

RELATIONSHIPS AND SEX EDUCATION POLICY

Notice to staff using a paper copy of this policy

Moodle holds the most recent procedural version of this guidance. Staff must ensure they are using the most recent guidance

Reviewed: March 2016

RELATIONSHIPS AND SEX EDUCATION POLICY

Name of school: Liskeard School and Community College
Date of Policy: 10/09/07
Member(s) of staff with responsibility for PSCHE: G Smith (PSCHE Co-ordinator) W Birkbeck (SLT link) and members of the PSCHE team
Reviewed: March 2016

1. **General Introduction**

- 1.1 'PSCHE is lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings'. (Sex Education Forum 1999).
- 1.2 This policy is a working document, which provides guidance and information on all aspects of PSCHE in the school for staff, parents/carers and governors. This policy is shared with all groups on our school website.
- 1.3 Effective Relationships and Sex Education (PSCHE) can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables young people to make responsible and informed decisions about their health and well-being.
- 1.4 Other related policies and documents include: Anti-Bullying Policy, Drugs Education Policy, Child Protection Policy and the Promoting Race Equality document.

2. **Moral and Values Framework**

- 2.1 The PSCHE programme reflects the school ethos and demonstrates and encourages the following values for self:
 - Respect for others;
 - Responsibility for their own actions;
 - Responsibility for their family, friends, schools and wider community.
- 2.2 As part of the whole curriculum, we seek to explore issues of right and wrong. Liskeard School recognises that PSCHE is fraught with certain difficulties and whilst it acknowledges different life style choices it promotes a view that stable loving relationships are the best context for sexual relationships and the bringing-up of children.

3. **Equal Opportunities Statement**

- 3.1 The school is committed to the provision of PSCHE to all of its pupils. Our programme aims to respond to the diversity of children's cultures, faiths and family backgrounds. Equal time and provision is allocated for all groups but there may be occasions where children with Special Educational Needs are given extra support.
Year 7 2 Lessons
Year 8 6 Lessons
Year 9 5 Lessons
Year 10 7 Lessons
Year 11 6 Lessons

4. **The Aims of Relationships and Sex Education**

4.1 Based on the above definition the aims of PSCHE in this school are:

- 4.1.1 To enable our pupils to better understand the nature of human relationships;
- 4.1.2 To enable pupils to see the importance of marriage and stable loving relationships for the bringing up of children;
- 4.1.3 To prepare pupils for the changes that occur to their bodies, minds and emotions as a consequence of growth from childhood to adulthood.
- 4.1.4 To enable pupils to make good, informed choices concerning relationships and healthy lifestyles.

4.2 At Liskeard School, PSCHE has three main elements, all of which are important for a balanced PSCHE programme:

4.2.1 Attitudes and values

- Learning the importance of values and individual conscience and moral considerations;
- Learning the value of family life, marriage, and stable and loving relationships for the nurture of children;
- Learning the value of respect, love and care;
- Exploring, considering and understanding moral dilemmas; and
- Developing critical thinking as part of decision-making.

4.2.2 Personal and social skills

- Learning to manage emotions and relationships confidently and sensitively;
- Developing self-respect and empathy for others;
- Learning to make choices based on an understanding of difference and with an absence of prejudice;
- Developing an appreciation of the consequences of choices made;
- Managing conflict; and
- Learning how to recognise and avoid exploitation and abuse.

4.2.3 Knowledge and understanding

- Learning and understanding physical development at appropriate stages;
- Understanding human sexuality, 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 delaying sexual activity and the benefits to be gained from such delay; and
- The avoidance of unplanned pregnancy.

5. **Content of the School's PSCHE programme**

5.1 Key Stage 3

Developing a healthy, safer lifestyle

Pupils are taught:

5.1.1 To recognise the physical and emotional changes that take place at puberty and how to manage these changes in a positive way. This is done through normal PSCHE

lessons.

5.1.2 How to keep healthy and what influences health, including the media. We use a healthy body programme focusing on Body image and the pressures on young people.

5.1.3 That good relationships and an appropriate balance between work, leisure and exercise can promote physical and mental health.

5.1.4 In a context of the importance of relationships, about human reproduction, contraception, sexually transmitted infections, HIV and high-risk behaviours including early sexual activity. A powerpoint from a medical practitioner is used by tutors in PSCE lessons. Factual information is also provided in science lessons.

5.1.5 To recognise and manage risk and make safer choices about healthy lifestyles; lessons on abstinence support this.

5.1.6 To recognise when pressure from others threatens their personal safety and well-being, and to develop effective ways of resisting pressures, including knowing when and where to get help, The Tic Tac Centre provides advice for students on this.

5.1.7 (Pilot) To understand how teens can promote personal boundaries and expectations for all facets of life.

5.2 Developing good relationships and respecting the differences between people

Pupils are taught:

5.2.1 About the nature of friendship and how to make and keep friends.

5.2.2 To recognise some of the cultural norms in society, including the range of lifestyles and relationships.

5.2.3 The changing nature of, and pressure on, relationships with friends and family and when and how to seek help.

5.2.4 About the role and importance of marriage in family relationships.

5.2.5 About the role and feelings of parents and carers and the value of family life.

5.2.6 To recognise that goodwill is essential to positive and constructive relationships.

5.2.7 To negotiate within relationships, recognising that actions have consequences and when and how to make compromises.

5.2.8 To resist pressure to do wrong, to recognise when others need help and how to support them.

5.2.9 To communicate confidently with their peers and adults.

5.3 Key Stage 4 Developing a healthy, safer lifestyle

Pupils are taught:

- 5.3.1 To think about the alternatives and long and short-term consequences when making decisions about personal health. This is taught throughout the healthy lifestyles module in both Key Stages 3 and 4.
- 5.3.2 To use assertiveness skills to resist unhelpful pressure. Brook workshop support this unit.
- 5.3.3 About the health risks involved in early sexual activity and pregnancy and about safer choices students can make.
- 5.3.4 In the context of the importance of relationships, how different forms of contraception work, and where to get advice, in order to inform future choices.
- 5.3.5 To seek professional advice confidently and find information about health.
- 5.3.6 How to develop good relationships and respect the differences between people.
- 5.3.7 To be aware of exploitation in relationships.
- 5.3.8 To be able to talk about relationships and feelings.
- 5.3.9 To deal with changing relationships in a positive way, showing goodwill to others and using strategies to resolve disagreements peacefully.
- 5.3.10 About the nature and importance of marriage for family life and bringing up children.
- 5.3.11 About the role and responsibilities of a parent; the qualities of good parenting and its value to family life.
- 5.3.12 About the impact of separation, divorce and bereavement on families and how to adapt to changing circumstances.
- 5.3.13 To know about the statutory and voluntary organisations that support relationships in crisis.

6. **Organisation**

- 6.1 PSCHE is firmly embedded in Personal, Social Citizenship Health Education (PSCHE) lessons as well as other lessons such as Science in school. At Liskeard School and Community College, the main content is delivered in PSCHE lessons twice a week during Tutor Period.
- 6.2 PSCHE is normally delivered by the PSCHE staff in mixed gender groups other than when it is deemed more appropriate for topics to be covered in single sex groups. An Assistant Year Head will help out on such occasions.
- 6.3 External agencies helping us to deliver PSCHE in our school include: the school health visitor, community nurse and Brook advisory.
- 6.4 Visitors are invited in to school because of the particular expertise or contribution they

are able to make. They all adhere to the school's visitors' policy.

- 6.5 All visitors are familiar with and understand the school's PSCHE policy and work within it. Each visitor either meets or has a telephone conversation with the PSCHE Co-ordinator prior to coming into school. During this contact, the PSCHE Co-ordinator will go through the pertinent points of the PSCHE policy and makes visitors aware of them.
- 6.6 All input to PSCHE lessons is part of a planned programme and negotiated and agreed with staff in advance.
- 6.7 All visitors are supervised/supported by a member of staff at all times.
- 6.8 The input of visitors is monitored and evaluated by staff and pupils. This evaluation informs future planning.

7. **Assessment and Evaluation**

- 7.1 Elements of the sex education in the science curriculum are assessed formally. This includes end of unit assignments assessed using the latest guidance.
- 7.2 Assessment and evaluation of the PSCHE programme outside Science is conducted using a variety of informal activities which have been built into the PSCHE programme. These methods include peer assessment and self-assessment. Teachers delivering PSCHE constantly evaluate their lessons to inform future planning. This feedback is reviewed by PSCHE Coordinator through student voice and feedback from HOY's

8. **Specific issues within PSCHE**

Withdrawal

- 8.1 Parents/Carers have the right to withdraw their children from all or part of the Relationships and Sex Education provided at school except for those parts included in statutory National Curriculum Science.
- 8.2 Those parents/carers wishing to exercise this right are invited in to see the Head teacher and/or PSCHE Co-ordinator who explores any concerns and discusses any impact that withdrawal may have on the child. Once a child has been withdrawn, they cannot take part in the PSCHE programme until the request for withdrawal has been removed.
- 8.3 Materials are available to parents/carers who wish to supplement the school PSCHE programme or who wish to deliver PSCHE to their children at home and will be available online through the school's moodle.

9. **Confidentiality and Child Protection Issues**

- 9.1 As a general rule, a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, she/he talks to the named Child Protection Co-ordinator, who takes action as laid down in the Child Protection Policy. All staff are familiar with the policy and know the identity of the member of staff with responsibility for Child Protection issues.
- 9.2 The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by the teacher throughout the process.

10. **Answering Difficult Questions**

- 10.1 Staff are aware that views around PSICHE related issues are varied. However, while personal views are respected, all PSICHE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others who may have a different opinion. We strive to achieve this balance through our schemes of work and make sure that all points of view are covered on a topic when guest speakers are invited.
- 10.2 Both formal and informal PSICHE arising from pupils' questions are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the Child Protection Co-ordinator if they are concerned.
- 10.3 Liskeard School and Community College believes that PSICHE should meet the needs of all pupils regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. Homophobic bullying is dealt with strongly yet sensitively. The school liaises with parents on this issue to reassure them of the content and context.

11. **Dissemination**

- 11.1 All staff members, governors and PTA committee members have access to the PSICHE policy through the school website. Training is delivered to PSICHE staff delivering PSICHE on the policy content. Copies of the PSICHE policy are available from the school office on request from parents.
- 11.2 Liskeard School and Community College believes in the importance of appropriate staff training to enable staff to deliver effective PSICHE. The PSICHE Co-ordinator accesses courses to assist staff involved in the delivery of PSICHE and is also responsible for the gathering of policy feedback from parents, staff and pupils every two years.