

Frome College Policy for Relationship & Sex Education provision

Rationale & Ethos

This policy covers our school's approach to Relationships and sex education (RSE). We define RSE as learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health.

We believe RSE is important for our pupil's and our school because it should equip children and young people with the information, skills and positive values to have safe, fulfilling relationships, to enjoy their sexuality and to take responsibility for their sexual health and well-being. We also aim to ensure that RSE fosters gender equality and LGBT+ equality by the use of language, resources and guidance that we use.

We ensure that RSE is inclusive and meets the needs of all our pupils, including those with special educational needs and disabilities (SEND) by ensuring that lessons are differentiated and accessible. Staff will ensure that they are aware of these needs and keep class maps up to date so that they can respond effectively where required.

HOH's and others will be kept up to date as to the content and design of the curriculum so that they can support staff with additional information about students where required.

The intended outcomes of our programme are that pupils will;

- Know and Understand what healthy and unhealthy relationships are, including familial, friendly and romantic relationships and where to go for additional support/ guidance/ information
- Understand they have a right to manage their own bodies and relationships, including the giving and withdrawing of consent
- Understand they have a responsibility to respect the rights and emotions of others they may be in a relationship with
- Develop the skills of recognising and dealing with difficult situations including relationships breaking down and unwanted attention
- Develop the attributes of self-respect, self-awareness, empathy and thoughtfulness

Roles & Responsibilities

Responsibility for the RSE policy ultimately lies with the governing body and will be developed and reviewed and approved by at least one representative of that body.

The RSE programme will be led by the R&P team, currently Katie Duncan & Joanne Love. They will produce overviews for the curriculum being taught, which will be published online on the College website and lesson plans and resources in line with the appropriate guidance from the PSHE Association & Sex Education Forum in particular.

Post 16 RSE lessons will be the responsibility of the Head of Post 16 with the support of the R&P team.

It will be taught by a variety of staff from across the curriculum areas in discreet timetabled lessons once a fortnight. These staff will receive appropriate support and training both in house and from external professionals.

It will be supported by tutors, HOH's and professionals where appropriate. An example of this may be Police speakers, mental health professionals or LGBT+ support groups.

Legislation (statutory regulations and guidance)

We are required to teach relationships education/ RSE as part of the Department of Education statutory guidance. This is due to be reviewed and strengthened in September 2019. We are also awaiting new DFE guidance at some point in 2018.

Current regulations and guidance from the Department of Education states that there is parental right to withdraw pupils from RSE, for aspects of sex education that are not part of the science curriculum. This is detailed in the New Intake brochure and it is the parent's responsibility to contact the school. We will make alternative arrangements where this is the case

The RSE policy is in line with the following legislation;

- Education Act (1996)
- Learning & Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010)
- Supplementary guidance SRE for the 21st century (2014)
- Keeping children safe in education – statutory safeguarding guidance (2016)
- Children and Social Work Act (2017)

The following school policies may also be relevant;

- anti-bullying
- safeguarding
- SPHE

Curriculum Design

Our RSE programme is an integral part of our whole school (pre & post 16) PSHE education programme and will cover; relationships within the home, nature of family life, positive and potentially harmful relationships, including domestic violence, consent in many contexts, the impact and use of forms of digital media, Identity including sexual and gender identities and how stereotypes can affect this, It will cover sexual and reproductive health in detail including where to go for help. A full view of the themes explored can be found on the overviews on the college website.

We aim to ensure that the RSE programme is matched to the needs of our pupils and will be subject to student and staff reviews at the end of each academic year. We also aim to ensure that it is inclusive of all our students with respect to gender identity, sexual orientation, disability, diversity, ethnicity, culture, age, religion, belief or other life experience.

We will aim to answer student questions honestly, within the ground rules established at the start of each lesson. An integral part of these ground rules will be ensuring that no personal information is shared by either staff or students. When it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the students, the question may be dealt with individually at another time or referred to a more appropriate professional to answer.

Our RSE programme will be taught through a range of methods and interactive activities, including where appropriate, selective film clips, news articles, object based enquiry and large opportunity for discussion.

Students will be encouraged to reflect on their own learning and progress through use of self-assessment against the personal learning checklist they will be provided with.

Safe & Effective Practice

Teachers and pupils of all year groups will agree ground rules at the beginning of the year, that are referred to throughout. This will include;

- Being open but not personal
- Creating a safe space
- Being respectful
- A right to pass
- Using respectful language
- Ensuring opportunities to ask appropriate questions

Safeguarding

Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue and that this must be treated in line with the College safeguarding policy.

Where appropriate students will be referred to the appropriate agency for follow up, including Targeted Youth and the appropriate Social Work team.

Teachers will consult with the designated safeguarding leads Vicky West & Andrew Tugwell. Visitors/ external agencies will need to be escorted at all times whilst on site including and be asked to sign in a wear the visitor lanyard is provided.

Visiting speakers/ external agencies will need to be vetted to ensure that they have no agenda that is incompatible with the school ethos. Those arranging visits will also ensure that they have an overview of any presentation/ speeches prior to accepting the visitors on site. Further guidance on this can be found here:

<https://www.sexeducationforum.org.uk/sites/default/files/field/attachment/External%20visitors%20and%20SRE.pdf>

Monitoring & Review

Governors will be informed of the RSE policy and curriculum development. Pupil voice will be used to review and tailor our RSE programme to match the different needs of pupils.

Teachers will be asked to critically review their work in delivering RSE formally at the end of each academic year.

This policy will be reviewed in light of the new statutory guidance in 2019 and on a bi annual review cycle thereafter.