

Relationships and Sex Education Policy

(Written to comply with DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance 2020)

Aims

The overall intent that sits behind our entire curriculum at TLG is that we are able to identify and instil in our students what it is to be an effective learner, so that skills and knowledge aren't lost but built upon and strengthened. We want our young people to become:

- Successful learners who recognise that they are learners.
- Confident individuals who are able to live safe, healthy and fulfilling lives.
- Responsible citizens who make a positive contribution to society.
- Aware and respectful towards other people's views, beliefs and values.

The school intends that all students shall experience a programme of RSE at a level which is appropriate for their age, ability and development to ensure all students have equal access to the Curriculum.

What is Relationship and Sex Education?

The term Relationship and Sex Education, RSE, is used in this policy rather than sex education. This is to stress that our approach goes beyond provision of biological information to also focus on clarifying attitudes and values, and developing self-efficacy and the skills to manage relationships.

According to DfEE guidance 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'

DfEE 'Sex and Relationship Guidance', 2000.

The latest guidance from the DfE that supersedes the above guidance doesn't give a clear definition but does state in the introduction that:

To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.

DfE Relationships and Sex Education Guidance 2019

Objectives

The guidance suggests that RSE should cover the following main elements:

Families

Students should know:

- that there are different types of committed, stable relationships.
- how these relationships might contribute to human happiness and their importance for bringing up children.
- what marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.

- why marriage is an important relationship choice for many couples and why it must be freely entered into.
- the characteristics and legal status of other types of long-term relationships.
- the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.
- how to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.

Respectful relationships, including friendships

Students should know:

- the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.
- practical steps they can take in a range of different contexts to improve or support respectful relationships.
- 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).
- 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 respect to others, including people in positions of authority and due tolerance of other people's beliefs.
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.
- that some types of behaviour within relationships are criminal, including violent behaviour and coercive control. what constitutes sexual harassment and sexual violence and why these are always unacceptable.
- 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.

Online and media

Students should know:

- their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.
- 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.
- not to provide material to others that they would not want shared further and not to share personal material which is sent to them.
- what to do and where to get support to report material or manage issues online.
- the impact of viewing harmful content.
- that specifically sexually explicit material e.g. pornography 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.
- that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.
- how information and data is generated, collected, shared and used online.

Being safe

Students should know:

- the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.
- how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).

Intimate and sexual relationships, including sexual health

Students should know:

- 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.
- 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.
- the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.
- that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.
- that they have a choice to delay sex or to enjoy intimacy without sex.
- the facts about the full range of contraceptive choices, efficacy and options available.
- the facts around pregnancy including miscarriage.
- 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).
- 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.
- about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.
- how the use of alcohol and drugs can lead to risky sexual behaviour.
- how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.

TLG's approach to delivery of RSE

This consists of:

1. RSE modules delivered within a planned P.S.H.C.E programme.
2. PSHCE is currently taught through at least one discrete lesson each week in addition to the Science Programme of Study and linked English Literature lessons (see curriculum policy for more details).
3. Provision of appropriate information through leaflets, books, posters, use of appropriate websites as highlighted in the RSE Scheme of Work and external agencies/ speakers.
4. Due to the size of our school and the limited number of staff all staff have a responsibility for delivering PSHCE at points in the curriculum. There will be one member of staff who will have planned the curriculum content for the year so they will technically be the lead person for this subject.
5. Staff have access to specific PSHCE training, in addition to updated Safeguarding Training, (*FGM – Female Genital Mutilation, EduCare Sexual Violence and Harassment between Children and Young People, EduCare Raising Awareness of Honour-Based Abuse and Forced Marriage, EduCare Domestic Abuse: Children and Young People, EduCare Child Exploitation and EduCare Harmful Sexual Behaviours*).
6. Relevant health care professionals will play a key role in supporting RSE lessons through supporting teachers in terms of advice and resources.
7. Thought for the day programme in which values are explored in support of developing positive relationships and developing emotional awareness and management.
8. Students will be actively consulted about their RSE needs and their views will be central to developing the provision.
9. Parents and carers will be actively consulted about the RSE needs of their child and their views will be central to developing the provision.
10. A member of TLG's national senior team will support staff, parents and carers in ensuring the RSE curriculum meets the needs and abilities of TLG's students.

Methodology and resources

A wide range of teaching methods are used, that enable students to actively participate in their own learning. This includes use of quizzes, case studies, role play, video/DVD, group discussion and use of

appropriate guest speakers. Where it is regarded as particularly beneficial students are divided into single gender groups for a part of lessons or whole lessons.

Teaching is conducted in a safe learning environment through the use of ground rules and distancing techniques so that students are not put on the spot or expected to discuss their own personal issues in class. Teaching resources are selected on the basis of their appropriateness to students. Further to this, students will look at the complex issues of relationships and peer pressure online, complementing the e-safety aspects of the curriculum in using technology safely, responsibly and respectfully. Students will be encouraged to interact positively and to understand their legal responsibilities when using social media and online technology. Lessons will also cover how to keep personal information private, and help students navigate the virtual world, challenge harmful content and balance online and offline worlds.

Assessment monitoring and evaluation

Pupils' progress in RSE is assessed as part of the PSHCE assessment. Students' understanding and development of thinking skills is recorded termly in-line with other subjects and the schools assessment policy.

The assessment is based on the 'taxonomy of the affective domain' which measures the engagement of students with the concepts and values that are being taught rather than just an assessment of knowledge gained during lessons.

PSHCE programmes of study have been recently fully reviewed (July 2020) and will continue to be monitored and evaluated on an annual basis to ensure the programme is meeting the needs of the students and parents/carers.

Creating a safe and supportive atmosphere

PSHE involves a range of activities that relate to family lifestyles, personal identity, behaviour and values as discussed. Due to the sensitive nature of such topics it is therefore essential to help students feel safe and comfortable with their environment and within the P.S.H.C.E. lesson. To do this, all teaching staff involved in delivering P.S.H.C.E. strive to ensure that the following procedures and actions are embedded within every lesson:

- Use age/ level appropriate resources;
- Use a range of different activities in consideration of different educational needs;
- Pay consideration to groupings;
- Give students the opportunity to speak, take part in discussions, time to think and an opportunity to choose not to speak if they do not wish to;
- Use a question box at appropriate times and within appropriate lessons.

These actions are highlighted and enforced with students through the setting of @TLG we.... 'ground rules'. These are agreements which are established with the group, (both staff and students) to help the students not only feel safe but also enable students get the most from their learning.

Parental rights

Although the law states there is no parental right to withdraw from relationships education at primary or secondary, parents do have the right to excuse their child from parts of or all of sex education. Students who have opted out can opt in to sex education from the age of 15 years. Staff are open to discuss any concerns parents and carers may have in relation to RSE and the needs of their child. TLG aims to work in partnership with parents and carers, informing them about what their children will be learning and about how they can contribute at home. The law requires that, from September 2020, relationships and sex education (RSE) is taught in all secondary schools in England including independent schools such as TLG schools.

Equality

At TLG, RSE is taught in a way that does not subject pupils to discrimination and is mindful of individuals' religious, spiritual and moral beliefs. Schools have a duty under the Equality Act, (2010) to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender (LGBT). RSE will foster good relations between pupils, tackle all types of prejudice – including homophobia – and promote understanding, respect and diversity, (in-line with TLG's Anti-Bullying and Child Protection policies). Staff have received mental health and well-being training, (from September 2019) to support students in developing qualities and skills such as resilience, confidence, self-respect and self-control.

This policy will be reviewed annually in August by the TLG national senior team and agreed by the management committee.

Appendix A – TLG’s Value Framework for RSE

All TLG schools operate with a strong underpinning Christian ethos. This means that staff will likely to personally hold to the biblical worldview of relationships and sex. Staff will never seek to force this worldview on students as outlined in the equalities section of this policy. We will however engage students with thoughtful consideration of two underpinning Christian views that state that:

1. Humanity is made in the image of God and therefore everyone has inherent and eternal worth, and
2. That we only flourish as humans when we live in harmony with God’s good design for life.

As a result of this young people should be taught RSE within a framework that models and encourages the following values that aren’t exclusively Christian but are part of a biblical worldview:

- A respect for self
- A respect for others
- Non-exploitation in sexual relationships
- Commitment, trust, bonding and ‘mutual giving of self’ within sexual relationships
- Honesty with self and others
- A development of critical self-awareness for themselves and others
- An exploration of the mutual duties and responsibilities involved in sexual relationships
- Compassion, forgiveness, mercy and care when people do not conform to their way of life
- An acknowledgement and understanding of diversity regarding religion, culture and sexual orientation
- Self-discipline regarding their sexuality

Appendix B – Example TLG PSHCE Programme of Study

SMSC/ PSHCE Long Term Plan

New Learning Skills Curriculum 2020

Autumn 1			Autumn 2		
Lesson	Focus	Outline	Lesson	Focus	Outline
1	Money Matters	Managing what you have got	1	Money Matters	Wage Slip
2	Careers	Importance of work	2	Careers	Transferable skills
3	PREVENT	Terrorism & Extremism	3	E-safety	Sexting / Grooming
4	British Values	Rule of Law	4	British Values	Individual liberty
5	Sex Ed/Health	Sleep	5	Sex Ed/Health	Diet & Exercise
6	Community	What makes a healthy community	6	Community	Community groups
Spring 1			Spring 2		
Lesson	Focus	Outline	Lesson	Focus	Outline
1	Money Matters	Tax & Deductions	1	Money Matters	Saving & Banking
2	Careers	Job Research	2	Careers	Qualifications & next steps
3	PREVENT	Is religion dangerous?	3	E-safety	Online Footprint
4	British Values	Tolerance	4	British Values	Mutual respect
5	Sex Ed/Health	Drugs & Alcohol	5	Sex Ed/Health	Sex & Relationships
6	Community	Tolerance in my community	6	Community	Impact on my community
Summer 1			Summer 2		
Lesson	Focus	Outline	Lesson	Focus	Outline
1	Money Matters	Budgeting	1	Money Matters	My Budget
2	Careers	CV Writing	2	Careers	Interviews
3	PREVENT	What can we do about extremism?	3	E-safety	Online Bullying
4	British Values	Democracy	4	British Values	Democracy
5	Sex Ed/Health	Mental Health	5	Sex Ed/Health	Sexual Health
6	Community	Me & My Community	6	Community	Me & My Community