

Relationship and Sex Education Policy

UNCRC Links

Article 18 – “Both parents share responsibility for bringing up their child and should always consider what is best for the child. Governments must help parents by providing services to support them, especially if the child’s parents work.”

Article 34 – “Governments must protect children from sexual abuse and exploitation”

Victoria Education Centre recognises our roles and responsibilities in promoting the health and well-being of all students and believes having an effective relationship and sex education (RSE) program within the school will allow students to have the skills and knowledge to negotiate relationships successfully.

Sexual health is an important issue that affects all young children and adults. The school working alongside parents has the responsibility to guide and educate children on relationships, emotions and feelings, changes to their bodies, contraception, pregnancy and intercourse. Victoria also believes that they have a duty of care to ensure that young people know the laws regarding their rights in a relationship and sexual health. It is because of this that we have R.S.E. firmly grounded in our PSHE and Citizenship Framework curriculum, in accordance with Government guidelines.

Relationships and Sexuality Education (RSE) is a lifelong process of acquiring knowledge and understanding and of developing attitudes, beliefs and values about sexual identity, relationships and intimacy. This education is delivered consciously and unconsciously by parents, teachers, peers, adults and the media.

At Victoria we will provide structured opportunities for students to acquire a knowledge and understanding of human relationships and sexuality through processes which will enable them to form values and establish behaviours within a spiritual, moral, social and cultural framework.

This approach gives opportunities to children and young people to learn about relationships and sexuality in ways that help them think and act in a moral, caring and responsible manner.

Outline:

Even though the program works in Key Stages, Victoria Education Centre will teach children at the suitable cognitive level for their needs.

Key Stage 1

Making personal choices

- Be aware of different parts of their bodies, responding to physical contact and indicating approval and disapproval
- Recognise the main differences between people i.e. girls/boys
- Maximise independence to complete simple personal care routines
- Understand that some personal care routines are done in private
- Recognise that boys and girls wear different types of clothing
- Recognise that different types of clothing are worn for different activities

Personal responsibility

- Recognise and respond to familiar people
- Work and play in co-operation with each other
- Recognise other people in the community that have a particular role
- Understand the need to take care of myself
- Understand the need to take care of my personal belongings

Key Stage 2

Knowing how I am changing

- Be aware of physical changes to their bodies
- Be aware of who is allowed to help take care of me
- Be aware of internal body changes
- Be aware of changing feelings and emotions

Respecting privacy

- Take responsibility for personal care routines
- Take responsibility for their behaviours towards others
- Respect the wishes and privacy of others

Rights and choices

- Make a choice given a range of options

- Recognise they may need some help with some choices
- Be aware that some choices may affect others

Safety in the community

- Recognise places they feel safe
- Recognise the importance of keeping their immediate environment safe

Key Stage 3

My changing body

- Be aware of more complex physical changes
- Be aware of changing relationships
- Recognise individual sexuality
- Understand that some choices are good or bad
- Compromise effectively and resolve conflicts appropriately

Human development

- Have an understanding of conception
- Have an understanding of stages of pregnancy
- Understand the responsibilities of looking after a baby
- Understand what a virus is
- Be aware of sexually transmitted diseases

Awareness and coping

- Be positive about their body image
- Develop strategies for coping with loss
- Understand the importance of privacy

Being myself

- Be aware of developing appropriate relationships
- Understand the concept of establishing mutual consent
- Prepare for the first date

Community belonging

- Respond positively to joining a new community
- Develop confidence in a new situation
- Be aware all family structures are different

Personal sensitivity

- Be honest with others about how they feel
- Make personal decisions

Key Stage 4

Understanding my bodily needs

- Be aware of different birth control
- Be aware bodies will continue to change

Teenage pregnancy

- Be aware of the dilemmas of teenage pregnancy
- Be aware of rights and options
- Consider moral and religious attitudes

Sexual health

- Understand the implications of having a sexually transmitted disease
- Recognise implications of HIV/AIDS
- Understand how AIDS is caught
- Understand that HIV virus cannot be removed
- Understand the affects HIV/AIDS has on others

Relationships and divorce

- Recognise the importance of commitment in a relationship
- Recognise that some relationships breakdown
- Understand the impact of divorce

Pregnancy and birth

- Recognise the role of others during pregnancy

- Be aware of the role of the father
- Recognise the importance of being healthy
- Understand there are different ways of giving birth

Sexuality and enjoyment

- Be aware that sometimes things go wrong
- Understand the advantages of breastfeeding
- Be aware of the laws relating to sex

Key Stage 5

Developing Good Relationships and Respecting the Differences Between People

- Communicating about feelings and relationships
- Crisis and response
- Safe relationships and lifestyles
- Personal care and hygiene

Sex and Relationship Education

- Understanding my bodily needs
- Teenage pregnancy
- Sexual health
- Relationship and divorce
- Pregnancy and birth
- Sexuality and enjoyment

Life Processes and Living Things

- Human reproduction

Aims and Objectives

The aim is to prepare students to cope with the physical and emotional challenges of growing up, and to give them an understanding of human reproduction.

- We aim to provide differentiated program of study taking into account children's cognitive understanding

- We aim to provide a framework for effective Relationships and Sex Education (R.S.E.) within the school environment from Key-stage 1 (exploring parts of the body, differences between boys and girls and privacy) through to Key-stage 5.
- We aim to explore the issues facing children and young adults with disabilities in R.S.E
- We aim to promote children's safety and understanding of healthy relationships

Framework for RSE

Victoria Education Centre will be using the Equals scheme of work to support the teaching of RSE and PSHE/Citizenship.

What is Relationship and Sex Education?

Relationship and sex education is lifelong learning about physical, moral and emotional development.

It has three main elements incorporated into lessons.

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; and
- Exploring, considering and understanding moral dilemmas.

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 differences;
- Developing an appreciation of the consequences of choices made;
- Manage conflict; and
- Learning how to keep safe.

Knowledge and understanding

- Learning about relationships and how disability can impact;
- Learning and understanding physical development at appropriate stages;
- Understanding human sexuality, reproduction, sexual health, emotions and relationships;
- Learning about contraception
- Learning the reasons for delaying sexual activity, and the benefits to be gained from delay; and
- The avoidance of unplanned pregnancy

Morals and Values

We acknowledge the role of parents as the main relationship educators, with school having a complementary and supportive role. We offer a relationship and sex education programme that embraces values, attitudes and behaviour as well as knowledge reflecting the Christian ethos of the school. We understand the need for all students to consider relationships and responsibilities and encourage students to have due regard to moral considerations and family life. Sensitive issues such as AIDS, contraception, sexually transmitted diseases and coping with social pressures (which might lead to irresponsible sexual behaviour) will be addressed at a level suitable to individuals understanding and maturity, including those working at “P” levels and those using AACs. Work will also be undertaken to help children protect themselves from abuse.

Equal Opportunities

Victoria School intends to instil the belief in all young people that they are of equal worth and importance irrespective of culture, race, gender, sexual orientation, social class, lifestyle or visible and invisible disabilities. We aim to recognise and respect differences and take the time to meet specific needs that individual students may have.

Withdrawal

Victoria School recognises that parents may have personal or religious reasons to withdraw their child from specific lessons relating to relationship and sex education in KS2, KS3, KS4 and KS5. Victoria School will write to each parent asking for consent and will invite parents to an open evening. This will be an opportunity for parents to raise any concerns. After consultation with the school, should the parent still want to remove their

child, alternative arrangements will be made for those lessons. Parents need to be aware that their children cannot be removed from Biology (science) where reproduction is part of the National Curriculum. Any parent who does decide to remove their child from R.S.E sessions will be given information on where they can find appropriate resources to educate their child at home.

Confidentiality and Child Protection/Safeguarding

For more information about F.G.M. and C.S.E. please refer to our Child Protection/Safeguarding policy and E-Safety policy.

The key issues we wish to stress on confidentiality in sex and relationship education are:

- students will be reassured that their interests will be maintained;
- students will be encouraged to talk to parents/carers;
- ensure that students know that teachers cannot guarantee complete confidentiality but that they will know first if it must be broken;
- Ensure that students are informed of sources of confidential advice.

Disclosures

- If we learn that an under 16 year old is sexually active or contemplating sexual activity, we will ensure that:
- the student is encouraged to talk to their parent/carer;
- child protection issues are addressed;
- The student receives adequate counselling and information or referral to an appropriate service.

External visitors

We will involve the following external individuals/organisations in sex and relationship education, as appropriate

Monitoring and Evaluation

Assessment will be based on P levels in SOLAR and also ASDAN PSD Units from Entry level 1-3.

Questions

We will deal with questions about relationship and sex and education by:

- setting clear parameters of what is appropriate and inappropriate within the ground rules;
- establish the child's understanding of what they are asking prior to answering the question
- acknowledging if a teacher does not know the answer to a particular question;
- acknowledging a question which may be too explicit, is age inappropriate for the student or the whole class or raises concerns about sexual abuse, and promising to attend to it later on an individual basis.

Sexual identity/orientation

Relationship and sex education will meet the needs of all students regardless of their developing sexuality.

We will:

- deal with questions honestly and sensitively;
- answer appropriate questions and offer support;
- liaise closely with parents to reassure them of the content and context;
- challenge homophobic bullying & not directly promote any particular sexual orientation.

STATEMENT FOR ALL SCHOOL STAFF MEMBERS: CONFIDENTIALITY AND STUDENTS

We recognise that there are occasions when students are worried about something and feel that they cannot talk about it to their parents/carers. This can result in enormous stress for the individual which impacts on their education and health. Some students may feel that they can turn to teachers and other staff members for support and we want to be as helpful as we can whilst recognising that there may be some potential difficulties in being supportive.

You should adhere to the following policy:

1. When talking with students, it is important for you to be aware of maintaining your professional boundaries. Whilst being supportive where you can, distancing techniques should be used when appropriate and students encouraged or supported to access the confidential services offered on the school site.

2. You must be clear to students that you cannot offer unconditional confidentiality when a student first begins to talk about something where confidentiality may become an issue.
3. Students should be warned that if there is a child protection issue where the students, or others, are likely to be at risk of significant harm, you are legally required to inform the school's Designated Safeguarding lead who may have to involve other agencies. (Please refer to the school's child protection/safeguarding procedures for further advice on this aspect.)
4. School staff can only offer confidentiality to students on issues that do not involve significant illegal activities, e.g. drug trafficking, arson, etc. If the conversation begins to move to this kind of issue, the student must be warned that confidentiality cannot be guaranteed.
5. Advice to students on contraception and medical treatment. The 'Fraser Guidelines' suggest that before providing a service to under 16's to which parents have not given consent, the staff member should ensure that the following criteria are met: Please ensure that the guidelines summarised below, are followed (see Appendix 2).

The Fraser Guidelines:

- The young person understands the advice being given.
- The young person cannot be convinced to involve parents/carers or allow the medical practitioner to do so on their behalf.
- It is likely that the young person will begin or continue having intercourse with or without treatment/contraception.
- Unless he or she receives treatment/contraception their physical or mental health (or both) is likely to suffer.
- The young person's best interests require contraceptive advice, treatment or supplies to be given without parental consent.
- In all cases where you feel that you have to break confidentiality with the student, you must inform the student and reassure them that their best interests will be maintained.
- In talking with students, you need to encourage them to talk to their parents/carers about the issue that may be troubling them and support in doing this should be offered, where appropriate.
- Students should be made aware of the specialist confidential services that may be available on the school site or in the school community, e.g. school nurse, counsellor, doctor or young people's drop-in service.

STATEMENT FOR PARENTS AND CARERS: CONFIDENTIALITY AND STUDENTS

To be sent to parents/carers

There is an increasing national concern for the emotional health and well being of young people growing up in today's society. We recognise that parents and carers want to do all they can to support their child but even in the most supportive of relationships where there is excellent communication between parent/carer and child, there can be occasions when they are worried about something and feel that they cannot talk about it with you. This may result in enormous stress for the student, which can impact on their education, health and behaviour, unfortunately self-harm and even suicide in the most extreme cases.

Whilst we recognise that parents and carers will naturally be disappointed if their child does not choose to talk with you about what is troubling them, we feel there could be even more distress if the student is unable to cope with the issue themselves. On this basis, we have agreed the following:

1. School staff (with the exception of the school nurse and school counsellor)

Our staff will be supportive to students who approach them with concerns, but will make it clear that they cannot offer confidentiality to the student on anything that involves an illegal activity or anything that is a potential child protection issue where the student or others are likely to be at risk of significant harm. Senior staff in the school will liaise with parents/carers as appropriate in cases where a staff member has reported an issue over which they cannot offer confidentiality. Staff will support students to inform their parents/carers about issues that are troubling them as appropriate. We will make students aware of specialist confidential services on our school site and in the community where they can seek assistance if they wish.

2. School Counsellor

We employ a specialist school counsellor who can be approached by any student for a confidential discussion. Sometimes we may also refer students to the counsellor for discussion. The school counsellor cannot offer confidentiality over a child protection issue, but because sometimes it is necessary for a student to be able to talk about deep-seated troubling issues in order to help the student through their situation, we do not require our counsellor to inform senior or pastoral staff about illegal activities unless there is a child protection issue or other significant risk.

3. School Nurse and School Health Drop-In

The Government has recognised that for some young people, unless they are able to speak to someone confidentially away from their family, their health and well-being can be at great risk. Health services (including doctors, our school nurse and health drop-in) can offer confidential health services to students under the age of 16 providing they follow the Fraser guidelines, which require:

- The young person understands the advice and has sufficient maturity to appreciate what is involved in terms of moral, legal, social and emotional implications for themselves.

- They cannot be persuaded to tell their parents/carers, allow them to be informed.
- (If appropriate) they are likely to begin or continue having sex.
- The young person's physical or mental health is likely to suffer unless they receive advice or treatment. It is in the young person's best interests to give advice or treatment.

The requirement to offer a confidential service is within the professional Code of Practice for school nurses and other health service staff. The Government has also signed up to international legislation and charters, which entitle young people to access health services. However, health professionals like everyone else, must inform appropriate services if they become aware of a child protection issue in discussions with a young person.

STATEMENT FOR STUDENTS: CONFIDENTIALITY AND STUDENTS **To be sent to students**

We understand that there may be times when there are things which may be worrying you, but you feel that you can't talk about them with your family. Teachers and other members of school staff will do all they can to help you, but you need to know the following:

- If you really want to talk to someone confidentially (without anyone else knowing what you had said) you can speak to the school counsellor, school nurse. We might also be able to help you to find someone outside of school if you think this is better for you.
- The teachers and other members of staff in the school will often be able to help you with many of the things that may be worrying you, but they cannot promise to keep everything to themselves. If you tell them about some things like selling drugs or stealing, they will have to speak to one of the senior teachers in the school who might then have to speak to your parents/carers or the Police/Social Services. If the staff member feels that they have to tell someone else what you have talked about, they will always tell you first and help you to sort it out, perhaps helping you to speak to your parents/carers if you want this. Very rarely there are things, which you talk about, that can be very dangerous for you or for other young people, e.g. someone trying to harm you. Even the school counsellor, nurse may have to tell someone else about what you have said, but they will tell you first and always help you to sort things out.

DATE AND TIME SCALE: To be reviewed as deemed necessary.

Approved by Governors.

Lisa Boyes – PSHE and Citizenship Co-ordinator.	March 2015.
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