

Relationships and Sex Education Policy

Believing in Excellence means that the school has key values that all members of our school community live by. These are:

- Respect;
- Resilience;
- Responsibility.

These values apply to three important spheres of life:

- Believing in Excellence for ourselves;
- Believing in Excellence for others;
- Believing in Excellence for our environment.

Date of Policy	June 2018
Date agreed by Governing Body	June 2018
Date of next review	September 2020
Lead Member of Staff	Shane Barrow & Kyra Siddall-Ward

At Cavendish we recognise the importance of high quality Relationships and Sex Education (RSE) based on “respect”, “integrity” and “responsibility”, which seeks to enable young people to lead safe and healthy lives into adulthood. Relationship and Sex Education is an entitlement for all young people. We believe that its delivery should be inclusive, taking into account young people’s age, gender, learning needs, culture, family circumstances and sexuality. RSE at Cavendish will seek to enable young people to gain information and explore attitudes and values. There must also be time for reflection. At Cavendish we firmly believe that RSE is most effective when provided in a wider context of social and emotional development.

Purpose:

The Relationships and Sex Education programme will seek to develop pupils’ personal and social skills and their **attitudes and values** alongside the **knowledge and understanding** elements.

This will include:

- learning the importance of values and individual conscience and moral considerations;
- the value of family life, and stable and loving relationships,
- learning the value of respect, love and care;
- exploring, considering and understanding moral dilemmas; and
- developing critical thinking as part of decision-making.

Pupils will learn to make choices based on an understanding of difference and with an absence of prejudice, developing self-respect and empathy for others, and developing an appreciation of the consequences of choices made.

In an ideal world the responsibility for Sex Related Education would be accepted in each family. In reality many young people receive much of their information from the media and their peers. This information is often subjective and inaccurate. A number of children do not receive adequate parental support or the benefits of a stable family life and the school therefore feels a major responsibility for:

- facilitating the provision of and an understanding of factual information
- encouraging the development of a range of appropriate personal skills.
- clarifying attitudes and values.
- stressing the importance of consequences and the need for responsibility for oneself and others.

At Cavendish we do not teach Relationships and Sex Education within a moral vacuum. Our programme is based upon particular values, namely the uniqueness of each individual and the right to say "No" to sexual activity. The value of stable family life is promoted within the context of love, rights and responsibilities.

Our specific aims develop in order to match the age and maturity of the young people being taught at any one time. However, underpinning all of them is an understanding of biological, emotional, social, legal and moral aspects of sex and sexuality.

The objectives of Relationships and Sex Education (RSE) at Cavendish are:

- To develop full responsibility for pupils own behaviour and the ability to take effective action when they experience inappropriate behaviour which affects themselves or their peers.
- To enable young people to understand the biological facts related to human growth and development including reproduction and contraception.
- To enable young people to understand human sexuality, reproduction, sexual health, the nature of feelings and emotions experienced by themselves and others and the importance of healthy personal relationships.

- To develop an understanding of and sensitivity to different lifestyles, needs and feelings of others.
- To help young people to identify and enable them to use sources of help and advice available within the family, school and community.
- To assist young people in making informed decisions about their sexual behaviour and the consequences of behaviour which carry risks.
- To encourage exploration of values and moral issues particularly the value of family life in its many different contexts.
- To know and understand the legal framework relating to sexual activity.
- To foster a range of personal skills and qualities such as communication, decision making, negotiation, assertion and self-esteem which will enhance the young people's ability to lead sexually fulfilling and healthy lives.
- To enable young people to appreciate how their decisions over sexual behaviour contribute to their personal identity and integrity.

TEACHING AND LEARNING STYLES

Student-centred, participatory approaches are essential if pupils are to consider values, attitudes and behaviour. Whilst specific knowledge may be transmitted through didactic teaching methods much of the teaching programme will be based upon the active involvement of pupils.

The teacher must generate a teaching environment in which pupils feel able to discuss sensitive issues without embarrassment, and will respond to each other sensitively with a considerate and tolerant approach. Within each classroom the negotiation of 'ground rules' as to what is acceptable will help to create a suitable environment. Care should be taken to make explicit the importance of confidentiality and the limits of any such confidentiality negotiated within the class.

The personal privacy of young people should be respected and all pupils should have the right to withhold their opinion or experiences with regard to a topic that is particularly sensitive for them.

In general RSE throughout Cavendish is developed, taught and organised in mixed sex groups. We believe that it is important that boys and girls are encouraged to communicate with each other and so develop understanding and empathy for alternative points of view. We know from current research that the lack of communication within relationships is a major hindrance to the adoption of safer sexual practices.

We recognise that there are differences in attitudes, beliefs, feelings and peer pressures around sexuality and early sexual experiences. This is taken into consideration when planning and delivering the curriculum.

LOCATION OF SEX EDUCATION

RSE takes place in specific areas of the school curriculum.

Science

In Secondary Phase, knowledge of the growth and development of young people and the reproductive system are components of KS3 National Curriculum Science. In KS4 the use of hormones to control fertility is a part of a module.

In Primary Phase Key Stage 1, knowledge to enable pupils identify, name, draw and label the basic parts of the human body and to notice that animals, including humans, have offspring which grow into adults. In Key Stage 2, knowledge to enable pupils to be able to describe the changes

as humans develop to old age.

PSHEE

Primary Phase

The Primary Phase follow a PSHEE scheme entitled Jigsaw and the specific unit entitled Changing Me.

The 'Changing Me' unit is taught over a period of 6 weeks in the second half of the summer term. Each year group will be taught appropriate to their age and development stage.

- EYFS: Growing up: how we have changed since we were babies
- Year 1 Boys' and girls' bodies; body parts
- Year 2 Boys' and girls' bodies; body parts and respecting privacy (which parts of the body are private and why this is)
- Year 3 How babies grow and how boys' and girls' bodies change as they grow older
- Year 4 Internal and external reproductive body parts, body changes in girls and menstruation
- Year 5 Puberty for boys and girls, and conception
- Year 6 Puberty for boys and girls and understanding conception to birth of a baby

Key Stage 3 (One lesson a fortnight)

- Puberty & Hygiene
- LGBTQ
- Female genital mutilation
- Getting help and support
- Relationships and Conception
- Contraception
- Healthy decision making.
- Puberty, Menstruation, Sex
- Challenging Myths
- STI
- The law and sex
- Abuse

Key Stage 4 (one lesson a week combined with Ethics and Beliefs)

- Sexual behaviour
- Exploitation
- Sexting
- Sexual / mental Abuse
- STI Infections
- Teenage Pregnancy
- Body Image
- The media & Sexualisation
- The law, sex and the internet
- Teenage Relationship Abuse
- Consent.

Questions of gender difference, sexuality and society are likely to arise in other areas including English, Drama and History. Details of course content are available on the school website.

External Agencies also contribute to the RSE entitlement.

PROGRESSION AND CONTINUITY

Within the Primary Phase RSE work is always in the context of the whole PSHE curriculum and underpinned by the value system of the school, that is, valuing loving, stable relationships, respect for each other, and so on. The emphasis is on changes that children will experience as they grow up: what those changes look and feel like, and why they happen. Jigsaw aims, by the end of Key Stage 2, to have helped children understand puberty and human reproduction.

Within KS3 work begins from a factual stance, dealing with growth and development, health and hygiene, menstruation and reproduction. However, it also focuses on social and moral issues and allows pupils to explore choices and the consequences of certain actions. Contraception issues are addressed during this key stage.

In KS4 the programme builds on this knowledge and understanding to explore moral decision making in sexual relationships. The importance of communication and negotiation and the consequences of certain actions are explored in greater depth. Factual input occurs as appropriate.

SENSITIVE ISSUES

We are aware that society, place and context have shaped and changed the definition of what constitutes a sensitive issue at any one time. We need to encourage a respect for the varied beliefs and values held by different groups in our pluralistic society.

Cavendish accepts the responsibility to provide children with the support, guidance and information that is their entitlement in law.

When outside agencies provide classroom sessions they will be made aware of and follow the relevant policies of the school.

In the unlikely event that issues arise which cause concerns of a Child Protection nature, the teacher shall inform the Designated Safeguarding Lead and the school's Safeguarding and Child Protection policy shall be followed.

USE AND DEVELOPMENT OF RESOURCES

Support, counselling and resources are available from a number of agencies. We accept the need to ensure that all visiting speakers, videos and other materials when used alone or in conjunction with others provide a balanced view of the issues. If there is any bias, this will be pointed out to the pupils. As new resources become available the PSHE co-ordinator and the team, will review them and incorporate appropriate material into the programme.

STAFF DEVELOPMENT AND TRAINING

RSE is a sensitive area for teachers and it is essential that all staff members who are asked to teach in this area are comfortable with the topics and receive appropriate training to update their knowledge and skills. The East Sussex Advisory/Consultant, amongst a range of agencies, offers guidance and support.

STATUTORY RIGHT TO WITHDRAWAL

Opportunities exist throughout the statutory curriculum to provide RSE. In the event of any parent, carer or guardian wishing to withdraw their child from Sex Education lessons (except those conforming to the National curriculum science order,) they are asked to inform the Head teacher in writing. A withdrawn child will be supervised in a classroom separate from the Sex Education lesson whilst completing individual work relating to PSHE topics.

