

Testwood School	
Relationship and Sex Education Policy	
Key Responsibility area:	RM
Last Review:	May 2024
Next Review:	May 2026

Revision History

Version	Date	Amendments	Initials
2.0	30.04.19	Sex and Relationship Education (SRE) has been replaced with Relationship and Sex Education (RSE) throughout the policy.	JBa
2.1	28.04.21	Review dates amended	JBa
2.2	29.04.22	Review dates amended	JBa
2.3	03.05.23	Review dates amended	JBa
2.4	30.04.24	Review dates amended	RM

Introduction

1. Principles

Sex and Relationship Education (RSE) is lifelong learning about physical, sexual, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care, for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social work Act 2017, make Relationships Education compulsory for all students receiving secondary education. They also made Health Education compulsory in all schools.

At Testwood School, we believe knowledge and understanding of human sexuality and relationships is an important element of the secondary school curriculum, and a basic requirement for the student development towards maturity and adulthood. The teaching offered at Testwood is complementary and supportive to this role of parents/caress, as we believe that parents/carers are the key figures in helping children to cope with the physical and emotional aspects of growing up and preparing them for the challenge and responsibility that maturity brings. Some parents/carers may not be able to discuss sexual matters freely with their children. Because of this, Testwood has a responsibility to help students be adequately prepared for adult life. We believe that Sex and Relationship Education, in which the value of family life, the responsibilities of parenthood, the value of personal moral standards and respect for others should be part of the curriculum and should permeate the ethos of the School. This includes the quality of the relationships within the School and the examples set by the staff.

2. Values

Testwood School believes that RSE should:

- a) Be an integral part of the lifelong learning process, beginning in early childhood and continue into adult life.
- b) Be an entitlement for all young people
- c) Encourage every student to contribute to make our community and aims to support each individual as they grow and learn.
- d) Be set within this wider school context and supports family commitment and love, respect and affection, knowledge and openness. Family is a broad concept; not just one model, e.g. nuclear family. It includes a variety of types of family structure, and acceptance of different approaches.
- e) Encourage students and teachers to share and respect each other's views. We are aware of different approaches to sexual orientation, without promotion of any particular family structure. The important values are love, respect and care for each other.
- f) Generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment.
- g) Recognise that parents/carers are the key people in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents/carers and students, consulting them about the content of programmes.
- h) Recognise that the wider community has much to offer and we aim to work in partnership with health professionals, social workers, peer educators and other mentors or advisers.

3. Aims

Testwood School aims to provide a programme of RSE that not merely concerns biological facts and information, but also encourages the acquisition of skills, attitudes and insights that young people need in order to form loving, caring and responsible relationships.

Our RSE programme aims to prepare our students for an adult life in which they can:

- a) develop positive values and a moral framework that will guide their decisions, judgements and behaviour; have the confidence and self-esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationship they want.
- b) understand the consequences of their actions and behave responsibly within sexual and pastoral relationships.
- c) avoid being exploited or exploiting others or being pressured into unwanted or unprotected sex.

- d) communicate effectively by developing appropriate terminology for sex and relationship issues.
- e) develop awareness of their sexuality and understand human sexuality; challenge sexism and prejudice, and promote equality and diversity
- f) understand the arguments for delaying sexual activity.
- g) understand the reasons for having protected sex.
- h) have sufficient information and skills to protect themselves and, where they have one, their partner from uninvited/unwanted conceptions and sexually transmitted infections including HIV.
- i) be aware of sources of help and acquire the skills and confidence to access confidential health advice, support and treatment if necessary
- j) know how the law applies to sexual relationships.

4. Elements of RSE at Testwood School

Attitudes and Values

- a) learning the importance of values, individual conscience and moral choices;
- b) learning the value of family life, stable and loving relationships, and marriage;
- c) learning about the nurture of children;
- d) learning the value of respect, love and care;
- e) exploring, considering and understanding moral dilemmas;
- f) developing critical thinking as part of decision-making
- g) challenging myths, misconceptions and false assumptions about normal behaviour.

Personal and Social Skills

- h) learning to manage emotions and relationships confidently and sensitively;
- i) developing self-respect and empathy for others;
- j) learning to make choices with an absence of prejudice;
- k) developing an appreciation of the consequences of choices made;
- l) managing conflict;

- m) empower students with the skills to be able to avoid inappropriate pressures or advances (both as exploited or exploiter)

Knowledge and Understanding

- n) learning and understanding physical development at appropriate stages;
- o) understanding human sexuality, reproduction, sexual health, emotions and relationships;
- p) learning about contraception and the range of local and national sexual health advice, contraception and support services;
- q) learning the reasons for delaying sexual activity, and the benefits to be gained from such delay;
- r) the avoidance of unplanned pregnancy.

5. Organisation and Content of Relationship and Sex Education

Testwood School specifically delivers Relationship and Sex Education through its PSHE Programme, taught by the tutors, as well as Science lessons at KS3, and KS4. Aspects of RSE are also part of the Ethics and Beliefs curriculum where rights and responsibilities, moral and religious views can be explored in a safe environment. The ICT department cover E-Safety. Tutors who deliver PSHE are supported by the PSHE coordinator and are able to opt out of any lesson they are uncomfortable to teach. A team of staff are in hand to step in and this system allows all students to receive the high quality delivery of the whole curriculum.

Much of the Sex and Relationship Education at Testwood School is delivered through the following subjects: Religious Education, Science lessons and the PSHE Programme including: Drop Down Days and specific sex and relationship sessions. The Science National Curriculum is delivered by staff in the science department. These lessons are more concerned with the physical aspects of development and reproduction, although the importance of relationships is not forgotten.

The PSHE Programme and Science National Curriculum is taught in every year.

6. Inclusion

Ethnic and Cultural Groups

We intend our policy to be sensitive to the needs of different ethnic groups. For some young people it is not culturally appropriate for them to be taught particular items in mixed groups. We will respond to parents/carers requests and concerns.

Students with Special Needs

We will ensure that all young people receive sex and relationship education, and we will offer provision appropriate to the particular needs of all our students, taking specialist advice where necessary.

Sexual Identity and Sexual Orientation

We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate question and offer support. Young people, whatever their developing sexuality need to feel that sex and relationship education is relevant to them.

7. Right of Withdrawal of Students from RSE

Some parents/carers prefer to take the responsibility for aspects of this element of education. They have the right to withdraw their children from all or part of the sex and relationship education except for those parts included in the statutory National Curriculum (i.e. in Science lessons). We would make alternative arrangements in such cases. Parents/carers are encouraged to discuss their decisions with staff at the earliest opportunity. Parents/carers are welcome to review any RSE resources the school uses.

8. Confidentiality, Controversial and Sensitive Issues

Any RSE lesson may consider questions or issues that some students will find sensitive. Before embarking on these lessons ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson. When students ask questions, we aim to answer them honestly, within the ground rules established at the start of the sessions. When it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the students, the student may be directed to pastoral staff who will take the appropriate action for support – whether external agencies, bespoke pastoral support and/or parents/carers communication. Should any safeguarding concerns arise during the delivery of RSE, by Testwood staff or visiting specialists, DSL's would be informed and normal safeguarding procedures would follow.

More expert or specialist teachers from 'It's Your Choice' deliver the more sensitive sexual content, activity and STI content during Drop Down Days in Years 9 and 10.

Teachers cannot offer unconditional confidentiality. If the young person appears to be at moral or physical risk, staff should refer the matter to the CPLO who will liaise with professional services as appropriate.

In a case where a teacher learns from an under 16 year old that they are having or contemplating sexual intercourse:

- a) the young person will be persuaded, wherever possible, to talk to parents/carers and if necessary to seek medical advice.
- b) child protection issues will be considered, and referred if necessary to the Safeguarding Team.
- c) the young person will be referred to local sexual health specialists such as It's Your Choice, where young people can access contraception and advice services.

In any case where child protection procedures are followed, the teacher will ensure that the young person understands that if confidentiality has to be broken, they will be informed first.

Health professionals in school are bound by their codes of conduct in a one-to-one situation with an individual student, but in a classroom situation they must follow the school's confidentiality policy.

9. Monitoring of the RSE Programme

It is the responsibility of the PSHE Coordinator to oversee and organise the monitoring and evaluation of PSHE, in the context of the overall school plans for monitoring the quality of teaching and learning. This is done by weekly learning walks.

The Trustees Curriculum Staffing and Resources Committee is responsible for overseeing, reviewing and organising the revision of the Sex and Relationship Education Policy. The PSHE coordinator maintains professional development through membership of the PSHE Association and by also attending multi-agency community meetings with Youth workers and local police. These such meetings and the PSHE Association inform the school of current trends up to date resources available.

Ofsted is required to evaluate and report on spiritual, moral, social and cultural development of students. This includes evaluating and commenting on the school's sex and relationship education policy, and on support and staff development, training and delivery.

This policy was approved by the governing body and will be reviewed bi-annually.