



# **Burnside College**

## **Relationships and Sex Education Policy**

### **2021 - 2022**

#### **Introduction**

All maintained secondary schools in England have a statutory requirement to teach a programme of relationships, sex and health education (RSE) including work on HIV, AIDS and other sexually transmitted infections.

Sex education involves the much broader subject of personal relationships, sexual health and sexuality education. It is a lifelong process of acquiring information and skills, forming attitudes, beliefs and values about sexual relationships, identity and intimacy.

The key aspects of sex education are

- Skills, knowledge and understanding
- attitudes, values and beliefs
- personal and interpersonal skills

The underlying themes are

- rights
- responsibilities
- respect
- risk

#### **Principles for Action**

Under the Education Act 2002 all schools must provide a balanced and broadly-based curriculum which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at

the school and of society, and prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

RSE is set within a wider legislative context. The 2006 Education and Inspections Act laid a duty on Governing Bodies 'to promote the wellbeing of pupils at the school'. The duty came into effect in September 2007. Children and Social Work Act 2017 also states that we must teach RSE, in line with the terms set out in [statutory guidance](#). These make Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. The regulations also make Health Education compulsory.

RSE education will be delivered within a values framework.

RSE education will equip students with quality information through appropriate teaching and liaison with appropriate agencies in the community.

Legislation states that 'parents have the right to withdraw their children from any and every aspect of sex education that is not taught as part of the statutory curriculum' after consultation with the Progress Leader/Form Tutor, PSHE Coordinator/SLT lead.

The Guidance Curriculum is available via the school website and is broken down into topics so parents are aware of what is being covered when. Variations to timings may occur due to unforeseen circumstances. [Guidance overview 2021-2022](#)

## **Aims and Objectives**

1. To provide a programme of sex and relationships education which reflects our school aims.

These are that young people are:

- i) Equally valued
- ii) Treated in a way that accepts that we are individuals and have separate needs
- iii) Encouraged to play a meaningful part in the whole community
- iv) Respected for personal qualities as well as academic ability

2. To provide an RSE programme influenced by the needs of the young people as perceived by themselves, their parents, staff and health professionals.

The programme will adapt to the age and maturity of the young people, and be taught using a variety of resources and employing a range of teaching strategies. Parents will be informed of the content of the programme.

3. Staff involved in teaching the course will be offered training to enable them to generate an atmosphere where questions about sex, sexual relationships, sexuality, contraception, HIV and AIDS and other associated issues can be asked and answered without embarrassment on either side.

4. The programme will aim to respect the 'diversity' of family life, and encourage the respect for difference that allows young people to discuss their family experience without value judgement.

5. The programme will aim to provide skills that will enable young people to understand that they have rights over their own bodies and to understand the law.
6. Provide reassurance to young people that physical and emotional changes and variations are normal, and to help them develop their sexuality as part of their whole personality.
7. Recognise the value of equal opportunities as contributing to the development of everyone, rather than simply redressing the balance for people who suffer discrimination.
8. Provide guidance to young people on sexual matters and counter-balance sexual stereotyping. This will include teaching about contraception and providing information about how young people can obtain contraception if needed.
9. Prepare young people for long-term partnerships and the responsibilities of parenthood.
10. To develop skills in decision-making and problem solving.

Young people should be taught sex education within a framework of morals and values which models and encourages:

- a respect for self
- a respect for others
- non-exploitation in sexual relationships
- a commitment, trust and bonding within sexual relationships
- a mutuality in sexual relationships
- honesty with self and others
- a development of critical self-awareness for others and for themselves
- an exploration of the rights, duties and responsibilities involved in sexual relationships
- compassion and care when people do not conform to their way of life
- an acknowledgement and understanding of diversity regarding religion, culture and sexual orientation
- a self-discipline regarding their sexuality

(Taken from Sex Education, Values and Morality HEA published 1994)

### **Organisation of school sex education**

Sex education will not be taught as a separate subject, but elements of it will be integrated into the curriculum as part of the balanced education that we seek to offer.

In Key Stage 3, Year 7 students concentrate on forming positive relationships and how to deal with a relationship that may turn bad as well as looking at changes in the body.

In Year 8 the programme is based on the 'Delay' model looking at raising self-esteem and assertiveness and again, being comfortable in a relationship which leads into issues surrounding domestic abuse. In Year 9 the students learn more about safe sex – contraception and STIs.

In Key Stage 4, the students look a bit further into safe sex and being healthy as well as preparation for being a parent.

These lessons will be reinforced by supportive explanation in Statutory RE, English, Drama, Science and other appropriate areas.

A running theme throughout the RSE curriculum is healthy and safe relationships. This covers all forms of relationships and also looks at what is deemed as 'acceptable behaviour'. Sexual harassment, stalking, consent, viewing pornography, and sending and receiving explicit images via social media is looked at, age appropriately, in both lower and upper school.

It is hoped that with the help of our feeder schools we can develop a pyramid approach which will provide a planned progressive curriculum input.

Moral issues will be covered within the Guidance Curriculum.

The programme will be reviewed at the end of each academic year.

## **Resources**

A range of resources are available which have been chosen with their regard for our aims and objectives, as well as being suitable for the age range of the young people involved.

These include books, videos, visiting drama groups, external agencies, and group discussion.

## **Specific Issues Statements**

### **Procedures for contraceptive advice**

Teachers may give information about contraception without parental consent but not personal advice to individuals under 16 years, the legal age of consent. Teachers must advise students to seek advice from parents and/or medical practitioners.

Our young people are encouraged to use the 'drop in' services provided by the PCT nurses to seek further information/clarification about contraception and staff are encouraged to remind students of these services that are available to them.

## **STIs**

Students of all ages need to know what Sexually Transmitted Illnesses are, modes of transmission, basic hygiene and risky behaviour.

Safer sex should therefore be included in Key Stages 3 and 4. Year 9 students may receive demonstrations by health professionals on the correct uses of condoms (not under current circumstances due to restrictions and staffing). Parents have the right to withdraw young people from this session **after consultation with Form Tutor / Progress Leader / PSHE Coordinator.**

## **Equality**

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. Schools have a duty under the Equality Act to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender (LGBT). Inclusive RSE will foster good relations between pupils, tackle all types of prejudice – including homophobia, biphobia and transphobia and promote understanding and respect.

Relationships education will be inclusive of all forms of relationships; it will not be assumed that all relationships are heterosexual.

## **Abortion**

Students need to be presented with a balanced view which respects a range of religious beliefs and the possible (unknown) experiences of some students. It provides opportunity to distinguish between fact and opinion e.g. the stage at which human life commences, and values clarification e.g. in what circumstances, if any, abortion is a positive choice.

## **Sexual abuse**

A copy of the Education Department Child Protection Procedures is available in school. In summary:

1. School based staff should immediately inform the Headteacher/Designated staff in the event of a disclosure.
2. The Headteacher/Designated staff must inform/consult with Social Services.
3. No teacher should take on the role of investigator. This is the responsibility of Social Services and the Police.
4. Teachers should observe the following guidelines:

Give the child time to talk

Record exactly what the child says

**Do not promise to keep secrets, state that you may have to talk to someone else.**

5. Designated child protection staff : Ms C Jenkins / Ms L Hall / Ms N Stephenson / Mrs S. Alderson / Ms F Greenwell / Ms C.Hughes

Burnside College is a member of the North Tyneside Learning Trust as from October 2012

Reviewed by JS/NS/CJ – Jun 2021  
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