality Relationships and Sex Education (RSE) is age appropriate, and is based on young people's development and expressed needs. It provides consistent messages, is ongoing and progressive, and supports children and young people's confidence as they move from childhood to adulthood. It helps them understand themselves, negotiate their relationships, helps to teach them about healthy relationships and prepares them for adulthood.

Hadrian Learning Trust believes that RSE should:

- Provide ongoing, truthful and honest information in a non-judgemental way, in a relaxed and confidential setting.
- Be focused on the positive and negative aspects as part of an ongoing programme.
- Encourage children/young people to make informed decisions.
- Include working in partnership with parents and carers.
- Develop understanding of online and offline safety, consent, abusive relationships, violence and exploitation; and acquiring the skills to protect themselves and to have high expectations of themselves and others in order to enjoy healthy relationships.

It is a legal requirement for schools to provide Relationships and Sex Education.

The Sex Education elements contained in the National Curriculum Science Orders are mandatory and for all students/pupils. Sex education in the National Science Curriculum covers anatomy, puberty and biological aspects of sexual reproduction.

Outside of the Science Curriculum, secondary schools are required to provide an RSE programme which includes (as a minimum) information about sexually transmitted infections and HIV/AIDS.

All schools must provide an up to date policy which describes the content and organisation of RSE provided outside the Science Curriculum.

CURRICULUM

What is relationships and sex education?

It is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of a stable family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health. It is not about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching. In addition we are already building students'/pupils' knowledge and skills to prepare students/pupils for issues identified in the guidance that will become statutory from 2019.

These include:

- **Different types of relationships**, including friendships, family relationships, dealing with strangers and, at secondary school, intimate relationships;

- How to recognise, understand and build **healthy relationships**, including self-respect and respect for others, commitment, tolerance, boundaries and consent, and how to manage conflict and also how to recognise unhealthy relationships;
- How relationships may **affect health and wellbeing, including mental health**;
- Healthy relationships and **safety online**; and
- Factual knowledge, at secondary school, around **sex, sexual health and sexuality**, set firmly within the contexts of relationships.

RSE has three main elements:

- attitudes and values
 - Learning the importance of values and individual conscience and moral considerations;
 - Learning the value of family life (in all forms), 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; and
 - Developing critical thinking as part of decision-making.
 - Young people, whatever their developing sexuality, need to feel that sex and relationship education is relevant to them and sensitive to their needs.
- 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; and
 - Learning how to recognise and avoid exploitation and abuse.
- knowledge and understanding
 - Learning and understanding physical development at appropriate stages;
 - Understanding human sexuality, reproduction, sexual health, emotions and relationships;
 - Learning about contraception and the range of local and national sexual health advice;
 - Learning the reasons for delaying sexual activity, and the benefits to be gained from such delay; and
 - The avoidance of unplanned pregnancy.

PROCEDURES AND PRACTICE

Both QEHS and HMS will focus on the delivery of RSE, in the context of relationships, using a variety of formal and informal opportunities and strategies.

This will be achieved by

- Allocating designated time within the curriculum, either within the guidance programme or via occasional off-timetable experiences such as health days; and within science.
- Supporting the training needs of all staff who are expected to deliver RSE.
- Working in partnership with the Local Authority, school health advisor, parents, Teenage Pregnancy Team and voluntary and statutory youth agencies where appropriate.
- (At QEHS), offering a young people's health drop-in with specialist health staff.

The content will be delivered by

- Establishing a safe learning environment in which open and non-judgmental discussions about relationships, sex, sexuality and sexual health can be held.
- Developing a group agreement to ensure acceptable boundaries for discussion that safeguard young people and professionals.
- Ensuring that one-to-one work also acknowledges the need for boundaries and supportive frameworks.

- Respecting the privacy and confidentiality of young people within the boundaries of child protection, and informing young people of these rights (see also Confidentiality Policy).
- (At QEHS) linking RSE to information about advice and support services that young people can access.
- (At QEHS) using a range of strategies including health days and drop-in facilities.

Resources will

- Be age appropriate and up to date.
- Avoid racism, sexism, gender and homophobic stereotyping.
- Include positive images of a range of young people.
- Encourage active and participatory learning methods.

The needs of children with special educational needs will be met by

- Policy and programme involvement for those who teach young people with SEN.
- Consideration of the needs of each young person/child.
- Consultation with appropriate people including parents/carers.
- Appropriate training for staff working with young people/children with SEN.

Practice will be reflected on by

- Assessing what young people have learnt and understood.
- Monitoring and evaluating the methods used to deliver RSE to ensure effective future planning (staff and student/pupil review).

CONFIDENTIALITY AND ETHICAL ISSUES

This policy should be read in conjunction with the school's Child Protection Policy.

Parents/carers can withdraw young people/children from non-statutory parts of the curriculum only. If a parent/carer wishes to withdraw their son/daughter, the young person would spend time with a learning mentor at QEHS or their Pastoral Leader at HMS or in The Base.

MONITORING AND EVALUATION

Both young people and adults involved will be involved in the evaluation of RSE. Lesson observation and student/pupil feedback will be an integral part of the review process.

USEFUL REFERENCE DOCUMENTS

[Relationships Education, Relationships and Sex Education, and Personal, Social Health and Economic Education.](#)

<https://www.pshe-association.org.uk/system/files/SRE%20for%20the%2021st%20Century%20-%20FINAL.pdf.pdf>