



Arts & Media School
ISLINGTON

Relationships and Sexual Health (Sex and Relationship Education) Policy

Date of Policy: 13/10/2015

Policy Review: October 2016

Agreed by Governing Body on:

SRE Duty

All maintained secondary schools are required by law to provide Sex and Relationship Education (SRE) for all registered pupils. (Education Act 1996 and Learning and Skills Act 2000). This policy has been developed in accordance with DCSF Guidance (Ref: DfEE 0116/2000). It should be read in conjunction with the school's Learning, Child Protection and Anti Bullying policies.

SRE to RSHE

At Arts and Media we prefer to refer to Sex and relationships education (SRE) as **Relationships and Sexual Health education (RSHE)** as this emphasises the importance of healthy and safe relationships. The name RSHE also reflects the balance of the curriculum as the focus is primarily about relationships, e.g. what makes a good friend, anti-bullying strategies, and the makeup of different types of families – all linked to our difference and diversity work. All the elements within RSHE can be taught from the relationships base and complement the development of the 'whole child'.

Aims of the policy

Arts and Media aims to prepare our students for an adult life in which they can understand the consequences of their actions and behave responsibly in all types of relationship. Learning in RSHE takes place both within the formal curriculum and the values implicit in every aspect of the school. As a result, RSHE is central to our students' learning journeys, contributing to them becoming responsible, reasoning, reflective, resourceful and resilient. In RSHE, students learn how to build positive relationships with others, involving trust and respect within a critically evaluated moral framework. Students gain knowledge and

understanding of human sexuality in all its forms. They learn how to access health advice and support, as well as developing skills necessary for practicing self-control and making responsible choices. These skills include communicating effectively in order to avoid being pressured into unwanted or unprotected sex. Students also gain insight into how the law applies to sexual relationships.

Arts and Media will address issues such as FGM and forced marriage through PSHE and other bespoke interventions. We work closely with our school nurse and identify where there is need.

RSHE consists of:

Attitudes and Values

- Learning the importance of respect, love and care.
- Learning the value of family life, stable and loving relationships, and marriage. Learning the need to think critically about moral decisions.
- Learning the responsibility associated with the nurture of children.

Personal and Social Skills

- Learning to appreciate the consequences of choices made.
- Learning to manage emotions and relationships confidently and sensitively. Learning to have self-respect and empathy for others.
- Learning to avoid exploitation and abuse (both as victim and perpetrator).

Knowledge and Understanding

- Learning about human physical development.
- Learning about human sexuality, reproduction, sexual health, emotions and relationships.
- Learning about methods of contraception (as a means of both preventing unwanted pregnancy and STI transmission) and the range of local and national sexual health advice, contraception and support services.
- Learning about the reasons for, and benefits from, delaying sexual activity.

It is important to note that effective RSHE does not encourage early sexual experimentation. Research demonstrates that effective RSHE can help young people to learn the reasons for, and the benefits to be gained from, delaying such activity. In addition, research with families shows that children cannot rely on their parents to talk to them about puberty or sex. It is particularly the case that some young women and young men from some minority ethnic communities may rely on schools as their main, and sometimes only, source of sex education. At the same time, we are aware of the moral code, values and religious backgrounds of our students and our community. We acknowledge and respect these values and they are considered in our approach to RSHE.

Organisation

We teach Relationships and Sexual Health Education through different aspects of the curriculum such as drop day lessons, tutorials and external paraprofessional workshops.

While we carry out the main relationships and sexual health education teaching in our personal, social and health education (PSHE) curriculum, we also teach some relationships and sexual health education through other subject areas (for example, science and PE). These curriculum areas mainly contribute to gain understanding about the human body, and how it is changing

and developing. The physical aspects of puberty and reproduction are also included in Science. (Appendix 1)

The PSHE Curriculum focuses more on the emotional aspect of developments and relationships (Appendix 2)

The PSHE Curriculum is delivered through the PSHE and Citizenship drop sessions and para professionals. This means materials are relevant and include up to date and accurate information. It also uses;

‘active’ and discussion based techniques appropriate for the subject matter with ‘distancing’ techniques built in to allow objective discussions. There is also support from external professionals where appropriate. It is also partly delivered by form tutors, who work closely with their tutees over a number of years and are aware of each student’s individual circumstances.

Method

It is essential that schools can help children and young people to develop confidence in talking, listening and thinking about sex and relationships. Some students may find certain issues or questions raised in Relationships and Sexual Health Education sensitive. In order to deal with these questions or issues certain ground rules will be established beforehand. These ground rules prohibit inappropriate personal information being requested or disclosed by those taking part in the sessions.

When students ask questions, the teacher will aim to answer them honestly. If a question is too explicit, feels too old for a pupil, is inappropriate for the whole class, or raises concern about sexual abuse, the teacher will acknowledge it and promise to attend to it later on an individual basis. The teacher will pass on this concern to the safeguarding team via the email address and pastoral team. Arts and Media aims to make decisions after consultation with our students and with regard to Relationships and Sexual Health Education Policy students’ views are listened to and incorporated.

Teachers or tutors will be given guidelines on how to deal with questions and advice how to teach certain aspects of the curriculum. Relevant skill clinics will take place to assure that teachers and tutors have a sound knowledge and understanding on every aspect of Relationships and Sexual Health Education. If a member of staff feels uncomfortable with teaching certain aspects of the curriculum he or she will be supported or occasionally relieved of their responsibility. Support will be provided by the year team or from the PSHE Co-coordinator. We will encourage other valued members of the community to work with us and provide further advice and support our students. Also health professionals, such as the school nurse play a significant role and provide valuable support in our RSHE program. Other people that we may call on include social workers and youth workers.

Inclusion

We acknowledge the needs of different ethnic groups. We will respond to parental requests or concerns if they feel certain issues are inappropriate to be taught in mixed groups. Young people, whatever their developing sexuality, need to feel that sex and relationship education is relevant to them and we aim to be sensitive to their needs. Teachers will honestly and sensitively deal with questions about sexual orientation and offer support.

Students with Special Needs will be offered provision appropriate to their particular needs. The PSHE Co-ordinator and the responsible person of charge of the relevant curriculum area will work on an individual program, taking specialist advice where necessary.

The role of parents/carers

The primary role in children's relationships and sexual health education lies with parents and carers. We wish to build a positive and mutual supporting relationship with parents, carers and the wider community. These relations are based on trust, understanding and co-operation. Parents and Carers questions are answered and issues and concerns raised are taken seriously. Parents and Carers are encouraged to be involved in reviewing the school policy and are invited to suggest modifications. With this mutual exchange children will benefit from being given consistent messages from school and home.

Parents who wish further advice will be informed about best practice known with regard to sex and relationship education. Parents have the right to withdraw their child from part of the relationship and sexual health education except for those parts included in the statutory Science Orders (appendix 1). There will be notification to parents via the website that students are undertaking RSHE sessions prior to the start of those sessions. If a parent wishes their child to be withdrawn from RSHE lessons or certain parts of the RSHE lessons, they should discuss this with the head teacher.. In such cases school will offer information packs.

Confidentiality

Teachers and paraprofessionals conduct relationships and sexual health education lessons in a sensitive manner. They cannot offer unconditional confidentiality. However, it is only in the most exceptional circumstances that school is in the position of having to handle information without parental knowledge. If a young person makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection and follow the relevant steps. If a child indicates that they may have been a victim of abuse a member of staff will talk to the child as matter of urgency. All such issues are referred to the Child Protection designated teacher; the procedures are outlined in the child protection policy.

Monitoring and Review

The staff responsible for its co-ordination and delivery, and the governing body will review the Relationships and Sexual Health education policy and programme annually and modifications will be made if necessary.

Dissemination of Policy

A copy of the policy will be issued to all new parents, staff and Governors. Additional copies will be made available in the school office and on the school website.

Policy Formulation and Consultation

The Relationships and Sexual Health Education policy was formulated in line with the DFEE Sex and Relationship Education Guidance (July 2000) and staff, students, parents and the governing body were consulted.

Appendix 1

NATIONAL CURRICULUM SCIENCE – STATUTORY SRE ELEMENTS

KS3

- Fertilization in humans is the fusion of male and female cell
- Physical and emotional changes that take place during adolescence
- Human reproductive cycle including the menstrual cycle and fertilisation
- How the growth and reproduction of bacteria and the replication of viruses can affect human health

KS4

- Hormonal control in humans including sex hormones
- Medical uses of hormones, including the control and promotion of fertility
- How sex is determined in humans

Statutory SRE Science Curriculum as taught at Arts and Media School Islington

Year 7	Year 9	Year 10 – GCSE Science and GCSE	Year 11 GCSE science
Label the reproductive organs and learn about their functions Sexual intercourse Development in the uterus of placenta and foetus Fertility treatment The menstrual cycle Giving birth Growing up including secondary sexual characteristics The human life cycle	Genetics – the science of inheritance	Biology Inheritance – genetics / inherited disorders Hormonal control of menstrual cycle	Genetics The human life cycle Year 11 Biology The menstrual cycle Infertility treatment Growth and life cycle

Appendix 2

RSHE (statutory SRE element) in PSHE as taught at Arts and Media School Islington

Key stage 3

Year 7:

- Relationships: Family, Platonic, Partners
- Personal Safety
- Managing Feelings
- Puberty and Body Changes
- Getting help and support

Year 8:

- HIV and AIDS and STIs
- Relationships choices
- Gender roles and stereotypes
- Body Image

Year 9:

- Sexual relationships and personal decisions
- Keeping safe – avoiding risk
- Contraception and Choices
- Childbirth and parental responsibilities
- Sexuality and Diversity
- HIV/AIDS, Condoms and STIs

Key Stage 4:

Year 10:

- Relationship skills, tolerance and compromise
- Sexually transmitted infections
- Sexual Lifestyles
- Loving and caring for others
- Negotiation skills
- Accessing Sexual Health Clinics

Year 11:

- Assertiveness in relationships
- Marriage and commitment
- Separation and divorce
- Becoming independent pros and cons
- Safer Choices
- Positive Parenting