



RENDCOMB
COLLEGE
NURSERY • JUNIOR • SENIOR

Relationship and Sex Education Policy (Seniors)

Monitoring:

Head of PSHEE and Deputy Head (Pastoral)

Reviewed:

August 2022

Next Review:

August 2023

SEX AND RELATIONSHIPS

Our regard for Health Education is expressed in our whole school environment. The values transmitted and the good relationships between staff and pupils help to foster social skills, self-esteem and a sense of responsibility. A considerable amount of factual material is covered in the academic curriculum in subjects like Science, PE and English, whilst our extra-curricular programme contributes to the pupils' social and personal development.

In addition to this, all pupils are taught Personal, Social, Health and Economic Education to help them to make informed choices about their own lives. Good mental and physical health is encouraged and an attempt is made to inform and influence pupils on choice of diet, smoking, drinking, drugs, personal relationships, safe sex etc. Sex education is presented in the context of family life, loving relationships and respect for others, i.e in a moral framework. The school policy on sex education is published separately.

REDCOMB SEX EDUCATION POLICY

1. Aim of Sex Education Policy

The aim of this policy is to communicate clearly to staff, parents, governors, visitors and pupils the manner in which Sex Education will be delivered at Rendcomb.

2. Background Information

Rendcomb is an independent coeducational boarding and day school of liberal values, for pupils aged 4 – 18. There is a mixed ability spread and pupils come from different social, ethnic and religious backgrounds. The approximate role is 280 pupils with another 120 in the Junior School.

3. Aims of Sex Education

- The teaching offered by the school is considered to be complementary to and supportive of the role of parents.
- Sex Education is seen in the context of the school's ethos of liberal values and respect for the cultural, religious and personal beliefs of others.
- The policy aims at developing self-image and building on pupils' self-esteem.
- It is envisaged as part of an overall Health Education programme which in part is cross-curricular.
- The spiritual, moral, cultural, mental and physical development of the pupils is at the heart of the Sex Education Policy.
- Pupils are prepared for the opportunities, responsibilities and experiences of adult life and personal responsibility is encouraged in all forms of behaviour.
- In addition to the facts about human reproductive processes and behaviour, consideration is given to the broader emotional and ethical dimensions of sexual attitudes.
- Sex Education is presented in such a manner as to encourage pupils to have due regard for moral considerations and the value of family life and parental attitudes.
- It aims to provide support and information for pupils, parents and staff.

4. Content

Sex Education provides knowledge, and encourages the acquisition of skills and attitudes which will allow pupils to manage their lives in a responsible and healthy way.

(a) Knowledge and information

- Understand the physical and emotional changes which occur at puberty, personal hygiene, friendship, love, family life, relationships and gender issues
- recognise the importance of personal choice in managing relationships so that they do not present risks
- understand moral values and appreciate that different cultures or religions may regard moral behaviour differently
- understand the range of sexual attitudes and behaviours in present-day society
- understand that people have a right not to be sexually active, and recognise that parenthood is a matter of choice
- know in broad outline the biological and social factors that influence sexual behaviour and their consequences
- understand legislation relating to sexual behaviour
- know the biological aspects of reproduction
- consider the advantages and disadvantages of various methods of family planning
- recognise and be able to discuss issues such as conception, birth, child rearing, HIV, AIDS and other sexually transmitted diseases
- be aware that feeling positive about sexuality and sexual activity is important in relationships
- understand the changing nature of sexuality over time and its impact on lifestyles e.g. puberty, menstruation, the menopause
- be aware of partnerships, marriage, divorce and the impact of loss, separation and bereavement
- be able to discuss issues such as sexual harassment, rape, abortion, and their effects on individuals
- be aware of sexual orientation and gender matters
- be aware of challenges facing family units and single parent families.

(b) Values and beliefs

As well as knowledge and information, pupils are encouraged to consider the importance of the following values inherent in the school's ethos:

- respect and valuing of themselves and others
- understanding and sensitivity towards the needs and views of others
- responsibility for their own actions
- responsibility to the school, their family and the wider community

(c) Skills and abilities

Pupils are helped to develop the following skills-

- communication, including the making and keeping of relationships
- assertiveness and the right to say "No"
- decision-making
- recognising and using opportunities to develop a healthy lifestyle
- skills needed for adulthood

Detailed information can be found in the various schemes of work.

5. Organisation

(a) *Sex Education* is co-ordinated by the Head of PSHEE who is responsible for the overall planning, implementation and review of the programme.

(b) *Delivery is through*

- planned aspects within the PSHEE and Science curricula

NB addressing moral and ethical issues which may arise from apparently unrelated topics in all National Curriculum subjects. Within this category, as long as any discussion takes place within the context of the subject, it will not be deemed to be part of the Sex Education programme and therefore not subject to the parental right of withdrawal.

(c) *Teaching approaches*

A variety of approaches is used to give pupils relevant information, to enable moral issues to be explored through discussion, and to acquire appropriate skills. Work is pupil-centred and ground rules of behaviour are established to protect personal privacy.

(d) *Pupil groupings*

- in PSHEE pupils are taught in mixed ability and usually mixed gender groups but sometimes pupils may be taught in single sex groups for one off sessions.
- in Science groups may be streamed according to ability but are always mixed gender groups
- pupils of approximately the same chronological age are taught together. Groups are small (15 – 20 pupils) to encourage open discussion and trust.
- Some topics are delivered to the year group as a whole by external speakers or the School Counsellor
- Year groups also undertake workshops in relationships from a member of staff who is trained in relationship therapy
- In some specific instances, pupils may be taken for tailored PSHEE sessions with the SEN department, should that be deemed a more suitable way to deliver the content.

(e) *Resources*

Materials – a range of teaching resources such as videos, books, educational packs, games etc. are available to teachers.

Staff– with regard to Sex Education it is important that staff feel competent and comfortable with the subject matter. Advice from the School Counsellor and Head of PSHEE (Deputy DSL) help guide staff in the delivery of the content. Outside speakers, who understand the school's policy and values, may be invited to speak on certain topics.

All staff are required to teach within the school's value framework.

(f) *Time available*

Sex Education should form some part of the curriculum in every-year group.

6. Specific issues

The following issues may occur as part of Sex Education. Staff, parents and pupils need to understand the school's procedures.

(a) Confidentiality – see separate policy.

(b) Advice

- Pupils will always be encouraged to talk to their parents first.
- If pupils cannot talk to parents, staff can refer them to a health professional.
- Teachers are not trained medical professionals and cannot therefore give medical advice.
- The School Nurse, School Counsellor, Housestaff or Personal Tutor may be able to help with specific problems. Outside help may be sought from a G.P., counsellor or advice agency who will give confidential information.
- Types of contraception are discussed but personal guidance is not given by staff.

(c) Special issues

As part of the Sex Education programme, issues of contraception, HIV/AIDS, sexuality and abortion are addressed. Facts are presented in an objective and balanced way, with pupils being encouraged to consider their attitudes and values within a moral framework. They are made aware of the difference between fact, opinion and religious belief, and questions are answered honestly and with moral reference. In the teaching of Sex Education, teachers may be required to deal with difficult, personal and even provocative questions as pupils explore values and moral issues. In a small, caring community where there are good relationships between staff and pupils, discussion of Sex Education matters can be open and honest with confidence and trust on both sides.

(d) Through PSHEE, pupil groups, activities and pupil forums the College teaches that sexual orientation and gender reassignment are amongst the protected characteristics and the importance of equality and respect. We ensure that all RSE teaching is sensitive and age-appropriate in approach and content. The College incorporates LGBTQIA+ teaching into the RSE teaching within the PSHEE curriculum and the Pupil Voice provision within the College. The use of external speakers is sometimes used to supplement LGBTQIA+ teaching within the RSE Curriculum.

(e) Complaints procedure Any complaints about the Sex Education curriculum should be made to the Head.

(f) Parental Partnership

Under the Education Act 1993, parents have the right to withdraw their children from all or part of the Sex Education programme, Parents wishing to exercise that right are asked to make an appointment to meet the PSHEE co-ordinator and Head to discuss the issues. Once a child has been withdrawn he or she cannot take part in later Sex Education without parental approval.

7. Monitoring and review

Sex Education will be monitored by the Head of PSHEE and the Deputy Head Pastoral