

RELATIONSHIPS AND SEX EDUCATION POLICY



This policy is applicable to all pupils, staff, parents and carers of Tulip Academy Spalding.

This school policy will be made available to parents on The Garth School's website and hard copies will be available from the office on request.

This policy should be read in conjunction with the following documents;

- Keeping Children Safe in Education (Statutory guidance)
- Equality Act 2010 and Schools
- SEND Code of Practice: 0-25 years (Statutory guidance)
- Mental Health and Behaviour in School (advice for schools)

STATEMENT OF INTENT

Relationship Education in primary schools and Relationships and Sex Education (RSE) in secondary as well as Health Education throughout school life is compulsory. The Local Governing Body and Headteacher of Tulip Academy Spalding believe that ensuring a Relationships and Sex Education curriculum is essential to enabling students to learn the responsibilities inherent in relationships and the importance of family.

The planned provision allows for the healthy social and emotional development of pupils, enabling them to develop their own sense of identity and place in the world. Not only does it involve the acquisition of facts and knowledge (which should be relevant, topical and differentiated for age and learning ability); it involves the development of values that help pupils to build self-esteem and positive attitudes to themselves and others. Enabling pupils to develop skills is also crucial in helping them to interact with other people and make informed life choices.

The school retains the freedom to determine an age appropriate, developmental curriculum which meets the needs of our young people. The curriculum will proactively address issues in a timely way in line with the current evidence on children's physical, emotional and sexual development. It will be in line with pupil need, informed by pupil voice and in response to issues as they arise in school and wider community.

Overall Tulip Academy Spalding aims to:

- Enable young people to understand and respect their bodies, and be able to cope with the changes puberty brings, without fear or confusion
- Help young people develop positive and healthy relationships appropriate to their age and development.
- Encourage students to have a regard for moral considerations, the value of family life, the responsibility of parenthood, to recognise religious and cultural differences.

- Encourage students to consider the importance of self-restraint, dignity and respect for themselves and others.
- Support young people to have positive self-esteem and body image, and to understand the influences and pressures around them.
- Empower them to be safe and safeguarded
- Teach pupils how to manage emotions and relationships confidently and sensitively.
- Present facts in a balanced and objective way so that students understand that there are different sexual attitudes and behaviour.
- Encourage students to consider their own attitudes and make informed, reasoned and responsible decisions both in school and in later adult life.
- Explore the critical thinking as part of decision making; exploring, considering and understanding moral dilemmas and the consequences of choice making.
- To create an atmosphere where questions and discussions on these matters take place without embarrassment and develop the confidence to communicate and reflect on their feelings on relationships and sex
- Foster recognition that both sexes should behave responsibly in sexual matters.
- To encourage pupils to seek information and advice when they need help and where or who they can go to for this
- Make students aware of what is and is not lawful.

WHAT IS RELATIONSHIPS AND SEX EDUCATION?

Relationships and Sex Education forms part of the whole-school coordinated approach to PSHE and Citizenship and reflects Tulip Academy Spalding's Mission Statement.

Relationships and Sex Education is part of the broad and balanced curriculum and entails learning about the processes of physical; emotional and moral development. Within it, the advantages of being within a stable, loving relationships (including marriage) are discussed, as are the need for love, respect and care. Discussions about sexuality, meaning sexual activity and sexual orientation, are discussed at a level which pupils will be able to access – respect for difference and diversity is encouraged, as are tolerance, understanding and self-esteem. Matters regarding sexual health and pregnancy are also taught.

The Relationships and Sex Education curriculum will be made relevant by being informed by current national and local data. Teachers of Relationships and Sex Education will be advised through Continual Professional Development.

Relationships and Sex Education at the Tulip Academy Spalding has three main elements:

1. Attitude and Values

Learning of and reflecting on the importance of values and individual conscience and moral considerations

Learning the value of marriage, family life and stable, loving relationships in nurturing children
Developing thinking skills in order to make moral decisions and link action and consequences
Learning the value of respect, love and care
Exploring, considering and understanding moral dilemmas

2. Knowledge and Understanding

Learning about and understanding the processes of physical development at appropriate stages
Understanding human sexuality, the process of reproduction, sexual health, emotions and relationships
Learning about contraception and the range of local and national sexual health advice, contraception and support services
Learning the reasons for, and advantages of delaying sexual activity and the avoidance of unplanned pregnancy

3. Personal and Social Skill

Learning how to manage our variable human emotions
Learning how to build self-esteem and assertiveness skills
Learning how to make and develop relationships in different contexts and what is/is not appropriate behaviour in those different contexts
Learning how to empathise with others and respect the rights and feelings of other people
Learning how to understand the concept of diversity without prejudice
Learning how to make informed choices and appreciate the consequences of choices made
Learning how to avoid exploitation and abuse

The objective of Relationships and Sex Education is to help and support young people through their physical, emotional and moral development. A successful programme, firmly embedded in PSHE, will help young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.

THE ORGANISATION AND PLANNING OF RELATIONSHIPS AND SEX EDUCATION

Springview Campus

The majority of the curriculum will be delivered by teachers throughout the academic year with each term focusing on a particular element of Relationships, Health and RSE. The curriculum will be taught in a clear, empathetic manner using appropriate resources and lesson activities. All staff will adhere to the policy and statutory guidance. Outside agencies will work collaboratively with parents, staff and pupils where necessary to support with the

teaching of sensitive issues or to signpost where advice, services and information can be found.

The teaching of puberty, body parts and reproduction are statutory within the National curriculum for Science and will be delivered as part of our RSE curriculum.

Primary Curriculum: Relationships Education and Health Education

A brief overview of what is included in our Primary – Relationships & Health Education Curriculum:

Self-awareness: Me, who I am, my likes, dislikes, talents and interests

Self-care, Support and Safety: Looking after myself and keeping safe. This may include aspects of relationships and the different types of relationships we have such as friendships, family and loving relationships.

Relationships - Managing Feelings: Understanding feelings and that how I feel and how others feel affects my choices and behaviour.

Relationships - Changing and Growing: How I and others are changing as we grow.

Healthy Life styles: Being and keeping healthy on the outside and on the inside.

The world I live in: Living confidently in the wider world.

Secondary Curriculum: Relationships and Sex Education and Health Education

A brief overview of what is included in our Secondary –Health, Relationships and Sex Education Curriculum:

Self-Awareness: Me, who I am, my likes, dislikes, talents and interests

Self-Care, Support and Safety: Looking after myself and keeping safe. This may include aspects of relationships and sex education if appropriate for the individual.

Relationships - Managing Feelings: Understanding feelings and that how I feel and how others feel affects my choices and behaviour. This may include aspects of relationships and sex education if appropriate for the individual.

Relationships - Changing and Growing: How I and others are changing; new opportunities and responsibilities. This may include aspects of relationships and sex education if appropriate for the individual.

Healthy lifestyles: Being and keeping healthy on the outside and on the inside.

The world I live in: Being confident in the wider world.

Waterside Campus

The Relationships and Sex Education Coordinator is responsible for the planning and delivery of a six term programme to be delivered to Year 11. Broader aspects of PSHE and Citizenship continue to be planned by the PSHE Coordinator and other members of staff.

Pupils' needs will be assessed before any planning and teaching takes place. This will involve an informal teacher assessment of the relative maturity and general learning ability of different classes, followed by the planning of a

differentiated curriculum which those pupils will be able to access. This provision will be differentiated and refined further as an ongoing process as the level of pupil understanding is assessed on an individual basis.

In response to any specific individual needs that may arise (for instance, in providing differentiated learning resources for ASD pupils or those with sensory impairment), the Relationships and Sex Education Coordinator will liaise where necessary with other service providers, such as the Speech and Language Therapist, or specialist organisations, such as BILD, who have relevant resources to access.

For those individuals who may be more vulnerable (through, for instance, being on the Child Protection Register), individual counselling and support will be offered within school and, if necessary, specialist agencies contacted for their support outside school. Parents and Carers will be notified at the start of any planned Relationships and Sex Education provision or if/whenever any issues arise.

The teaching of Relationships and Sex Education will adopt different approaches, with a high emphasis on discussions. Visual resources such as appropriate videos and DVDs will be used– these are accompanied by teaching materials and enable students to debate what they see.

Teachers will identify pupils' individual needs for support and deploy Teaching Assistants and /or additional resources as necessary so that every pupil is enabled to take part in the lesson to the best of his or her ability.

The Relationships and Sex Education Coordinator can be consulted for advice regarding the selection of resources. A considerable bank of resources has been collected and extra resources can be obtained from the Community Nursing Team.

ASSESSMENT AND REPORTING ON LEARNING

In Relationships and Sex Education lessons, teachers will assess progress both formatively (with comments made on student work for instance) and summatively (by way of a quiz type assessment of student learning at the end of a topic for instance). Progress and attainment within this subject will be recorded through the schools current assessment protocols; PIVATS V PSD and personalised EHCP outcomes where appropriate for the individual.

Teachers may wish to make additional formal assessments by picking key learning objectives for selected lessons and evaluate learning against them. It is not just acquired facts that will be assessed, students' progress in attaining new skills and reflecting on values will also be monitored.

WHAT IS EFFECTIVE RELATIONSHIPS AND SEX EDUCATION?

Effective Relationships and Sex Education does not encourage early sexual experimentation. It should teach young people to understand human sexuality and to respect themselves and others. It enables young people to mature, to build up their confidence and self-esteem and understand the reasons for delaying sexual activity. It builds up knowledge and skills, which are particularly important today because of the many different and conflicting pressures on young people.

Effective Relationships and Sex Education is essential if young people are to make responsible and well informed decisions about their lives. It should not be delivered in isolation. It should be firmly rooted within the framework for PSHE, which lies at the heart of our policy to raise standards and expectations for all students.

Relationships and Sex Education is compulsory from age 11 onwards. It involves teaching children about reproduction, sexuality and sexual health. At Tulip Academy Spalding it is recognised that some pupils may go through puberty at an earlier age and therefore appropriate intervention sessions will be put in place for individuals in these cases. It does not promote early sexual activity or any particular sexual orientation.

CONFIDENTIALITY AND CHILD PROTECTION

Should any topic be raised by a student that is not part of the lesson, the member of teaching staff will discuss this with the student outside of the lesson time.

If there are any concerns for the student safety, the safeguarding team will be informed immediately, and other organisations contacted if it was felt necessary.

PARENTS'/CARERS' RIGHT TO WITHDRAWAL

Parents and Carers will be given information as to the content of a Relationships and Sex Education programme before it begins. This will include an invitation to discuss any concerns they may have with the teacher(s) and the opportunity to preview resources etc. Parents will be reassured that the focus of Relationships and Sex Education at Tulip Academy Spalding is to encourage meaningful discussion about feelings, relationships and values, as well as understand the physical aspects of sex and reproduction, and we will value the input that parents have to make. They will also be reassured that the personal beliefs and attitudes of teachers will not influence the teaching of Relationships and Sex Education, but that they teach in accordance with the school's agreed policy framework and national legislation. However, parents and carers do reserve the right to withdraw their children from all or part of the teaching elements relating to Sex Education provided at school – except for those parts included in the statutory National Curriculum

(Relationship Education). The DfES can offer schools an information pack for those parents who choose to withdraw their child, but Tulip Academy Spalding would wish to encourage a mutually supportive home-school liaison whenever possible.

SUPPORTING PUPILS WHO ARE IN RELATIONSHIPS

At the Tulip Academy Spalding, we understand that many of our pupils will develop feelings for a peer inside or outside of school. Understanding that exploring such relationships is a normal part of a child's development we intend to work effectively with pupils, parents and carers to ensure these relationships are positive and consensual. To safeguard all pupils, staff members will ensure those pupils in a relationship act in an appropriate way around the school. If at any point a pupil, in such a relationship, displays behaviours which are a cause for concern a designated safeguarding lead will be informed and parent and/or carers will be contacted.

MONITORING AND EVALUATION

This Policy will be monitored by the Head Teacher, Subject Co-Ordinator and the Governing Body and will next reviewed every three years.