

Content

1. Aims of the RSE programme
2. Organisation of RSE
 - Coordination
 - Who teaches RSE?
 - Involvement of external support agencies
 - When is RSE taught?
3. Content of the programme
4. Equal opportunities and Inclusion
5. Confidentiality and Child protection
6. Working with the community
 - Parents & carers (including the withdrawal of students from RSE)
 - Governors
 - Students
 - EWO & School Nurse
7. Evaluation & Assessment of RSE
8. Training and support for teachers
9. Dissemination of the policy

Background Information

1. Introduction
2. Relationships and sex education – a Definition
3. Development of the policy
4. Purpose of the policy
5. Links with other policies
6. Morals and values framework
7. Faith and Cultural perspectives in RSE

1. Aims of the RSE Programme

Plashet School actively promotes the delivery of RSE throughout Key Stages 3 and 4. It is not delivered in isolation, rather it is firmly rooted within the framework for PSHE and the National Curriculum 2008. The RSE programme aims to provide a balance by equipping students with the knowledge, skills and understanding of the emotional side of growing up and developing physically and to equip them with the skills to be able to discuss the emotional and developmental aspects of relationships.

Throughout the teaching of RSE Plashet School continuously reinforces respect for religious, cultural and moral values. The school believes that RSE in school should be developmental and a foundation for further work.

Sex education is taught in the context of marriage and long-standing monogamous relationships. The programme is developmental in that topics and themes are planned to compliment student learning and understanding from year to year in greater depth taking account of the student's physical and social development.

In line with Government guidance (Sex and Relationship Education Guidance, July 2000) the school sex and relationship education aims to prepare young people for an adult life in which they can:

- Develop positive values and a moral framework that will guide their decisions, judgements and behaviour
- Be aware of their sexuality and understand human sexuality
- Understand the arguments for delaying sexual activity
- Understand the reasons for having protected sex

In accordance with government guidance (The Learning and Skills Act, 2000) we want to make sure that young people:

'Learn about the nature of marriage and its importance for family life and the bringing up of children; and are protected from teaching and materials which are inappropriate having regard to the age and religious and cultural backgrounds of the students concerned'.

The sex and relationship education programme at Plashet School will:

- Help young people understand their feelings and the changes in their body as part of the growing up process
- Teach about love, care, fidelity and the responsibilities of parenthood
- Give young people a clear understanding of the arguments for delaying sexual activity and resisting pressure

- Consider sexual relationships with the context of ‘marriage’ and ‘long-standing monogamous relationships’ as the over-riding focus
- Empower students to make informed choices and build self esteem by developing positive attitudes and confidence
- Teach the importance of taking on of responsibility and the consequences of one’s actions in relation to sexual activity and parenthood
- Provide young people with information about different types of contraception, safer sex and how they can access local sources of further advice and treatment
- Link sex and relationship education with issues of peer pressure and other risk taking behaviour such as drugs, smoking and alcohol
- Ensure young people understand how the law applies to sexual relationships
- Encourage students to explore and reflect on their own values and attitudes

2. Organisation of Relationships and Sex Education

- **Co-ordination**

Relationships and Sex education will be co-ordinated by the CPSHE co-ordinator / post holder.

Elements of RSE within the National Science Curriculum will be co-ordinated by the Curriculum Manager for Science.

Elements of RSE within Religious Education will be co-ordinated by the Head of Department for RE in consultation with the CPSHE co-ordinator.

- **Who teaches RSE?**

RSE at Plashet School within CPSHE is taught by female Form tutors. In the case of a male form tutor, a female member of ‘attached’ staff in the year team will replace the male form tutor. Where female beginner teachers and newly qualified teachers are attached to a tutor group, involvement in the teaching of RSE is at the discretion of the form tutor.

Many of the RSE workshops are led by external support agencies including the school nurse. All workshop leaders are female and are supported by a female form tutor or a female member of staff.

Aspects of RSE taught as part of the national Science curriculum is taught by the students allocated and timetabled science teacher.

Currently all members of the RE department are female, in the case of a male member of the department being appointed, the teaching of topics related to the RSE programme will be at the discretion of the Head of department for RE in discussion with the Humanities Curriculum Manager and the relevant deputy line manger.

- **Involvement of external support agencies**

The delivery of the RSE (PSHE) programme in Years 10 and 11 covers complex specialist areas such as relationships, cancer awareness, sex and the law, domestic violence, parenting, unplanned pregnancy, HIV and sexually-transmitted diseases and contraception. These specialist areas are outside the ‘mainstream’ for many teachers and a considerable investment in staff training is necessary for them to be delivered in a professional and credible way. Furthermore, some teachers can feel uncomfortable in delivering these lessons. In order to maintain ‘good quality’ RSE, the CPSHE coordinator liaises with specialist

organisations resulting in most of the delivery the PSHE programme for Years 10 and 11 being led with outside expertise from relevant agencies.

This is supported by the PSHE National Curriculum which advises, 'The curriculum should provide opportunities for students to: meet and work with people from the wider community both in school and through external visits' *National curriculum: PSHE, Personal wellbeing key stages 3/4, curriculum opportunities (b)*

Current support agencies include:

Alternatives Education Team
Ashiana
CYANA (Cancer, You Are Not Alone)
ELBWO (East London Black Womens Organisation)
Newham Asian Womens project
Newham Community Links
Plashet School safer schools police officer

• **Where RSE is taught?**

At Plashet School, RSE is taught predominantly through the National Curriculum Science Curriculum (statutory), PSHE lessons and Religious Education lessons. Aspects of RSE (specifically relationships) may be touched upon through the content of other subject areas. It is the responsibility of the PSHE coordinator to ensure that they have an overview of this.

3. Content of the programme

A Suggested Content for RSE at Plashet School is:

Year 7

- Puberty
- Menstruation
- Reproductive Organs / Pregnancy
- Personal Hygiene

Year 8

- Relationships: friendship, personal values, decision making and marriage

Year 9

- Making Decisions: The effects of drugs and alcohol

Year 10

- Relationships: Love, marriage & sexual relationships
- Choices in Relationships
- Making relationships work
- Assertiveness skills
- Cervical / Breast Cancers
- Cultural and religious perspectives
- Personal Safety: Sex and the law
- Domestic Violence
- Accessing Outreach Services

Year11

- Marriage
- Parenting Skills
- Unplanned pregnancy
- Genetic disorders & inherited diseases, use of genetic screening (associated with abortion)
- Contraception
- STIs
- HIV and AIDS
- Homophobia
- Cultural and religious perspectives
- Accessing Sexual Health Services

4. Equal Opportunities and Inclusion

Plashet School is committed to working towards equality of opportunity in all aspects of school life. The school will work to ensure that the policy and programme is relevant to:

- The range of cultures and faiths of students at the school and within UK society
- Students with special needs

All resources and methods will be as inclusive as possible and guidance will be sought on the most accessible resources relevant to the needs of the students in our school.

5. Confidentiality and Child Protection

All adults working with or on behalf of children have a legal duty of care and responsibility to protect children. There are also key people working within this school who have specific responsibilities for child protection. Any issues of child protection either disclosed by the student or realised as part of the process of RSE within the school should be referred to the Year Coordinator, EWO, School Nurse or teacher with responsibility for child protection immediately. All teachers and external support agencies are aware that student disclosures should never be kept confidential. Students should be made aware that any information they disclose will be referred to the relevant member of staff for their own safety.

6. Working with the Community

Parents and Carers

The school is committed to working with parents. Parents are consulted in the development of this policy and are informed when RSE is being delivered and if they request are invited to look at resources.

Under the Education Act 1999, parents can withdraw students from part of the sex education that is outside the compulsory elements contained in the National Science Curriculum.

Parents who wish to withdraw their child should inform the student's year co-ordinator in writing. Withdrawal should only be made after the year co-ordinator has discussed this with the parents and is satisfied that the parents have adequate information on which to make their decision. To ensure

effective use is made of all lesson time, the year co-ordinator should make alternative arrangements for the withdrawn student.

Governors

Governors will be notified when the policy is updated and kept up to date with consultation with students. A governor will form part of the working group when reviewing the policy and the governing body will be kept informed of the process before the policy is brought before the governing body for approval.

Students

At Plashet School, students are consulted through the school council and Student SACRE (standing advisory council for religious education). At the end of the programme a selected sample from within year 11 is provided with a questionnaire asking them to evaluate and make comments on the RSE programme. There is also opportunity for feedback from form tutors through the tutor team meeting facility and for the agencies that come into work with the students directly through the CPSHE co-ordinator.

EWO & School Nurse

The CPSHE coordinator is in regular communication with the EWO and the school nurse. This process ensures that the CPSHE coordinator is aware of trends and patterns within the behaviour of young people that may inform aspects of the RSE programme.

7. Evaluation and Assessment

The policy is reviewed using a consultative process, which identifies teachers', students' and external agencies' feedback on the RSE programme. A variety of informal student evaluation activities have been built into the programme. External agencies keep their own person evaluation of each lesson, which can be shared with the CPSHE co-ordinator. Assessment of student learning and resources used within the science curriculum are overseen by the Curriculum Manager for Science.

8. Training and Support for teachers

For all beginner teachers and newly qualified teachers, in service training on the RSE policy and programme is provided by the CPSHE co-ordinator on an annual basis. The CPSHE co-ordinator may and will use tutor team meetings and staff meetings as forum to deliver additional training or support for teachers in any aspect of relationships and sex education. Form tutors who request further training or support should use the procedures outlined in the PSHE policy.

9. Dissemination of the Policy

All staff members and governors will receive a copy of this policy. Further copies are available from the CPSHE co-ordinator on request. The policy has been fully discussed by the governors.

Agreed Date:

Review Date:

Member of staff responsible: Sarah Heath (CPSHE/RE Co-ordinator)

BACKGROUND INFORMATION

1. Description of the school

Plasht School Prospectus describes the school as:

'a popular girls' secondary school, which draws students from across the London Borough of Newham and from neighbouring boroughs. It is a very successful, high achieving, over-subscribed school which caters for students from Year 7 through to Year 11. There are 1,350 students on roll, with a nine form entry in each year group...

...The girls are predominantly of Asian origin and many of them live in the local area. However, up to a third commute from further afield because of a cultural, religious or educational desire for single sex education. Plasht is often described as a "school in which you can teach" and it is true that the vast majority of our students are highly motivated and responsive. Over 92% of them are bi-lingual speakers but over 90% of these are at least reasonably fluent in English. Urdu, Punjabi and Bengali are the most common languages, but about thirty five languages altogether are also spoken within the school. Attendance is very high and GCSE results have improved over the last five years and are among the best in the Borough; indeed some departments achieve levels of success which are above the national average. As well as good examination results, we are keen to promote and celebrate achievement in all its forms for all our students. We are also intent on preparing our young women for the particular challenges of life they may face in a complex and changing society.'

2: Relationships and Sex Education: A definition

The advisory DfEE document 'Sex and Relationship Education Guidance' (July 2000 Ref: DfEE 0116/2000) define sex and relationships education as follows:

'It is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health. It is not about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching'.

It has three main elements:

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
- exploring, considering and understanding moral dilemmas
- developing critical thinking as part of decision-making.

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 difference and with an absence of prejudice
- developing an appreciation of the consequences of choices made
- managing conflict and learning how to recognise and avoid exploitation and abuse.

Knowledge and Understanding

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

To reflect the ethos of the school and the religious and cultural values of students and parents, emphasis is placed on relationships education as the essential aspect of SRE. Therefore sex and relationships education at Plashet School is referred to as Relationships and Sex Education (RSE).

3. Development of the Policy

The people involved:

Sarah Heath (RE / CPSHE Coordinator)
 Farah Diba (Governor)
 Jo Sell (Alternatives Education team)
 Julie Clarke (Year Coordinator & Science Teacher)
 Asma Khatun (Teacher)
 Noorie Gani (Parent)
 Chris Franks (EWO)

The Process Undertaken:

- The previous relationships and sex education policy was reviewed by the CPSHE Coordinator
- An audit of sex education content in each year was undertaken by the Coordinator.
- The audit was referenced against the National Curriculum guidelines for SRE as part of the PSHE curriculum
- An audit of resources used in the school was undertaken by the Coordinator.
- Students were consulted on previous SRE provision and what might be included in SRE provision including our members of Student SACRE
- A working party including all stakeholders was established
- The draft policy was written by the CPSHE coordinator
- The working party discussed the audit and evaluation and were consulted on the draft policy
- Staff were consulted on the policy
- Students were consulted on the policy
- Governors were consulted on the policy.

4. The Purpose of the policy

The purpose of this policy is to explain the aims of RSE within Personal, Social, Health Education and Citizenship. It also describes what we teach and the multi agency approach we use. This policy helps to ensure that the whole school community, parents, staff, governors and students have a shared understanding of this important area of the curriculum. It is relevant to the Healthy School Status currently held by the school and the Every Child Matters Agenda, covering all 5 outcomes.

5. Links with other policies and programmes

RSE is taught within the CPSHE programme across key stage 3 and key stage 4 and is therefore directly related to the citizenship and PSHE policies and procedures. The school has a drugs policy that shares common criteria with the RSE Policy. The confidentiality policy and child protection policies have been developed separately from the RSE policy and are available on request. Both confidentiality and child protection are referred to later in this policy. The school has Healthy Schools Status of which an effective RSE policy and Scheme of Work is a requirement. The school also has an anti bullying policy and equality policy to help ensure students are free from discrimination.

6. Moral and Values Framework

Plashet School is a multi-cultural and multi-faith school. As stated in the equality policy we reinforce the fact that we respect each other's religious beliefs and ourselves. We support the ethos of the school, students' religious and moral values and beliefs through the delivery of Relationships and Sex Education. All RSE is delivered in the context of marriage or a long standing monogamous relationship. All RSE delivery and resources are faith sensitive and culturally aware to ensure it meets the needs of our students and respects the values of their parents. The RSE coordinator works closely with the RE department and the Citizenship co-ordinator to ensure that this is maintained. Advice is sought from community representatives and the Newham Alternatives Education team; a faith based outreach charity.

The sex education programme will always reflect the school ethos and demonstrate and encourage the following values:

- Respect for self
- Responsibility for their own action
- Responsibility for family, friends, school and wider community
- The value of marriage and family life
- Respect for an individual's religion, race, disability, culture, gender and sexual orientation.
- Freedom from exploitation

7. Faith and Cultural Perspectives in RSE

The school believes that young people from all faiths and cultures in the school have an entitlement to RSE that can support them on their journey through childhood to adolescence and adulthood. The RSE programme is sensitive to the range of different faiths in the school and reflective of the values held by those faith groups. The CPSHE coordinator will ensure wide consultation with the Religious Education department and relevant external agencies when developing its Scheme of Work and the resources it uses. This to ensure they are sensitive to the range of cultural and faith beliefs and values within the school and therefore to reassure parents. For all aspects of the PSHE RSE programme, female members of staff are always made available to supervise lessons. This reflects our belief that girls have a right to discuss their more intimate feelings and concerns with a woman and that it is appropriate that we make provision for this to happen. The school will take account of religious festivals and celebrations to ensure as many students as possible can access the SRE programme.

In order to recognise the impact of faith and cultural values on the RSE programme, the content of the RSE programme is not limited to the CPSHE curriculum. Some aspects of the curriculum are delivered by the Religious Education Department. All members of the RE department are skilled in recognising the unique religious and cultural makeup of the school and are mindful of this when addressing aspects of RSE within the RE curriculum.