



supporting **YOUR** future

**Arbour House**

**Relationships and Sex Policy**

**Review date:** January 2018

## Definition

*"Sex and Relationships Education is lifelong learning about physical, moral and emotional development. It is about understanding the importance of marriage for family life; stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health. It is not about the promotion of sexual orientation or sexual activity."* (DFE July 2000)

## **This policy should be read in conjunction with the following policies:**

- PSHE policy;
- SMSC policy;
- Safeguarding policy;
- E-Safety policy;
- Anti-Bullying policy.

## Introduction

At **Arbour House** Relationships and Sex Education (RSE) is underpinned by the ethos and values of our school and we uphold it as an entitlement for all our pupils. We recognise the need to work as a whole school community to ensure a shared understanding of RSE and the values under-pinning it and to deliver an effective programme that meets the needs of our pupils.

Relationships and Sex Education is taught within the following moral and values framework based on the following principles:

- Self respect.
- Respect and tolerance towards others who may have different backgrounds, cultures, feelings, views and sexuality.
- An awareness of the way others feel.
- Mutual support and co-operation.
- Honesty and openness.
- The acceptance of the responsibility for and the consequences of personal actions.
- The right of people to hold their own views within the boundaries of respect for the rights of others.
- The right not to be abused by or taken advantage of by other people.
- The right to accurate information about relationships.
- The value of stable loving relationships.

Pupils at Arbour House learn about relationships from the very youngest age. The ability to build positive relationships is key to every aspect of learning here. In a world where sex is used to sell things from food to fast cars, and celebrities' lives become everyone's business, we should talk to our pupils to help them make sense of it all. Relationships and sex education enables young people to mature, to build up their confidence and self-esteem. The information about sex using correct language and always given to pupils individually taking account of their cognitive and emotional maturity allowing them to keep themselves safe, to make informed choices and to understand the reasons for how they are feeling and how to manage those feelings.

Parents and carers need to know that the school's relationships and sex education programme will complement their role and support them in the education of their child. Arbour House will ensure that parents' and carers' views are heard and that taught RSE is culturally appropriate and inclusive of all pupils.

## **Aims and Objectives**

We aim to develop in our pupils an understanding of the physical, biological, emotional, social, spiritual, legal and moral aspects of sex and sexuality. We teach RSE within the wider context of building self-esteem, emotional well-being, relationships and healthy lives beginning as soon as they enter Arbour House until they leave. This prepares pupils for the opportunities, responsibilities and experiences of adult life.

We have a commitment to ensure that our programme is relevant to all pupils and is taught in a way that is age and stage appropriate. The objectives of Relationships and Sex Education are:

- To provide a supportive learning environment in which pupils can develop their feelings of self worth and confidence, especially in relationship to others;
- To enable our pupils to make responsible, informed and healthy decisions about their lives, both now and in the future;
- To teach our pupils to respect themselves and others so they can move confidently from childhood through to adolescence and into adulthood.

Learning outcomes in relation to pupil maturity and age include:

### **Attitudes and Values**

- to learn the value of respect, love and care
- to learn to value and respect ourselves and others
- to develop an understanding and valuing of diversity
- to promote a positive attitude to healthy lifestyle and keeping safe
- to develop an understanding of the value of family life and an appreciation of the many different types of family.

### **Personal and Social Skills**

- to learn how to identify and manage emotions confidently and sensitively
- to develop self-respect and empathy for others
- to develop communication skills with peers, school and family
- to learn how to assess risk and to develop strategies for keeping safe
- to develop the ability to give and secure help
- to develop an understanding of difference and an absence of prejudice.

### **Knowledge and Understanding**

- to recognise and name the main external parts of the body including agreed names for sexual parts;
- to know public and private parts of the body and within the environment;
- to know the basic rules for keeping themselves safe and healthy including the ability to say 'no';
- to know about human life processes such as conception, birth and puberty

- to develop an understanding of the physical and emotional aspects of puberty
- to know who can provide help and support.

### **Implementation of Policy**

- The Executive Headteacher and Headteacher will have overall responsibility for the provision of the programme, for monitoring developments within sex education and for recommending to the Board of Proprietors any amendments that are necessary and appropriate;
- Parents will receive prior notification of the SRE Programme to enable them to discuss issues with staff or their own children;
- Materials used in the SRE Programme will be available to parents on request;
- Parents may withdraw their children from all or part of the school's SRE Programme if they wish;
- The SRE Programme will cover aspects of personal hygiene, puberty, menstruation, masturbation, pregnancy and birth.
- Pupils will be taught individually and in small groups as appropriate;
- If questions are asked by children outside the SRE Programme, the Headteacher will use her discretion in answering them in an appropriate manner and at an appropriate and suitable time;
- Every child – including those with protected characteristics (see Equality Policy) is entitled to receive SRE;
- All pupils will have the opportunity to experience a programme of SRE at a level which is appropriate for their age and physical development with differentiated provision if required.

### **Content of Programme**

#### **RSE is delivered through a range of means including:**

- SEAL (social and emotional aspects of learning);
- As an integral part of our PSHE curriculum;
- Aspects of our Science curriculum:
- Life-Education curriculum;
- Quality assured external agencies/visitors, who are used to enhance the RSE programme;
- Where possible, taught or supported by a male and a female teacher.

The programme ensures that appropriate staff are able to talk confidently to individual pupils about RSE

### **Teaching**

We teach RSE through:

- A wide range of teaching methods will be used to enable pupils to actively participate in their own learning.
- Using a variety of active learning methods: role play, games, video and small group discussion

## **Assessment**

Assessment examples include:

- The use of the Boxall profile to measure progress in social and emotional development;
- Teacher assessment;
- Pupil's self assessment;

## **Monitoring**

PSHE, including RSE is monitored through the schools programme of lesson observations, book monitor-ing, etc. Teachers are required to keep their own personal evaluations which inform future planning.

## **Evaluation**

The programme is evaluated to ensure it meets the changing needs of the young people and reflects the views and values of the school community; this is carried out both by teachers and pupils.