



DE LA SALLE SCHOOL

RELATIONSHIPS AND SEX EDUCATION POLICY

Status	Statutory
Responsible Governors' Committee	Curriculum
Responsible Person	Paul Ross
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DE LA SALLE SCHOOL RELATIONSHIPS AND SEX EDUCATION POLICY

1. Introduction

OFSTED is required under Section 10 of the School Inspections Act 1996 to evaluate and report on the spiritual, moral, social and cultural development of pupils at any school they inspect. This includes evaluating and commenting on a school's Relationship and Sex Education (RSE) Policy:

'Relationships and Sex education is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. Some aspects are taught within the statutory science curriculum, and others are taught as part of personal, social, health and economic education (PSHCE).'¹

A comprehensive programme of RSE provides accurate information about the body, reproduction, sex and sexual health. It also gives pupils essential skills for building positive, enjoyable and non-exploitive relationships, whilst helping them to remain safe both on and offline.

High quality RSE helps create safe school communities in which pupils can grow, learn and develop positive and healthy behaviour for life. It is essential for the following reasons:

- Children and young people have a right to good quality education, as set out in the United Nations Convention on the Rights of the Child
- Children and young people want to be prepared for the physical and emotional changes they undergo at puberty, and young people want to learn about relationships. Older pupils frequently say that sex and relationships education was 'too little, too late and too biological'. OFSTED reinforced this in their 2013 *Not Yet Good Enough* report
- RSE plays a vital part in meeting school's safeguarding obligations. OFSTED is clear that schools must have a preventative programme that enables pupils to learn about safety and risks in relationships
- Schools maintain a statutory obligation under the Children Act (2004) to promote their pupil's wellbeing and under the Education Act (1996) to prepare pupils and young people for the challenges, opportunities and responsibilities of adult life. A comprehensive RSE programme can have a positive impact on pupil's health and wellbeing and their ability to achieve, and can play a crucial part in meeting these obligations

The Department of Health set out its ambition for all children and young people to receive high quality sex and relationships education in the *Sexual Health Improvement Framework* (2013), while the Department for Education's paper, *The Importance of Teaching* (2010) highlighted that 'Children need high quality sex and relationships education so that they can make informed choices.' Government changes in 2011 signalled the end of the National Healthy Schools Programme with 98% of schools nationally achieving accreditation. The government decided to localise the healthy schools programme and left the decision with cabinet members and Head Teachers about whether 'health promoting' schools would be a priority within their local area. In St. Helens local leaders reflected on Child Health

¹ 2014 Brook, PSHCE Association and Sex Education Forum, Sex and Relationship Education for the 21st Century

data and agreed that schools within the borough would continue to work towards Healthy School Enhancement, which continues to support high quality PSHCE alongside RSE. Pupils will continue to achieve most at school when both their health and learning needs are met.

Our Mission is to: **Pursue Excellence**

Our Core Values are:

- **Faith**
- **Respect**
- **Challenge**
- **Innovation**
- **Compassion**

Therefore, good quality RSE education at De la Salle is an essential part of the curriculum.

2. Aims and Objectives of Relationships and Sex Education at De La Salle

In our school our aim is to: Provide a safe and inspiring learning environment where all fulfil their potential.

Therefore, we will:

- Assist pupils in the process of physical, moral, social and emotional development
- Enable pupils to develop strong and mutually supportive relationships.
- Prepare pupils for experiences of future life, enabling them to make responsible, informed decisions and form happy and caring relationships.
- Extend their knowledge of sexuality and sexual health.
- Provide information about the supportive agencies and their roles within the community.
- Raise awareness and understanding of the concept of stereotyping.
- Help pupils recognise the importance of personal choice.
- Raise awareness of the range of sexual attitudes and behaviours in society and to understand the values which influence these.
- Help pupils understand on and offline safety, violence and consent and recognise the signs and indicators of sexual exploitation.
- Reduce the number of teenage pregnancies and prevent unwanted pregnancies.
- Be inclusive and understanding of LGBT people

As well as delivering practical help, our Relationships and Sex Education programme will focus on three strands, in line with the Framework of study of RSE for Catholic Schools, developed by the Sherrington-Hollins working group. This sits alongside the 2014 National Curriculum. The three strands are:

1. Created and loved by God (Developing thinking beyond immediate impulsive satisfaction; examining their consciences about what makes them and others happy in relationships and developing good habits)

2. Created to love others (Life is a gift from God and we flourish when we share our lives with others; working for the good of others in relationships; conducting our relationships with a sense of fairness, patience and trust, which enables personal growth and the good of all)

3. Created to live in our society and the wider world (We can become who we want to become; young people need to grow in love for themselves, managing their own well-being, spiritual, emotional and physical in a way that is healthy, balanced and moderate, rather than obsessive; bereavement and the behaviours of others can create a profound change and grief can have a powerful effect on relationships which can challenge beliefs and values)

Our programme includes:

- An appropriateness to the age and stage of development of the individual
- Sensitivity and sympathy towards individual, personal and family circumstances
- An aim to develop self-esteem
- A goal of raising pupil awareness in order that they can make informed choices
- A means to provide pupils with information about puberty and change, feelings, relationships, reproduction and responsibility
- Letting pupils openly discuss questions related to Relationships and Sex
- Help so that pupils can respect their own bodies

The RSE curriculum in De la Salle is delivered as follows:

- For all year groups, RSE is incorporated in schemes of work for PSHCE delivered during form time (1 hour per week)
- The science curriculum covers biological aspects of sex and reproduction
- The GCSE curriculum in RE covers marriage, relationships and contraception
- Year 9 pupils have two dedicated drop-down days delivered by the RE team

3. The Equality Act 2010 and Sex and Relationships Education

The Equality Act 2010 covers the way the curriculum is delivered, as schools and other education providers must ensure that issues are taught in a way that does not subject pupils to discrimination. It is also a legal requirement for schools to teach a balanced view of any political issues.

Schools must ensure equal opportunities in the education they provide, so it would not be lawful for schools to provide RSE for only girls, or only boys. An example of good practise in guidance for education providers on the Equality Act is that PSHCE education should cover equality and diversity based subjects, including gender equality and non-violent, respectful relationships between men and women. (SEF 2011)

4. Roles and Responsibilities

It is the responsibility of the **Head Teacher** to ensure that all staff and parents are informed about this policy and that it is implemented effectively. It is also the Head Teacher's role to ensure that all the staff have had appropriate support and training so that they can teach effectively and with sensitivity and understanding.

The **governing body** of schools must provide relationships and sex education to all pupils. The governing body has the responsibility of setting down these general guidelines on RSE and will support the Head Teacher in implementing them. Governors will consult and inform parents about the RSE policy. Governors will also liaise with the LA and Health organisations so that the school's policy is in line with the National Local Guidelines.

Parents are the key people in teaching their children about relationships, growing up and sex. A recent survey in 2013 (The National Survey of Sexual Attitudes and Lifestyles) found that 84% of parents want both school and home to have a role in RSE. De La Salle will provide support to parents in their role of educator. Parents have the right to withdraw their children from all or part of a RSE Programme, except for lessons that form part of the National Science Curriculum.

4.1 The Role of Pupils

As part of the PSHCE provision, pupils are consulted at the end of each half term, giving feedback on their learning and highlighting future topics of interest.

The school has a School Council who are regularly consulted on curriculum content.

Pupils in St. Helens have said:

"We want RSE to be meaningful to us, so that we can contribute and even debate the issues – that way we can make decisions on what we know" (year 11 student)

"I like it when others come in and tell us what is going on in our area" (Year 9 student)

"I think PSHCE is fun; we learn about our friends and relationships and how our bodies change" (Year 7 student)

The named RSE co-ordinator is Paul Ross. The co-ordinator will regularly attend LA meetings and courses. They will keep Head Teachers and Governors and staff updated on current trends and good practise.

5. Monitoring, Recording and Assessment of RSE

In order to understand and demonstrate the effectiveness of RSE education, the programme will be evaluated regularly.

The views of pupils and teachers are essential for evaluation of the RSE programme.

Feedback will be gained through discussions, questionnaires and written responses when necessary.

Assessment of pupil progress will be established in accordance with the assessment policy and we will report on the development of knowledge, skills and understanding in relation to key areas of the PSHCE curriculum.

6. Additional Needs

Children with Special Educational Needs have the same right to good education as any other pupil and will be taught alongside all other pupils. However, teachers must be aware of and respond to their needs in RSE lessons just as in any others, taking account of targets set.

Where necessary, we seek guidance from the Local Authority.

7. Confidentiality

Teachers are unable to offer confidential discussions in lessons.

However, it is duly accepted that health care professionals are able, under certain circumstances, to maintain confidentiality except in circumstances where they have Child Protection or other safeguarding concerns.

8. Implementation and Review

A copy of this policy is provided on the school website.

This policy will be reviewed every 2 years, or as necessary when changes are made.

The policy will be reviewed by the Curriculum Committee.

Useful Links:

<https://www.pshe-association.org.uk/>

<https://www.ceop.police.uk/>

<https://www.barnardos.org.uk/>

<https://www.nspcc.org.uk/>

<https://www.brook.org.uk/>

<http://sthelenslscb.org.uk/>