**OLDHAM HULME GRAMMAR SCHOOL**

**Relationships and Sex Education**

*This policy is applicable from Year 7 through to Year 13*

**Principles and context**

* Sexual relationships are mutual. They should involve commitment and trust and be non-exploitative.
* The school promotes the positive values of stable family life, marriage and the shared responsibilities of parenthood.
* Central to a proper understanding of the issues involved in personal relationships is an acknowledgement of the importance of self-restraint, self-respect and respect for others, sensitivity towards the needs and views of others, loyalty, fidelity and the need to behave responsibly in sexual matters.
* Parents are key figures in helping children cope with the emotional and physical experience of growing up. RSE education is therefore complementary to and supportive of the parents’ role. It is a partnership between home and school.
* Advances in technology evolve at a tremendous pace.  The need to protect pupils from inappropriate online content, cyberbullying and exploitation is a growing concern. For details on how the school does this, see the e-safety and anti-bullying, safeguarding policies.

**Aims and objectives**

Sexual relationship education is lifelong learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health.  Some aspects are taught as part of science and others are taught as part of personal, social, health and economic education (PSHE). Relevant learning is also within other subjects such as ICT/computing, citizenship and religious education.  More specifically, we define Relationship and Sex education' as:

* equip pupils to understand the nature of sexuality and the processes of human reproduction
* help pupils to come to terms with and handle the feelings and emotions they experience and to make informed and appropriate decisions about their sexual health and relationships.
* enable pupils to recognise and understand the physical and emotional consequences, and the moral implications, of certain types of behaviour
* help develop self-esteem and self-confidence as the foundation for responsible and caring relationships
* lead to the acquisition of such attitudes and understanding as will help pupils to establish responsible and healthy relationships of their own and to understand the sexual attitudes and behaviour of others, as well as consent and what constitutes healthy relationships.
* help pupils to be understanding and respectful of difference in: sexual orientation, gender identity, disability, ethnicity, culture, age, faith or belief or other life experience.
* promote safety within sexual relationships and the general wellbeing of pupils.
* educate pupils to be aware of the services available to them
* to ensure the government’s requirements with regard to the Equalities Act (2010) are fulfilled. Children and Social Work Act (2017): The Relationships and Sex Education Relationships and Sex Education and Health Education (England) Regulations 2019, sections 34, with section 35 (Health Education) under Education (Independent school standards) regulations 2014
* contribute to meeting school's safeguarding obligations.  A preventative RSE programme should enable pupils to learn about safety and risks in relationships and staying safe both on and offline with regard to Keeping Children Safe in Education - statutory safeguarding guidance (2016)

**Procedures**

The aims and objectives will be met through a programme of lessons during each of years 7-11.   Sex and relationship education will:

* be a partnership between home and school
* start early and be relevant to pupils at each stage in their development and maturity. Where time allows, a spiral model of the curriculum will be followed.  A topic may be revisited in different years to ensure the range of maturity and understanding is catered for
* provide information about the biological facts of human growth and development, including reproduction, contraception and sexually transmitted diseases
* give opportunities for pupils to explore a range of values and moral issues, including the value of family life in its many different and diverse contexts
* give opportunities for pupils to understand moral and religious values, gender roles, stereotyping, on and offline safety, consent, violence and exploitation including FGM.
* provide opportunities for pupils to examine their own and others’ attitudes to sexual activity and related issues.  Promote gender equality in relationships; recognise and challenge gender inequality and reflect pupils different experiences and needs.
* make pupils aware of the pressures on them to behave in certain ways. The programme should foster a range of personal skills and qualities such as communication, decision-making, negotiation, self-esteem, assertiveness and confidence to enable them to deal with such pressures
* enable pupils to identify and use the sources of help and advice available to them within the family, school and local community.  Build confidence in accessing services if pupils need help and advice.
* provide information about the law and pupils’ rights to confidentiality even if they are under 16, and is linked to school based and community health services and organisations.

**Teaching**

As far as is possible, adults with specialist knowledge and/or training will be involved in teaching SRE education. As part of science, biology involves the teaching of factual information about reproduction, human growth, puberty and development, HIV/AIDS, STI’s and contraception. Outside specialists will be used if appropriate to support active learning.  Form tutors will also be asked to contribute to the programmes.  PSHE lessons help the pupils to think about the different social context, influences and beliefs that affect personal behaviour.  PSHE should develop a positive vocabulary and the strategies and skills children and young people need to stay healthy and safe. RSE lessons are monitored and evaluated through observation, team teaching, pupil and teacher evaluations to influence future lesson planning and teaching. Therefore teaching will:

* Contribute to safeguarding pupils, promoting their emotional wellbeing, and improving their ability to achieve in school.
* Be relevant to learning in other subjects, such as citizenship or religious education, about the law, family life and view of religious and secular groups on different issues.
* Make important links with the ICT/computing curriculum with regard to online safety, internet and social media in line with school e-safety policy covering: the sharing and downloading of personal information, social networking, online dating and sharing images.
* Will ensure Relationship and Sex education is tailored to the age and understanding of pupils, including pupils with SEND whose understanding of issues related to relationships may be impacted by their condition. The school recognises that students with Special Educational Needs or learning difficulties are less likely than their peers to receive effective sex education at home and face a higher than average likelihood of experiencing sexual abuse.
* Present facts in an objective, balanced and sensitive manner.
* Ensure the facts are presented within a framework of values and an awareness of the law on sexual behaviour.
* Take account of possible strong moral, religious and cultural aspects of pupils’ backgrounds. There is considerable diversity of values regarding sexual activity and family life in matters concerning religion, culture and sexual orientation.
* Show awareness that some pupils will not have a conventional two-parent background.
* Show awareness that pupils of different sexual orientation might be present in a class, although this may not be apparent.
* Take account of parental views, when expressed.
* Avoid emphasising teachers’ own personal opinions.
* Be aware that issues may be raised in class which it will be more appropriate to deal with outside the classroom. Teachers are required to follow child protection and safeguarding policies with regard to pupil disclosures.
* Understand that personal confidences should not be accepted from pupils without it being made clear that confidentiality cannot be guaranteed.
* Ensure pupils are reminded that lessons are not a place to discuss their personal experiences and issues - or ask others to do so- through the establishment of ground rules or a class working agreement.
* For specific details see PSHE policy.

**Specific issues**

**Confidentiality** (see confidentiality & safeguarding policy, published separately)

* Teachers cannot offer absolute confidentiality but should act in the pupil’s best interests.
* Pupils may make disclosures at an inappropriate place or time. Members of staff receiving disclosures from pupils should follow the school’s safeguarding policy.
* The classroom is a public place within which there can be no right to complete confidentiality. Pupils should have opportunities to access confidential support outside lessons.
* Any visitor to the classroom is bound by the school’s policy on confidentiality, regardless of whether they have - or their organisation has - a different policy. See the school’s Visiting Speakers policy.
* Teachers should be able to discuss the issue with an appropriate colleague (usually the head of year or the school nurse) whilst retaining the anonymity of the pupil.
* Confidentiality should be broken if it is believed that a pupil is at risk of physical or sexual abuse. In this case the appropriate designated person should be contacted and the school’s procedure followed.
* Where there is not a safeguarding issue there is no legal obligation on a teacher or the principal to inform parents of matters that a pupil has confided to them individually.

**Advice on Contraception**

* Teachers can provide information about types of contraception and where they can be obtained to all pupils as part of RSE education. Teachers should not give advice on contraception to individual pupils.
* Pupils may be referred to the school nurse, outside agencies or to child helplines.

**Parents**

* Parents have access on request to the sex and relationships policy.
* The heads of year, PSHE co-ordinators and the school nurse will discuss the programme with parents as requested.
* Parents have a statutory right to withdraw their children from any programme of RSE education. Students have the right to opt back in three terms prior to turning 16 at which point school would make provision to deliver the material they had previously missed.
* Parents are informed through normal school channels that sensitive topics will be discussed in the PSHE programme.

**Relationships and Sex Education (RSE) Policy Reviewed: February 2019**

Signed: Principal Date:

Signed: Chair of Governors Date:

**Next Review Due: February 2020**