



# Friesland<sup>SCHOOL</sup>land



Part of  
The Two Counties Trust

## Relationships and Sex Education Policy

### Introduction

Friesland School believes that relationships and sex education makes an essential contribution to every student's health, wellbeing and preparation for adult life in society. It is an integral part of the SMSC programme of the academy and is delivered across all year groups as part of PSHE programme, assemblies and dropdown lessons.

The students in our school come from diverse backgrounds, expressing a spectrum of beliefs and values. Together with our governing body, we have consulted and developed a familiarity with the beliefs and attitudes which our range of families have about issues such as relationship and sex education, abortion, contraception, homosexuality and sex outside marriage.

The stage of development and the experiences of any group of young people of the same age will be diverse and varied. This fact has clear implications for curriculum content, teaching approaches, and the creation of an appropriate learning environment based on the need to develop in young people respect for each other's differences.

The school acknowledges the importance of its pastoral role in the welfare of young people, and through the general ethos of the academy, will seek to persuade students in need of support to come forward.

### Aim of RSE education

The aim of this policy is to communicate to staff, governors, parents/carers, visitors and students the manner in which RSE will be delivered and supported at Friesland School, in accordance with the Secretary of State's 2019 guidance on RSE.

### What is effective Relationships and Sex Education?

- It is part of lifelong learning about sex, sexuality, emotions, relationships and sexual health
- It is about promoting the spiritual, moral, cultural, mental and physical development of students at the academy and of society
- It is about preparing students at the academy for opportunities, responsibilities and experiences of later life

### Attitudes and Values

Students are helped to examine their own and other people's attitudes and values, particularly related to sexual matters, and to respect the rights of others to their own opinions. RSE can help students to develop a good self-image and high self-esteem, responsibility and the ability to make informed decisions.

### **Personal and Social Skills**

RSE encourages the acquisition of skills so that pupils' relationships with others may be positive, fulfilling and respectful. It helps them explore how to be themselves in terms of beliefs, culture and traditions and to respect others. It provides opportunities to develop communication skills, assertiveness within a range of different situations. It should embolden students to recognise opportunities to develop a healthy lifestyle.

### **Knowledge and Understanding**

RSE provides information on puberty, personal safety, friendship and love, family life and relationships, gender issues, conception and birth processes, contraception, sexually transmitted infections, prejudice and stereotyping and sex and the law. In doing so, it gives students an understanding of the nature and diversity of relationships and sexuality. It can provide an objective and balanced view of sexual matters, correcting any misinformation pupils may have gained. It can give them the information and understanding they need, in accordance with the pupil's background and beliefs.

### **What is the moral and values framework of Relationships and Sex Education?**

RSE is taught within and confirms the moral and values framework of the whole academy. This draws on the Fundamental British Values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs:

- We value ourselves as unique human beings capable of spiritual, moral, intellectual and physical growth and development.
- We value others for themselves, not only for what they have or what they can do for us.
- We value relationships as fundamental to the development and fulfilment of ourselves and others, and to the good of the community.

It is expected of teachers that their personal beliefs and attitudes will not influence their teaching of RSE. They will address pupils' questions with due regard to the beliefs and values of the child's family. The teaching of RSE respects and refers to the beliefs of the child's home background. RSE is also part of the academy's provision for Spiritual, Moral, Social and Cultural development. It encourages each student to develop confidence and a clear awareness of their own beliefs and values and to develop mutual understanding and respect between students for their diverse beliefs and values.

### **How is Relationships and Sex Education organised?**

RSE is not an isolated subject: it permeates the whole academy curriculum, the ethos of the academy, the pastoral system and is informed by the role models established by teachers. Opportunities should be used as they occur for answering pupils' questions and exploring issues as they arise. All subjects, but particularly Science, Religious Education, English and Drama, alongside SMSC sessions within tutor time, provide a focus for exploring some elements of RSE. The Head of RS and Heads of Year jointly co-ordinate Sex Education and are jointly responsible for the overall planning, implementation and review of the programme.

### **How does Relationships and Sex Education relate to equal opportunities?**

The academy's policy for equal opportunities also underpins the teaching of RSE. Relationship and sex education can act as a basis for promoting equality between individuals and groups. It necessarily involves an exploration of human and social diversity, and a fostering of self-esteem and self-worth in a learning environment that recognises and respects difference. We work to ensure that our relationship and sex education is relevant and accessible to all our students and that it is appropriate for all levels of understanding and maturity. It must cater for all students and is respectful of how they choose to identify themselves, their sexual orientation and gender identity (emerging). This means that relationship and sex education is sensitive to the different needs of individual students and may evolve and adapt over time.

### **How is Relationships and Sex Education taught?**

The school recognises the need to begin with pupils' own experiences, beliefs and values and, therefore, places a high importance on creating a supportive and secure atmosphere where they can develop the confidence needed to talk, listen and think about relationships and sex. In order to do this, teachers:

- Establish ground rules with students
- Emphasise the importance of mutual respect
- Require no open personal disclosures in a class setting
- Use distancing techniques
- Provide for anonymity by using a question box (this also gives the teacher time to consult with colleagues on how to answer unexpected questions from pupils)
- Encourage reflection

The school also draws on a range of teaching methods in order to encourage exploration of attitudes, values and beliefs, using active learning methods which involve students and help them to personalise information. This also increases the likelihood of the learning being relevant and effective. The school includes activities where students can practise and develop confidence in using communication, negotiation and decision-making skills. Students are consulted about issues they wish to explore, how they wish to work together, how well lessons are going and what changes need to be made. (this can stay in as we will plan for this)

The school recognises that some aspects of RSE are a whole school concern and that some aspects can be covered by subject teachers across the curriculum. However, there are aspects which need to be taught separately in PSHE, including those specifically relating to sexual matters such as contraception and STIs. Students are given a choice about their participation in learning activities related to sexual matters such as contraception and STIs. Resources are chosen from agencies which represent diverse beliefs, which are appropriate to pupils' age, maturity and religious and cultural background.

All teachers are given training on handling controversial topics and are made clear about confidentiality boundaries and know where/who to refer pupils for confidential advice and support.

### **Right of withdrawal**

Relationships and sex education is part of all students' education and it is hoped that all will participate. However, the school acknowledges that, under the Education Act 1993, parents have the right to withdraw their children from all or part of the sex education programme except for that part which occurs in the National Science Curriculum, up to and until 3 terms before the child turns 16. There is no right to withdraw from Relationship Education or Health Education. Parents need to be aware, however, that sex education can occur at any time if it arises naturally from class discussion. Parents wishing to exercise that right are asked to make an appointment to meet the Head of RS to discuss their concerns. The school recognises that they are under no obligation to do so, however. The school will provide alternative arrangements. Students who are withdrawn are given the opportunity to talk to school's pastoral support team.

### **Procedure for Monitoring and Evaluating.**

The policy and teaching programme will be reviewed every 12 months, based on the outcome of monitoring and evaluation. Governors and designated senior leader will take a key role in monitoring the progress of the policy. The Head of RS along with Heads of year will evaluate the effectiveness of the policy as a working document. Teachers will critically reflect on their work in delivering RSE lessons and students will have opportunities to review and reflect on their learning during lessons. Pupil voice will be influential in adapting and amending planned lesson learning.