
KING EDWARD VI ASTON SCHOOL**RELATIONSHIPS & SEX EDUCATION POLICY****1. Context**

This policy was developed in response to Sex & Relationship Education Guidance (DfES 2000), the National Teenage Pregnancy Strategy, and National Healthy Schools Programme.

2. Definition of Relationship and Sex Education (RSE)

RSE is lifelong learning about physical, sexual, moral and emotional development. It is about understanding the importance of stable and loving relationships, respect, love and care for family life. It involves acquiring knowledge, developing understanding, developing skills and forming positive beliefs, values and attitudes.

At Aston, we believe that RSE should:

- i. Recognise that parents are the key people in teaching their sons about sex, relationships and growing up. We aim to work in partnership with parents and students.
- ii. Be an integral part of the lifelong learning process.
- iii. Be an entitlement for all young people.
- iv. Support each individual as they grow and learn, and build self-esteem.
- v. Be set within the wider school context to support relationships, family commitment, love, care, respect and affection, knowledge and openness.
- vi. Teach the taking on of responsibility and the consequences of one's actions in relation to sexual activity and the responsibilities of parenthood. Family is a broad concept which includes a variety of types of structure, and acceptance of different approaches.
- vii. 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 caring for each other.
- viii. Generate an atmosphere where questions and discussion on sexual matters can take place without any stigma, embarrassment or bullying.
- ix. Recognise that the wider community has much to offer and we aim to work in partnership with health professionals and other support agencies.

RSE is not about the promotion of any sexual orientation or sexual activity – that would be inappropriate teaching.

A. Attitudes and Values

- i. Learning the importance of values, individual conscience and moral choices.
- ii. Learning the value of family life, stable and loving relationships, and marriage.
- iii. Learning the value of respect, love and care.
- iv. Exploring, considering and understanding moral dilemmas.
- v. Developing critical thinking as part of decision making.
- vi. Challenging myths, misconceptions and false assumptions about normal behaviour.
- vii. Linking the issues of peer pressure and risk taking behaviour.

B. Personal and Social Skills

- i. Learning to manage emotions and relationships confidently and sensitively.
- ii. Developing self respect and empathy for others.
- iii. Learning to make choices with an absence of prejudice.
- iv. Developing an appreciation of the consequences of choices made.
- v. Managing conflict.
- vi. Empowering students with the skills to be able to avoid inappropriate pressures or advances (both as exploited and exploiter).

C. Knowledge and Understanding

- i. Learning and understanding physical development at appropriate stages.
- ii. Understanding human sexuality, reproduction, sexual health, emotions and relationships.
- iii. Learning about contraception and the range of local and national sexual health advice, contraception and support services.
- iv. Gaining a clear understanding of the arguments for delaying sexual activity and resisting pressure, and the benefits to be gained from such delay.
- v. The avoidance of unplanned pregnancy.

4. Aims of Relationships & Sex Education

The primary aim of RSE at Aston is to provide balanced factual information about human reproduction, together with consideration of the broader emotional, ethical, religious and moral dimensions of sexual health. Our RSE programme aims to prepare boys for an adult life in which they can:

- i. Develop positive values and a moral framework that will guide their decisions, judgements and behaviour.
- ii. Understand the consequences of their actions and behave responsibly within sexual and pastoral relationships.
- iii. Avoid being exploited or exploiting others or being pressured into unwanted sexual relationships.
- iv. Communicate effectively by developing appropriate terminology for sex and relationship issues.

- v. Develop an understanding of the dangers, child protection and legal issues surrounding the use of technology and the sharing of images and information electronically when conducting relationships.
- vi. Develop an awareness of their sexuality and an understanding of human sexuality; challenge sexism and prejudice, and promote equality and diversity.
- vii. Understand the arguments for delayed sexual activity.
- viii. Understand the reasons for having protected sex.
- ix. Have sufficient information and skills to protect themselves from sexually transmitted infections including HIV.
- x. Be aware of sources of help and acquire the skills and confidence to access confidential health advice, support and treatment if necessary.
- xi. Know how the law applies to sexual relationships.

5. Organisation and Content of RSE Education

- i. The school delivers RSE through its PSHE Programme, Religious Education and Science lessons at KS3 and KS4.
- ii. The focus of the PSHE curriculum is more on the emotional aspects of development and relationships, although the physical aspects of puberty and reproduction are also included.
- iii. The Science National Curriculum is more concerned with the physical aspects of development and reproduction, although the importance of relationships is not forgotten.
- iv. The RE curriculum focuses on moral and ethical considerations.
- v. 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 lessons. When students ask questions, we aim to answer them honestly, within the ground rules established at the start of the lesson. 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 question may be dealt with individually at another time.
- vi. Assessment is carried out at the end of every module and involves teacher, student self and peer assessment of knowledge and understanding, interpersonal skills, and attitudes. Reflection is crucial for learning as it encourages students to consolidate what they have learnt and to form new understanding, skills and attitudes.

6. Inclusion

- i. We intend our policy to be sensitive to the needs of different ethnic groups. We will respond to parental requests and concerns. In the first instance these will be dealt with by the appropriate Year Leader or the PSHE teacher.
- ii. We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate questions and offer support. Young people, whatever their developing sexuality need to feel that RSE is relevant to them.

7. The Right to Withdraw Students from Relationship & Sex Education

Some parents prefer to take responsibility for aspects of sex education. They have the right to withdraw their son from all or part of RSE programme except for those parts included in the statutory National Curriculum (i.e. in Science lessons). Should a parent decide to exercise their right to withdraw their son from RSE, we encourage them to discuss their decision with the headmaster at the earliest opportunity. Parents should communicate their decision to withdraw their son from RSE lessons in writing to the headmaster. It is the responsibility of parents to provide resources for their son to work with during the period of time he is withdrawn from RSE lessons.

8. Confidentiality, Controversial and Sensitive Issues

Teachers cannot offer or guarantee absolute confidentiality. It is only in the most exceptional circumstances that the school will be expected to handle information without parental knowledge.

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

- i. The young person will be persuaded, wherever possible, to talk to their parents and, if necessary, seek medical advice.
- ii. Child protection issues will be considered, and if necessary referred to the Designated Senior Lead – currently Assistant Headteacher (Pastoral)
- iii. The young person will be counselled by the school nurse about contraception, and given information about where he can access contraception and advice services.

9. Monitoring and Evaluation of RSE Education

- i. It is the responsibility of the Assistant Head with pastoral responsibility to monitor and evaluate RSE provision annually as part of the review of PSHE, in consultation with appropriate Year Leaders and the PSHE teacher.

- ii. It is the responsibility of the Subject Leader for Religious Education and Biology to monitor and evaluate RSE provision annually as part of the review of teaching and learning of this aspect of the curriculum.
- iii. Year Leaders and Subject Leaders must inform the Assistant Head (Pastoral) of any changes or issues which have arisen in relation to RSE provision.

Policy reviewed: Jan 2019

Date of next review Jan 2021

10. Related policies:

Safeguarding & Child Protection Policy
Anti-Bullying Policy
Confidentiality Policy
Care & Control Policy
E-Safety Policy