



Tolworth Girls' School & Sixth Form Relationship and Sex Education Policy

Reviewed and approved by Student Welfare committee: January 2019
Next review: January 2021

Definition

What is Relationship and Sex Education (RSE)?

RSE is about the emotional, social and cultural development of students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

At Tolworth Girls' School and Sixth Form we teach RSE as set out in this policy.

PRINCIPLES

Background and Legislation

Tolworth Girls' School & Sixth Form (TGS) has chosen not to follow the National Curriculum regarding the teaching of PSHME as a discrete subject, but as part of the Pastoral Curriculum and other relevant subjects such as Science and Religious Education. At TGS we believe in helping all students reach their full potential, both socially and academically and prepare students for adult life.

TGS acknowledge that an important aspect of our educational purpose is to educate the whole person. Relationship and Sex Education forms an important part of a young person's sense of identity and interaction with the outside world. We therefore believe that good quality Relationship and Sex education should be made available to all. It will always be taught in such a way as to make it meaningful, relevant and accessible, and at the same time recognising that we have students from diverse cultures and beliefs.

The Staff and Governors recognise the diversity of family units which exist and this issue will be treated with sensitivity. The academy approach will also take into account the students' different levels of maturity.

Roles and responsibilities

Governing Board

The governing board has delegated the approval of this policy to the SWC committee.

The Headteacher

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw students from [non-statutory/non-science] components of RSE (see section 7).

Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual students

- Responding appropriately to students whose parents wish them to be withdrawn from the [non-statutory/non-science] components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Headteacher.

Students

Students are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

Aims

The aims of Relationship and Sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare students for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help students develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach students the correct vocabulary to describe themselves and their bodies

Policy development

This policy has been developed in consultation with staff, pupils and parents.

The consultation and policy development process involved the following steps:

- Review - a member of staff or working group pulled together all relevant information including relevant national and local guidance;
- Staff consultation - all school staff were given the opportunity to look at the policy and make recommendations;
- Parent/stakeholder consultation - parents and any interested parties were invited to comment on the suggested policy;
- Student consultation - we investigated what exactly students want from their RSE;
- Ratification - once amendments were made, the policy was shared with Governors and ratified.

PRACTICE

Delivering RSE

In line with recognised good practice for RSE our programme will address the three areas:

Skills

If RSE is going to be effective it needs to include opportunities for young people to develop skills, as it can be hard for them to act on the basis of only having information. The kind of skills young people develop as part of RSE are linked to more general life-skills and will be common to other areas of the curriculum such as Science, RS, English, Drama as well as the Pastoral Programme. For example, being able to communicate, listen, negotiate, ask for and identify sources of help and advice, are useful life-skills and can be applied in terms of sexual relationships.

Effective RSE develops young people's skills in:

- negotiation
- making choices based on probable outcomes
- assertion
- listening
- recognising pressures from other people and to how to resist them
- dealing with and challenging prejudice
- seeking help from adults - including parents, carers and professionals - through the family, community and health and welfare services
- differentiating between accurate and inaccurate information
- discussing a range of moral and social issues and perspectives on sex and sexuality, including different cultural attitudes and sensitive issues like sexuality, gender, abortion and contraception

Attitudes and beliefs

Young people can be exposed to a wide range of attitudes and beliefs in relation to relationships, sex and sexuality. These sometimes appear contradictory and confusing. Young people are generally interested in the moral and cultural frameworks that bind sex and sexuality. They often welcome opportunities to talk about issues where people have strong beliefs, At TGS/SIXTH FORM we are always aware that talking in a balanced way about differences in opinion does not promote one set of views over another, or mean that one agrees with a particular view. Part of exploring and understanding cultural, religious and moral views is finding out that you can agree to disagree.

Effective sex education also provides young people with an opportunity to explore the reasons why people have the relationships they do, why people have sex, and to think about how it involves emotions, respect for one self and other people and their feelings, decisions and bodies. Students have the chance to explore gender differences and how ethnicity and sexuality can influence people's feelings and options. They are encouraged to decide for themselves what the qualities of positive relationships are. It is important that they understand how bullying, stereotyping, abuse, the use of social media and exploitation can negatively influence relationships.

Knowledge and Understanding

Young people get information about relationships, sex and sexuality, gender issues, prejudice and stereotyping from a wide range of sources including each other, through the media including advertising, television and magazines, as well as leaflets, books and websites which are intended to be sources of information*. Providing information through RSE is therefore about finding out what young people already know, challenging misconceptions and adding to their existing knowledge. Students will need to have information about:

- the physical and emotional effects of relationships and sexual behaviour
- Types of relationships
- Love and commitment
- Keeping safe
- Marriage and partnership
- The law relating to sexual behaviour and relationships
- Stereotyping
- The range of religious and cultural views on sex, sexuality and sexual diversity

In addition, young people should be provided with information about the range of sources of advice and support that is available in the community and nationally.

Values Framework

Relationship and Sex Education is always taught with due regard to moral and legal considerations and with the explicit values of family life and supportive relationships. It is taught by members of staff or external providers who are confident and experienced in this aspect of education.

(* training is delivered through INSET and cascading of information. There may be opportunities for external training)

Among the values promoted are:

- respect for oneself and other people
- taking responsibility for one's actions in all situations
- honesty and loyalty in relationships
- the importance and responsibilities of the 'family unit' for all members
- sensitivity towards the needs and views of others

- to recognise the physical, emotional and moral implications, and risks of certain types of behaviour
- to recognise and accept the differences of others

Key themes will be introduced in different year groups pertinent to the emotional and physical maturity of age groups and will be revisited at various points for further more in depth study.

Themes include:

E-safety, Relationships, Self Esteem and Resilience, Sexual Reproduction, Puberty and Peer Pressure, Physical, Emotional and Sexual Changes, Types of Relationships, Sexual Health, Marriage, Keeping Safe, Family Life, E-safety, Managing Feelings, Boys and Girls having different attitudes to sex, Sexual Relationships, Homosexuality, Sexual Reproduction, Abuse including Homophobic Bullying, Keeping Safe, Different Types of Family, Family Loss, Personal Relationships/Contraception/STD's/HIV- AIDS/Peer and Social Pressure/Maintaining Self Esteem/Partnerships and Parenting/Divorce, Domestic Violence, Healthy and Unhealthy Relationship Choices, Sexual Safety, Adult Life

The primary delivery will be through the pastoral programme but other themes and topics will be covered in the following subjects:

Science
RS
Drama
English
Child Development
Tutorial programme
Social Science
Media Studies
Health & Social Care
Assemblies
Whole School Curriculum Days (WSCD)

A wide range of visiting specialists will deliver/support the programme, enriching the students' knowledge and understanding.

Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The Headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

Parents' right to withdraw

Parents' have the right to withdraw their children from the [non-statutory/non-science] components of RSE.

Requests for withdrawal should be put in writing and addressed to the Headteacher. A copy of withdrawal requests will be placed in the student's educational record. The Headteacher will discuss the request with parents and take appropriate action.

Alternative work will be given to students who are withdrawn from RSE.

Monitoring and Evaluation

The Head of Years' (HOYs) will review the Year 7 -11 Tutorial Programme and work with other Senior Leadership Team (SLT) colleagues on updating the RSE policy on a regular basis, ensuring that it reflects current guidance and legislation.

