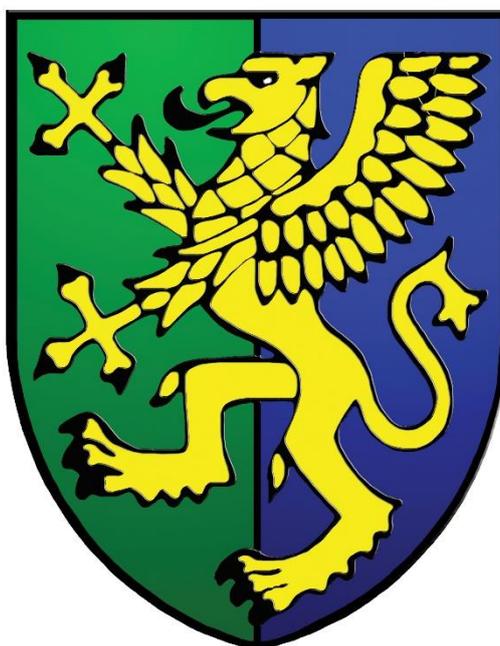


COWLEY INTERNATIONAL COLLEGE



COWLEY
INTERNATIONAL COLLEGE

RELATIONSHIPS AND SEX EDUCATION POLICY (RSE)

Status	STATUTORY
Responsible Governors' Committee	Pupil, Behaviour and Wellbeing
Date of review	Autumn 2021
Date ratified	Autumn 2019

This policy will next be reviewed in September 2021 or sooner if further guidance is issued or legislation changed.

COWLEY INTERNATIONAL COLLEGE

RELATIONSHIPS AND SEX EDUCATION POLICY (RSE)

September 2019

1. INTRODUCTION

In September 2020, all schools will have a statutory obligation to teach Health, Relationships and Sex Education. The DfE document 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' (June 2019) outlines the content which all students must leave secondary school with an understanding of. At Cowley, we have signed up to the 'early adopters' scheme with the Department for Education and so we are implementing these changes in September 2019.

OFSTED is statutory required under section 10 of the School Inspections Act 1996 to evaluate and report on the spiritual, moral, social and cultural development of pupils at any school they inspect. This includes evaluating and commenting on a school's relationship and sex education policy.

"Relationships and Sex education is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. Some aspects are taught within the statutory science curriculum, and others are taught as part of personal, social, health and economic education (PSHE).

A comprehensive programme of RSE provides accurate information about the body, reproduction, sex, and sexual health. It also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline.

High quality RSE helps create safe school communities in which pupils can grow, learn, and develop positive, healthy behaviour for life. It is essential for the following reasons:

- **Children and young people have a right to good quality education, as set out in the United Nations Convention on the Rights of the Child.**
- **Children and young people want to be prepared for the physical and emotional changes they undergo at puberty, and young people want to learn about relationships. Older pupils frequently say that sex and relationships education was 'too little, too late and too biological'. Ofsted reinforced this in their 2013 *Not Yet Good Enough* report.**
- **RSE plays a vital part in meeting schools' safeguarding obligations. Ofsted is clear that schools must have a preventative programme that enables pupils to learn about safety and risks in relationships.**
- **Schools maintain a statutory obligation under the Children Act (2004) to promote their pupils' wellbeing, and under the Education Act (1996) to prepare children and young people for the challenges, opportunities and responsibilities of adult life. A comprehensive SRE programme can have a positive impact on pupils' health and wellbeing and their ability to achieve, and can play a crucial part in meeting these obligations.**

The Department of Health set out its ambition for all children and young people to receive high quality sex and relationships education in the *Sexual Health Improvement Framework* (2013), while the Department for Education's paper *The Importance of Teaching* (2010) highlighted that 'Children need high quality sex and relationships education so they can make wise and informed choices'."

Government changes in 2011 signaled the end of the National Healthy Schools Programme with 98% of schools nationally achieving accreditation. The government decided to localise the healthy schools programme and left the decision with Cabinet members and head teachers about whether 'health promoting' schools would be a priority within their local area. In St Helens local leaders reflected on the Child Health data and agreed that schools within the borough would continue to work towards Healthy School Enhancement, which continues to support high quality PSHE alongside RSE. Pupils will continue to achieve most at school when both their health and learning needs are met.

Our mission at Cowley is to create independent, considerate, healthy and aspirational people. Through teaching and providing an environment that is stimulating, safe and caring, we encourage all to develop themselves and to support each other to achieve their full potential. RSE is fundamental in helping pupils to achieve these aims by guiding them in how to keep safe, healthy and to have respect for themselves as well as others.

We want our students to be...

Aspirational:

One of the causes of high unplanned teen conception rates is a lack of self-esteem and ambition. In RSE we aim to build self-esteem and confidence so that pupils make the right choices which enable them to make the most of their abilities and to achieve their potential.

Considerate:

RSE gives pupils the opportunity to discuss their values and attitudes, to measure these against those of their peers and society at large, it is a chance to open minds and to broaden horizons. It is also taught in such a way as to underline the need to show respect for others and themselves be this in the classroom in discussions or in personal relationships.

Healthy

Good quality RSE enables children to recognise risk and assess potential consequences. It also provides opportunities to practice ways to stay both safe and healthy.

2. AIMS & OBJECTIVES OF RELATIONSHIPS AND SEX EDUCATION

In our school our aims are:

- Assist pupils in the process of physical, moral, social and emotional development.
- Enable pupils to develop strong and mutually supportive relationships.
- Prepare pupils for experiences of future life enabling them to make responsible, informed decisions, and form happy, caring relationships.
- Extend knowledge of sexuality and sexual health.
- Provide information about the supportive agencies and their roles within the community.
- Raise awareness and understanding of the concept of stereotyping.
- Help pupils recognise the importance of personal choice with regard to sexual activity and its risks and consequences.
- Raise awareness of the range of sexual attitudes and behaviours in society and to understand the values which influence these.
- Help pupils understand on and offline safety, violence, consent and recognise the signs and indicators of sexual exploitation.
- Reduce the number of teenage pregnancies and prevent unwanted pregnancies.
- Be inclusive and understanding of LGBT people and acknowledge their relationships with equal acceptance.

Our Sex and Relationships Programme will:

- Be appropriate to the age and stage of development of the individual.
- Be taught with sensitivity and sympathy towards individual, personal and family circumstances in order to avoid hurt or distress.
- Enable each pupil to develop confidence and self-esteem.
- Raise pupil awareness in order that they are able to make informed choices and responsible decisions about their own sexual behaviour.
- Provide pupils with knowledge and information about puberty and change, feelings, relationships, reproduction and responsibility.
- Enable pupils to openly discuss questions related to Relationships and Sex and so provide a safe environment for young people to share their thoughts and ideas.
- Help pupils to respect their own bodies and in so doing reduce the risk of abuse or teenage pregnancy.
- Provide signposting facilities for pupils to appropriate external agencies when necessary.
- Ensure that pupils are taught about Relationships and Sex in a consistent manner, following guidelines agreed by LA, Governors, parents and staff.

The RSE curriculum in Cowley International College is taught as follows:

In all year groups with all abilities. Classes are of mixed gender to open up discussion so that each gender learns about the issues, feelings and attitudes of the other; however, pupils are free to choose single sex groups when the topic lends itself to this or if pupils feel strongly that they would prefer to stay in single sex groups.

RSE is predominantly taught by a team of trained PSHE staff, who are willing, confident and well informed. Pupils are involved in designing, evaluating and remodelling the RSE curriculum. The views of parents are sought through questionnaires and at Open Evening and Parents' Evening appointments.

RSE classroom lessons are enhanced and extended through the involvement of various specialist external speakers for example; TAZ (Teen Action Zone) and the School Nurse who also run 'drop in' clinics for pupils each week. Their involvement in lessons brings specialised and up-to-date information in to the classroom and serves as an interface for introducing these vital staff to pupils to encourage attendance at clinic/drop ins.

The Equality Act 2010 covers the way the curriculum is delivered, as schools and other education providers must ensure that issues are taught in a way that does not subject pupils to discrimination. It is also a legal requirement for schools to teach a balanced view of any political issue.

Schools must ensure equal opportunities in the education they provide, so it would not be lawful for schools to provide SRE only for girls or only for boys. An example of good practice given in guidance for education providers on the Equality Act is that PSHE education should cover equality and diversity based subjects including gender equality and non-violent, respectful relationships between women and men. This applies to maintained and independent schools, including Academies and Free Schools, and maintained and non-maintained special schools. (SEF, 2011).

Our RSE policy is set within the context of the Schools Equal Opportunities Policy.

3. Roles and Responsibilities

3.1 Role of Principal:

It is the responsibility of the Principal that all staff and parents are informed about this policy and that it is implemented effectively. It is also the Principal's role to ensure that all the staff have had appropriate support and training so that they can teach effectively and with sensitivity and understanding. The Principal will liaise with the co-ordinator, external agencies and the LA regarding the schools' Relationships and Sex Education programme and thus ensure that all adults who work with pupils on these issues are aware of the school policy and work within its framework. The Principal will monitor the policy on a regular basis and report to the Governors on request.

3.2 Role of the Governors:

The Governing body of schools must provide Relationships and Sex Education to all pupils. The Governing body has the responsibility of setting down these general guidelines on Relationships and Sex Education, and will support the Principal in implementing them. Governors will inform and consult with parents about the Sex and Relationships Education policy. Governors will also liaise and consult with the LA and Health organisations so that the school's policy is in line with the National and Local Guidelines.

The named Governor with responsibility for this area of the curriculum is Margaret Bellis.

3.3 Role of parents:

Parents are the key people in teaching their children about relationships, growing up and sex. A survey in 2013 (The National Survey of Sexual Attitudes and Lifestyles) found that 84% of parents want both school and home to have a role in RSE. To support this, the school will provide support to parents in their role as educators. Parents will be informed by letter when the lessons will take place and parents have the absolute right to withdraw their children from all or part of a Relationships and Sex Education Programme, except for lessons that form part of the National Science Curriculum. **A copy of the RSE curriculum is available from the school's RSE co-ordinator.**

3.4 Role of pupils:

After each Scheme of Work, staff informally ask pupils to evaluate the effectiveness of the topic, content and teaching. They also ask pupils for their ideas to extend each topic and often individual groups shape the direction of their programme whilst ensuring that key topics are still included. At the end of the summer term, pupils complete a comprehensive questionnaire to evaluate the PSHE programme as a whole, including RSE. The results of this are then used to inform future programmes of study.

Pupils in St Helens have told us that:

'We want SRE to be meaningful to us, so we can contribute and even debate the issues – that way, we can then make decisions based on what we will then know.' (Yr 11 student).

'I like it when others come in and tell us what is going on in our area, so we know where to go for advice and support.' (Yr 9 student).

'I think PSHE is fun; we learn about our friends and relationships and how our bodies change.' (Yr 6 student).

3.5 Role of the Co-ordinator:

The named RSE Co-ordinator is **Jennifer Rowlands**

The Co-ordinator will regularly attend LA meetings and courses. They will keep the Principal, Governors and staff informed on up to date trends and current good practice.

3.6 The use of visitors and outside agencies

Visiting facilitators can enhance the delivery of Relationship and Sex Education and some pupils do respond better if they perceive the deliverer to be an 'expert' rather than their 'normal' teacher; so RSE classroom lessons regularly involve the expertise of various specialist external speakers for example; TAZ (Teen Action Zone) and the School Nurse who also run 'drop in' clinics for pupils each week. Their involvement in lessons brings specialised and up-to-date information in to the classroom and serves as an interface for introducing these vital staff to pupils to encourage attendance at clinic/drop ins. These groups also run INSET for staff in a variety of RSE areas.

At Cowley we occasionally adopt 'add-on programmes' offered by external groups such as the 'Always' puberty programme and 'Coppafeel' breast cancer charity. Occasionally we invite in theatre groups to run special drama performances to extend our programme.

However, visitors will only be used in the programme if they can offer an expertise, approach or pupil response that cannot be achieved by the teachers. Where visitors and outside agencies are involved, their contribution must have been planned as part of an overall programme of Relationship and Sex Education. Their contribution should complement the teaching already taking place in the school.

The member of staff organising the session/event is responsible for ensuring that the content of sessions is appropriate and that the visitors are appropriately qualified with adequate background checks where applicable.

4. Monitoring, Recording & Assessment of RSE

In order to understand and demonstrate the effectiveness of RSE education, the programme will be evaluated regularly.

The views of pupils and teachers are essential for evaluation of the RSE education programme. Feedback will be gained through discussions and written responses when necessary. Changes, if needed, will be made to the planning and teaching of the programme in light of the evaluation and evidence of best practice.

Assessment of pupil progress will be established in accordance with the assessment policy and we will report on the development of knowledge, skills and understanding in relation to key areas of the PSHE curriculum.

5. Safeguarding and Child Protection

Safeguarding is everyone's responsibility. Everyone who comes into contact with children and families has a role to play.

It is the responsibility of every member of staff to know and abide by the school's Child Protection procedures. If any member of staff has a concern about the safety of a pupil, they will record their concerns and pass them on to the school's Child Protection Co-ordinator. Hence all staff are required to read 'Keeping Children Safe in Education' Part 1 (2015) and new staff are made aware of this during their induction.

Children and families may need support from a wide range of local agencies. Where a child and family would benefit from coordinated support from more than one agency (e.g. education, health, housing, police) there should be an inter-agency assessment (CAF). The school will fully support any child or family if this level of support is required.

6. Additional Needs

Children with Special Educational Needs have the same right to good RSE education as any other pupil and will be taught alongside all other pupils. However, teachers must be aware of and respond to their needs in RSE lessons just as in any others, taking account of targets set in the pupils' PSP.

The school is aware that due consideration should be given to the educational entitlement of all the pupils in its care and that they are taught appropriately. Where necessary we will seek guidance, advice and resources from the Local Authority.

7. Confidentiality

Pupils in school know the rules regarding confidentiality and are reminded of them regularly. Teachers are unable to offer confidentiality in discussions in lessons.

However, it is duly accepted that health care professionals are able, under certain circumstances, to maintain confidentiality except in circumstances where they have Child Protection or other safeguarding concerns.

The school nurse is unable to offer confidentiality in lessons; however, school nurses can offer confidentiality within the 'drop in' service although in a safeguarding situation; school nurses will always act in the best interests of the child/ young person.

If disclosures are made, the Principal will be informed – the Principal will assess the information sensitively and decide what further action to take.

8. Implementation and Review.

A copy of this policy is provided in the staff policies file on the common drive and on the website.

Date of implementation:

This policy will next be reviewed in September 2019 or sooner if further guidance is issued or legislation changed.

The policy will be reviewed every two years by the lead Governor, Principal, PSHE Coordinator, pupils and other relevant outside agencies e.g. The Healthy Schools Team and the police.

Signatures: (Principal/ Health and Wellbeing Governor):

_____ Date: _____

_____ Date: _____

Useful websites:

PSHE Subject Association: <http://www.pshe-association.org.uk>

The **Child Exploitation and Online Protection** Centre (CEOP): <http://ceop.police.uk/>

<http://www.barnardos.org.uk/>

<http://www.brook.org.uk/>

<http://www.nspcc.org.uk/>

<http://www.sexeducationforum.org.uk/>

<http://sthelenslscb.org.uk/>