**Relationships & Sex**

**Education Policy**



This policy builds on existing practice, and forms part of the overall PSHE Policy for the College, that also includes policies for Drugs Education, Citizenship and PSHE Education. This document should also be read in conjunction with policy on Child Protection and safeguarding issues, including proper practice in the event of a pupil making a disclosure that they might be at risk. The policy also takes due note of the OFSTED 2013 report *‘Not yet good enough: personal, social, health and economic education in schools’.*

The OFSTED survey report evaluates the strengths and weaknesses of personal, social, health and economic (PSHE) education in primary and secondary schools in England. It is based on evidence from inspections of PSHE education carried out between January 2012 and July 2012. The report superseded the DfES PHSE guidance 2000.

The 2010 Education White Paper makes clear the importance of effective PSHE education in schools:

‘Children can benefit enormously from high-quality Personal, Social, Health and Economic (PSHE) education. Good PSHE supports individual young.

*By the end of Key Stage 3 pupils will ‘be tolerant of the diversity of personal, social and sexual preference in relationships and will have considered the importance of respecting difference in relation to gender and sexuality and the unacceptability of prejudice and homophobic bullying.*

By the end of Key Stage 4 pupils will have considered; *‘their developing sexual identity and feel confident and comfortable with it’.*

Relationships and Sex Education is defined as "lifelong learning about physical, moral and development. It deals with stable and loving relationships, respect, love and care. It is about the teaching of sex, sexuality and sexual health." (DfES guidance, 2000).

As such the Relationships and Sex education will contain the following key elements:

1. Attitudes and values, including resolving moral dilemmas, the importance of respect in relations, and developing critical decision-making skills

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2) Personal and social skills, including managing emotions, making healthy choices and managing conflict

1. Knowledge and understanding, including human sexuality, sexual health, contraception, the avoidance of unplanned pregnancy and sexually transmitted infections
2. Understanding what is a healthy relationship?
3. Understanding the dangers of coercion and controlling relationships, sexting and on-line bullying
4. Knowledge and understanding of child sexual exploitation and the dangers of social media
5. Understanding of pornography and how it can affect ‘normal’ relationships and sexuality
6. Gender awareness
7. Healthy lifestyles
8. Domestic abuse

Relationships and Sex education at the South Dartmoor Community College seeks:

* To help our students to make responsible and well informed decisions about their lives, and to learn how to accept responsibility for their own lives. Students will develop their understanding of respect and tolerance.

• To help and support our students through their physical, emotional and moral development, including developing student’s mental health.

* As part of our PSHE provision, to help students to develop the skills and understanding needed to lead confident, healthy and independent lives.
* To examine the nature and importance of marriage and family life, in bringing up children, while also giving due weight to strong and mutually supportive relationships outside marriage.
* To help students to learn to understand human sexuality, learn the reasons for delaying sexual activity, the benefits to be gained from such delay, and learn about obtaining appropriate advice on sexual health.
* To help students to gain the skills and knowledge to protect themselves and their partner from unintended conceptions and sexually transmitted infections including HIV / AIDS.

Our key objectives are to:

* Create an age appropriate learning environment in which pupils feel able to discuss issues of a sexual nature in an open and supportive way
* Create a learning environment in which there is clear understanding of ground rules, including issues such as confidentiality.
* Enable pupils to understand and respond to the factors that may influence decisions about sexual activity, including the media, social media and peer group.
* Understand and consider the wider social and legal framework, including family and society's attitudes and the law on sexual activity.

Unlike most other elements of the curriculum, the law provides for the right of parents and carers to withdraw their children from some or all of the Relationships and Sex education provided, except where it forms part of the taught Science curriculum. It remains the practice that parents wishing to exercise this right should put this request in writing to the Principal. This right is explained as required by law in the College Prospectus. This right has been extremely rarely, if ever, exercised at the College. We aim to ensure that this situation continues. Staff have always believed that the work being done in this area has the support of parents and the community, and works in partnership with parents. If parents have any questions or concerns about the provision of Relationships and Sex education, we encourage them to raise these immediately with relevant staff.

The policy is intended to reflect the views of governors, parents, staff and students. To that end, regular opportunities are taken to involve parents in developing the policies of the College, through the Parents Forum and through parents' information evenings. Students are consulted regularly. The College continues to develop mechanisms to ensure better co-ordination of provision for PSHE from Year 6 to 7 in all areas, including Relationships and Sex education. The College is working with School Health professionals towards this end.

It is intended that this written policy continue to be reviewed annually by the appropriate committee of the Governors, as well as being kept under annual review by the PSHE coordinator and interested staff. Teaching programmes have undergone considerable recent change, and will continue to do so, taking account of expert advice and published guidance from the DFE and others.

Cross curricular study – Relationships and Sex education takes place in a range of contexts.

The main ones are:

* The Science curriculum at KS3 and 4 – Reproduction in year 7 and menstruation in year 10
* The Tutorial delivery in the Sixth Form
* In PSHE tutorial delivery in lower school – healthy relationships, risky behavior, Child sexual exploitation, internet safety, coercion and controlling relations. Please see below the tutorial calendar.
* The Religious Studies curriculum at Key Stage 4 – students in year 10 will cover the following key topics;

1. Contraception
2. Abortion
3. Relationships

Students in Religious Studies study different family set ups, including nuclear, extended and single parent families. Students will become familiar with religious attitudes to these family set ups and the impact these attitudes have on society and human behaviour.

At all stages of Relationships and Sex education, the College will seek to:

* Address the needs of boys and girls equally
* Address the needs of all pupils, including those with special educational needs and disabilities
* Build self-esteem
* Develop an awareness of accepting the responsibilities that go with actions and behaviours
* Help students develop awareness of how discriminatory attitudes and behaviours can impact on relationships
* Provide students with necessary information and further sources of help and advice
* Ensure that students are aware of the legal, moral and social issues affecting sexual activity
* Address values and attitudes, personal and social skills, as well as subject knowledge

The Policy will be reviewed annually;

* Date of approval November 2017
* Review date: July 2018

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| **w/c** | **Tutorial Focus Area YEARS 7-10** | **YEAR 11** | |
| 1  4th Sept | Tutor group routines – what do we need to have to make our tutor family successful within house  **Getting to know you activities**  **Ready learn expectations – students to agree tutor group expectations**  **Family Genealogy** | Tutor group routines – what do we need to have to make our tutor family successful within house  **Getting to know you activities**  **Ready learn expectations**  **Family Genealogy** | |
| 2  11th Sept | **Managing risk 1**  The dangers of social media  Social media – safety awareness – reporting and protection  The law regarding youth produced sexual imaginary  College mobile phone policy | **Managing risk 1**  The dangers of social media  Social media – safety awareness – reporting and protection  The law regarding youth produced sexual imaginary | |
| 3  18th  Sept | **Managing risk 2**  **The dangers of alcohol and substances – case study**  How do I manage the situation I am going to face?  What are the different risks facing different year groups and gender?  **What are new psychoactive substances?** | **Managing risk 2**  **The dangers of alcohol and substances – case study**  How do I manage the situation I am going to face?  What are the different risks facing different year groups and gender?  **What are new psychoactive substances?** | |
| 4  25th Sept | Progress & Well-being week  College expectations - Attendance targets – Knowing my attendance  Tutor group activity – team building/working as a group | Progress & Well-being week  College expectations - Attendance targets – Knowing my attendance  CV & PS | |
| 5  2nd  Oct | **Body image, Self-esteem and gender awareness** | **Pornography – Lead and supported by BUR** | |
| 6  9th  Oct | Progress & Well-being week  Attendance targets  Tutor group activity – team building | Progress & Well-being week  Attendance targets  CV & PS | |
| 7  16th  Oct | **Healthy lifestyles 1**  Understanding mental health  What support is available? | **Healthy lifestyles 1**  Understanding mental health  What support is available?  Coping strategies for exam stress  How do I cope? | |
| Half Term  **WB 23rd October – 6th November** | | | |
| 8  6th Nov | Progress & Well-being week  Review my attendance  Tutor group activity – team building | | Progress & Well-being week  Review my attendance  CV & PS |
| 9  13th Nov | **Anti-bullying week**  The effects of Bullying  The types of bullying  The use of the Internet | | **Anti-bullying week**  The effects of Bullying  The types of bullying  The use of the Internet |
| 10  20th  Nov | Progress & Well-being week  Attendance targets  Tutor group activity – team building | | Progress & Well-being week  Attendance targets  CV & PS |
| 11  27th Nov | **Celebrating Differences & Similarities**  **How do we challenge prejudice & Discrimination – What are British values?**  Homophobic and racist language, and language that is derogatory about disabled people –specifically verbal comments in our College  Race, Religion, ability, disability, gender and SEN, age and sexual orientation | | **Revision**  Revision techniques and strategies  Revision timetables  Input from English, Maths and Science |
| 12  4th  Dec | Progress & Well-being week  Attendance targets  Tutor group activity – team building | | Progress & Well-being week  Attendance targets  CV & PS |
| 13  11th Dec | **What is meant by CSE?**  What is Sexual exploitation? What is the law state in regards to sending explicit images? | | **What is meant by CSE?**  What is Sexual exploitation? What is the law state in regards to sending explicit images? |
| 14  18th  Dec | Progress & Well-being week | | Progress & Well-being week |
| End of Term  **Christmas Holidays** | | | |
| 15  3rd  Jan | Progress & Well-being week  Review my attendance  Tutor group activity – team building | | Progress & Well-being week  Review my attendance  CV & PS |
| 16  8th  Jan | **Women’s week - Lead and supported by BUR**  Gender roles in society | | **How do I learn?**  Learning styles & Memory |
| 17  15th  Jan | Progress & Well-being week  Attendance targets  Tutor group activity – team building | | Progress & Well-being week  Attendance targets  CV & PS |
| 18  22nd Jan | **Internet Safety – What is meant by extremism?**  What are the warning signs?  What is radicalisation?  Case studies | | **Internet Safety – What is meant by extremism?**  What are the warning signs?  What is radicalisation?  Case studies |
| 19  29th  Jan | Progress & Well-being week  Attendance targets  Tutor group activity – team building | | Progress & Well-being week  Attendance targets  CV & PS |
| 20  5th  Feb | **First Aid**  Basic first aid  What do in an emergency | | **Dealing with Pressure & Stress**  Relaxation techniques  The impact of sleep  Different pressures faced within college, home, friendship groups and the community and exams |
| Half Term  **WB 12th February – 16th February** | | | |
| 21  19th Feb | Progress & Well-being week  Review my attendance  Tutor group activity – team building | | Progress & Well-being week  Review my attendance  CV & PS |
| 22  26th  Feb | **Careers week**  Careers fair | | **Careers week**  Personal budgeting: wages, tax and investment  Careers fair |
| 23  5th March | Progress & Well-being week  Attendance targets  Tutor group activity – team building | | Progress & Well-being week  Attendance targets  CV & PS |
| 24  12th March | **How we contribute to groups, teams and communities**  What are the skills we need and can we practice these?  Why is it important to contribute even if I find it difficult?  Getting stuck | | **Psychology**  Why do we forget  Mindset – Carol Dweck |
| 25  19th March | Progress & Well-being week  Attendance targets  Tutor group activity – team building | | Progress & Well-being week  Attendance targets  CV & PS |
| 26  26th March | **Employability – Careers 2**  Team work, leadership and developing resilience | | **Employability – Careers 2**  Team work, leadership and developing resilience  Planning and Writing letters of application  Interview techniques |
| End of Term  **WB 2nd April – 13th April** | | | |
| 27  16th April | Progress & Well-being week  Attendance targets  Tutor group activity – team building | | Progress & Well-being week  Attendance targets  CV & PS |
| 28  23rd April | **Consent and coercion**  Sexual relationships  Age of consent  Contraception – school nurse input  What is a healthy relationship? | | **Consent and coercion**  Sexual relationships  Age of consent  Contraception – school nurse input  What is a healthy relationship? |
| 29  30th April | Progress & Well-being week  Attendance targets  Tutor group activity – team building | | **Exam preparation**  Memory and to memorize effectively |
| 30  7th May | **What are British values?**  Ten core values  How to be a good citizen | | **Exam preparation**  Revision techniques  Reviewing revising timetable |
| 31  14th May | Progress & Well-being week  Attendance targets  Tutor group activity – team building | | **Dealing with Pressure & Stress**  Relaxation techniques |
| 32  21st May | **Healthy lifestyles 2**  What ‘being healthy’ can mean  Heathy routines  Diet | | Complete CV and personal statement  ROA completed |
| Half term  **WB 28TH May – 1st June**  **YEAR 11 STUDY LEAVE** | | | |
| 33  4th June | Progress & Well-being week  Review attendance targets  Tutor group activity – team building | | Study leave |
| 34  6th  June | **Healthy lifestyles 3**  Cult of celebrity  Body image  Media and young people | | Study leave |
| 35  11th June | Progress & Well-being week  Review attendance targets  Tutor group activity – team building | | Study leave |
| 36  18th June | **Managing risk 3**  Keeping safe over the summer holidays  What are the risks?  Water safety | | Study leave |
| 37  25th June | Progress & Well-being week  Review attendance targets  Tutor group activity – team building | | Study leave |
| 38  2nd  July | Progress & Well-being week  Review attendance targets  Tutor group activity – team building | | Study leave |
| 39  9th  July | **Transition week**  Welcome new year 6 students  Introduction to tutor group  Getting to know you | | Study leave |
| 40  16th July | Enrichment Week | | |