



Boldon School

Relationships & Sex Education

Policy

Date of review	June 2019	Review period	2 years
Date of next review	June 2020	Author	L Pippin
Type of policy	Statutory	Approval	Full Governing Board

Background Information

Under the Education Act (1993) and the Education Reform Act (1998) all Schools are required to maintain a statement of policy regarding Relationships & Sex Education (RSE) and make it available to parents on request. This policy is compliant with the new PSHE/ RSE & Health Education guidance issued under the Children & Social Work Act (2017).

Dissemination

This policy will be shared with all staff and will be available from the schools office, on the school's VLE – (Sharepoint) and will be available on the school website.

Definition

Relationships and sex education is the term used to describe the whole school approach to educating students about healthy relationships and sexual health. Relationships and sex education provides young people with the skills, knowledge and attitude to live in the wider world and keep themselves safe.

Policy Statement/ Vision

At Boldon School we believe that RSE promotes the following values

- Respect for self and others
- Taking responsibility for themselves and others in relationships
- Understanding of own sexuality and of others
- Understanding of what constitutes a healthy or unhealthy relationship
- Development of the skills, knowledge and attitude to keep themselves safe in relationships

Boldon School believes that RSE should be inclusive to all students regardless of sexuality, gender identity, disability status, ethnicity or religion.

Aims

At Boldon School we aim to support young people in coping with adolescence and early relationships and prepare them for adult life. We hope that through good quality Relationships and Sex education we can encourage young people to:

- Understand and enjoy their sexuality safely
- Behave responsibly with their personal and sexual relationships
- Understand the link between relationships and emotional wellbeing
- Have enough information and skills to protect themselves and others from unwanted pregnancy and infections and have the ability to access services and advice.
- Understand their legal rights and responsibilities in relation to relationships and sex.
- To ensure they can keep themselves and others safe from abuse and exploitation both face to face and online
- Understand what sexual bullying is, how to identify this, and how to report this.
- To understand issues relating to a range of sexual and gender identities

Relation to School Aims

Good quality RSE supports the whole student and supports the holistic pastoral offer at Boldon School. Happy and healthy students are more likely to reach their full potential.

Rationale

The evidence of the impact of this learning is significant. An international Cochrane Study suggests that when pupils receive lessons on sex and relationships, disclosures about abuse and exploitation increase significantly. Recent surveys involving 15,000 British adults suggest that those who cite school lessons as their main source of sex and relationships education were less likely to have had first intercourse before age 16 and say that both partners were consenting. A series of international studies show that school lessons reduce unplanned pregnancy rates.

Teaching and Learning Style

Boldon School believes that RSE needs to be taught in a different style to other subjects. Good quality RSE is taught using open teaching techniques giving student the opportunities to use key language and terminology, to reach their own informed conclusions, to ask questions and discuss key subjects. Open teaching techniques also ensures that the topic area fits the needs of the students rather than being prescriptive.

Boldon believes that good quality RSE needs to be taught in the correct environment. Ground rules are coproduced with students to make sure that a safe and effective learning environment is created.

Students will be encouraged to use the language they feel comfortable with. School staff may challenge inappropriate or offensive language but will always explain why words or terms should not be used. Where possible students will be given the opportunity to ask questions and school staff will provide balanced and honest answers to these questions

Organisation

RSE is delivered in PSHE. There is a comprehensive assembly programme which follows a set of key theme areas around PSHE topics delivered in year groups. PSHE sessions are delivered during 2x30 min per week and one fortnightly hour in blocked of themed lessons. The school follows a spiral curriculum where the topics grow alongside the students adding to their knowledge in an age appropriate way.

The content and topics are informed by student need. The key issues for our cohorts of students Our programme is designed using open teaching techniques in order to suit the needs of a range of students and staff and students are supported to be flexible in order to encourage dynamic learning for example in the case of current events or student enquiry.

Outside visitors will be used to enhance the curriculum and will be used as part of a holistic and embedded curriculum. Outside visitors will be quality assured and any visitors will be expected to deliver their content in a way the Boldon School ethos.

Relationships to Other Curriculum Areas

RSE/ PSHE topics are embedded across the curriculum. Where this takes place is it expected that the principles and ethos of this policy would be expected to be followed.

Assessment; Recording and Reporting

At Boldon School we acknowledge that PSHE is difficult to assess because achievement in PSHE includes knowledge skills and attitudes. PSHE is both formatively and summatively assessed and monitored through written work and classroom discussions. RSE/ PSHE is discussed in reports and during parent's evenings.

Monitoring and Evaluation

RSE/ PSHE is subject to a termly work trawl to ensure quality. A staff skills audit is regularly undertaken to ensure that staff have the most up to date knowledge and skills to deliver a dynamic and ever changing curriculum. Participation work has been done with students and staff using an external colleague from the local authorities Public Health team to review and improve our PSHE offer.