

Relationship and Sex Education (RSE) Policy

Executive Summary:

Effective Relationship and Sex Education (RSE) is essential if our pupils are to make responsible and well informed decisions about how they conduct their lives. It contributes to promoting the spiritual, moral, social, cultural, emotional, mental and physical development, preparing pupils for the opportunities, responsibilities and experiences of adult life.

By intention, RSE delivered is not delivered in isolation, but firmly rooted in our Personal, Social and Health Education (PSHE) programme. This is also supplemented by the pastoral curriculum revisiting themes and current issues in assemblies, house discussions, tutor groups and Chapel.

Relationship and Sex Education at Eastbourne College is part of lifelong learning about physical, moral and emotional development. It is about respect, love and care and the benefits of making and maintaining a healthy stable relationship. We recognise that to be human is to experience sexual feelings, seek connections with other people and develop relationships which may be physical or non-physical.

This policy has due regard for the Equality Act. For example, our teaching of sex and relationship education is applicable to all sexual orientations and will include teaching aspects of sex and sexual health. At Eastbourne College, RSE seeks to enable young people to feel positive about themselves, to manage relationships and access the infrastructure of support available via teachers and other appropriate adults. It is also a key means through which we promote Fundamental British Values (democracy, the rule of law, individual liberty, mutual respect and tolerance with those with different faiths and beliefs) such as tolerance and acceptance of other sexualities.

In agreement with the statutory legislation (Children from the age of 11 years upwards are to be taught RSE along with health education from 2020).

The Relationships and Sex Education programme will seek to develop pupils' personal and social skills as well as 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 (for example, understanding the impact of an online world has on healthy relationships, exploring the issue and effects of online pornography).

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.

We will provide our pupils with an age appropriate RSE programme that is tailored to their physical and emotional maturity. It should enable them to make positive choices about their sexual and emotional health in the future.

Through our RSE and PSHE programme, the education of our pupils will include the following

- Love, relationships, and sexuality
- Sex and the responsibilities of parenthood
- The argument for delaying sexual intercourse
- Building self-esteem and mental health and the impact of aspects such as Adverse Childhood Experiences
- Different types of contraception, where to get it and safe sex
- The law surrounding consent, sexual intercourse, marriage, sexual harassment, assault, rape
- Sexual orientation and gender identity
- Sexual exploitation and domestic abuse, including coercive and controlling behaviour, FGM
- Biological aspects such as puberty, menstruation
- Abortion

The outcomes for our pupils at Eastbourne College include enabling them:

- To develop full responsibility for their 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.

Pupil-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 will 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.

The organisation of RSE is no different from other curriculum areas. It is delivered through planned programmes within PSHE based on a spiral curriculum going from year 9 through to year 13.

Normally, male and female pupils will be taught together. However, when deemed appropriate, there may be occasions when students are taught in separate gender groups, for example the Medical centre talks on sexual education to year 10 is done in houses (therefore single sex groups).

Specifics are included in the PSHE scheme of work but here is a brief summary of the RSE content for each year group.

RSE Content in year groups

Year 9 (*1 PSHE lesson every week*)

Topics include:

Healthy Relationships, Different types of relationships, Consent and communication / assertiveness, Choosing to start a family, Safer sex – contraception and condom demonstrator, STIs, Making Choices, Self-esteem, Online relationships.

Year 10 (*1 lesson every week but 3 lesson blocks done in a rotation so that all areas of the PSHE curriculum are covered*)

Topics include:

Consent, Pornography, Sexting and unhealthy relationships, body image, Negotiating skills.

Year 11 (*1 lesson every 2 weeks, pupils rotate different topics so that by the end of the year all topics have been covered*)

Aims of lessons:

To get pupils to think about the importance of healthy relationships, communication, to understand consent and to be able to talk about pornography.

Year 12 (*1 lesson every 2 weeks, pupils rotate topics so that by the end of the year all topics have been covered*)

Aims of lessons:

To explore core values and emotions in relation to sexuality. Learn how to effectively communicate wants and needs with a partner. Everyone has the right to be in a healthy relationship. To understand what consent is and its importance in a relationship. To have the opportunity to talk about scenarios / where to get help in and out of school.

Year 13 (*1 lesson every 2 weeks in the Michaelmas Term*)

Aims of lessons:

Reinforcing the core values and emotions in relation to sexuality. Learn how to effectively communicate wants and needs with a partner. Everyone has the right to be in a healthy relationship. To understand what consent is and its importance in a relationship. To have the opportunity to talk about scenarios / where to get help in and out of school / first year at university.

All staff are responsible for promoting appropriate values and behaviours across all areas. Those responsible for specific delivery of RSE will be supported with age appropriate lesson plans and resources and are reminded about professionalism and confidentiality and PSHE classroom ground rules.

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 they are asked to inform the Headmaster in writing.

This policy is constantly being reviewed and updated in addition to a standard biennial review interval. Parents have been consulted in its development. It is designed by the Head of PSHE with oversight from SMT. Governors have a range of responsibilities outlined in external references stated below.

Date of this policy:	February 2020
Policy drawn up by:	JMK
Date of next policy review:	January 2022
Date for publication of revised policy:	February 2022

References:

Internal

<https://ec-online.eastbourne-college.co.uk/docs/policies/British%20Values%20Policy.pdf>

<https://ec-online.eastbourne-college.co.uk/docs/policies/Curriculum%20Policy%202019-2020.pdf>

<https://ec-online.eastbourne-college.co.uk/docs/policies/Preventing%20Extremism%20and%20Radicalisation%20Policy.pdf>

<https://ec-online.eastbourne-college.co.uk/docs/policies/Provision%20for%20Pupils%20with%20Particular%20Religious,%20Dietary,%20Language%20and%20Cultural%20Needs%20Policy.pdf>

<https://ec-online.eastbourne-college.co.uk/docs/policies/Safeguarding%20and%20Child%20Protection%20Policy.pdf>

External

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf

<https://www.gov.uk/government/publications/personal-social-health-and-economic-education-pshe/personal-social-health-and-economic-pshe-education>

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/800615/Independent_School_Standards- Guidance_070519.pdf

<https://www.gov.uk/guidance/equality-act-2010-guidance>

<https://www.gov.uk/government/publications/teacher-training-internet-safety-and-harms>

<https://www.gov.uk/government/publications/teacher-training-online-relationships-and-media>

