**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 The report superseded the DfES PHSE guidance 2000.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

.

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

|  |  |  |
| --- | --- | --- |
| **w/c** | **Tutorial Focus Area YEARS 7-10** | **YEAR 11** |
| 14th 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** |
| 211th Sept | **Managing risk 1**The dangers of social mediaSocial media – safety awareness – reporting and protectionThe law regarding youth produced sexual imaginaryCollege mobile phone policy | **Managing risk 1**The dangers of social mediaSocial media – safety awareness – reporting and protectionThe law regarding youth produced sexual imaginary |
| 318thSept | **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?** |
| 425th Sept | Progress & Well-being weekCollege expectations - Attendance targets – Knowing my attendanceTutor group activity – team building/working as a group | Progress & Well-being weekCollege expectations - Attendance targets – Knowing my attendanceCV & PS |
| 52nd Oct | **Body image, Self-esteem and gender awareness** | **Pornography – Lead and supported by BUR**  |
| 69thOct | Progress & Well-being weekAttendance targetsTutor group activity – team building | Progress & Well-being weekAttendance targetsCV & PS |
| 716thOct | **Healthy lifestyles 1**Understanding mental healthWhat support is available? | **Healthy lifestyles 1**Understanding mental healthWhat support is available?Coping strategies for exam stressHow do I cope? |
| Half Term**WB 23rd October – 6th November** |
| 86th Nov | Progress & Well-being weekReview my attendance Tutor group activity – team building | Progress & Well-being weekReview my attendance CV & PS |
| 913th Nov | **Anti-bullying week**The effects of BullyingThe types of bullyingThe use of the Internet | **Anti-bullying week**The effects of BullyingThe types of bullyingThe use of the Internet |
| 1020thNov | Progress & Well-being weekAttendance targetsTutor group activity – team building | Progress & Well-being weekAttendance targetsCV & PS |
| 1127th 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 CollegeRace, Religion, ability, disability, gender and SEN, age and sexual orientation | **Revision**Revision techniques and strategiesRevision timetablesInput from English, Maths and Science |
| 124thDec | Progress & Well-being weekAttendance targetsTutor group activity – team building | Progress & Well-being weekAttendance targetsCV & PS |
| 1311th 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? |
| 1418thDec | Progress & Well-being week | Progress & Well-being week |
| End of Term**Christmas Holidays** |
| 153rd Jan | Progress & Well-being weekReview my attendance Tutor group activity – team building | Progress & Well-being weekReview my attendance CV & PS |
| 168th Jan | **Women’s week - Lead and supported by BUR**Gender roles in society | **How do I learn?**Learning styles & Memory |
| 1715th Jan | Progress & Well-being weekAttendance targetsTutor group activity – team building | Progress & Well-being weekAttendance targetsCV & PS |
| 1822nd 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 |
| 1929thJan | Progress & Well-being weekAttendance targetsTutor group activity – team building | Progress & Well-being weekAttendance targetsCV & PS |
| 205th Feb | **First Aid**Basic first aidWhat do in an emergency | **Dealing with Pressure & Stress**Relaxation techniquesThe impact of sleepDifferent pressures faced within college, home, friendship groups and the community and exams |
| Half Term**WB 12th February – 16th February** |
| 2119th Feb | Progress & Well-being weekReview my attendance Tutor group activity – team building | Progress & Well-being weekReview my attendance CV & PS |
| 2226thFeb  | **Careers week**Careers fair | **Careers week**Personal budgeting: wages, tax and investmentCareers fair |
| 235th March | Progress & Well-being weekAttendance targetsTutor group activity – team building | Progress & Well-being weekAttendance targetsCV & PS |
| 2412th 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 forgetMindset – Carol Dweck |
| 2519th March | Progress & Well-being weekAttendance targetsTutor group activity – team building | Progress & Well-being weekAttendance targetsCV & PS |
| 2626th March | **Employability – Careers 2**Team work, leadership and developing resilience | **Employability – Careers 2**Team work, leadership and developing resiliencePlanning and Writing letters of applicationInterview techniques |
| End of Term**WB 2nd April – 13th April** |
| 2716th April | Progress & Well-being weekAttendance targetsTutor group activity – team building | Progress & Well-being weekAttendance targetsCV & PS |
| 2823rd April | **Consent and coercion**Sexual relationshipsAge of consentContraception – school nurse inputWhat is a healthy relationship? | **Consent and coercion**Sexual relationshipsAge of consentContraception – school nurse inputWhat is a healthy relationship? |
| 2930th April | Progress & Well-being weekAttendance targetsTutor group activity – team building | **Exam preparation**Memory and to memorize effectively |
| 307th May | **What are British values?**Ten core valuesHow to be a good citizen | **Exam preparation**Revision techniquesReviewing revising timetable |
| 3114th May | Progress & Well-being weekAttendance targetsTutor group activity – team building | **Dealing with Pressure & Stress**Relaxation techniques |
| 3221st May | **Healthy lifestyles 2**What ‘being healthy’ can meanHeathy routinesDiet | Complete CV and personal statementROA completed |
| Half term**WB 28TH May – 1st June****YEAR 11 STUDY LEAVE** |
| 334th June | Progress & Well-being weekReview attendance targetsTutor group activity – team building | Study leave |
| 346th June | **Healthy lifestyles 3**Cult of celebrityBody imageMedia and young people | Study leave |
| 3511th June | Progress & Well-being weekReview attendance targetsTutor group activity – team building | Study leave |
| 3618th June | **Managing risk 3**Keeping safe over the summer holidaysWhat are the risks?Water safety | Study leave |
| 3725th June | Progress & Well-being weekReview attendance targetsTutor group activity – team building | Study leave |
| 382nd July | Progress & Well-being weekReview attendance targetsTutor group activity – team building | Study leave |
| 399thJuly | **Transition week**Welcome new year 6 studentsIntroduction to tutor group Getting to know you | Study leave |
| 4016th July | Enrichment Week |