

## **Sex and Relationships Education Policy**

Relationships and sex education (RSE) is the right and responsibility of the parent. Bodmin College provides sex and relationships education to support parents in fulfilling their responsibility. If parents are not happy with what the College provides in its basic curriculum with regard to sex and relationships education, they have a right to withdraw their child/children from those aspects of sex and relationships education not covered by the National Curriculum Science Order.

### **Defining Relationships and Sex Education (RSE)**

*It is lifelong learning about physical, moral and emotional development. It is about the understanding of 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 – this would be inappropriate teaching. (DfE Guidance 0116/2000)*

### **The Aims of Sex Education**

Based on the above definition, the aims of RSE at Bodmin College are:

- To enable our pupils to better understand the nature of human relationships;
- To enable pupils to see the importance of marriage and stable loving relationships for the bringing up of children;
- To prepare pupils for the changes that occur to their bodies, minds and emotions because of growth from childhood to adulthood.

At Bodmin College, RSE has three main elements, all of which are important for a balanced RSE programme:

#### Attitudes and values

- learning the importance of values and individual conscience and moral considerations;
- learning the value of family life, marriage, and stable and loving relationships for the nurture of children;
- learning the value of respect, love and care;
- exploring, considering and understanding moral dilemmas; and
- developing critical thinking as part of decision-making.

#### Personal and social skills

- learning to manage emotions and relationships confidently and sensitively;
- developing self-respect and empathy for others;
- learning to make choices based on an understanding of difference and with an absence of prejudice;
- developing an appreciation of the consequences of choices made;
- managing conflict; and
- learning how to recognise and avoid exploitation and abuse.

#### Knowledge and understanding

- learning and understanding physical development at appropriate stages;
- understanding human sexuality, reproduction, sexual health, emotions and relationships;
- learning about contraception and the range of local and national sexual health advice, contraception and support services;
- learning the reasons for delaying sexual activity, and the benefits to be gained from such delay; and
- the avoidance of unplanned pregnancy.

### **Moral dimension**

The College recognises that it is a moral body in its own right. As part of the whole curriculum, the College seeks to explore issues of right and wrong. The College recognises that RSE is fraught with certain difficulties and whilst it acknowledges different life style choices, it promotes a view that stable loving relationships are the best context for sexual relationships and the bringing-up of children.

### **Content of the Colleges RSE programme**

The content of the College's programme is based on the National Curriculum Science Order and the non-statutory guidance for PSHE/RSE contained in the National Curriculum Handbook for Teachers. Here is a summary of that content as set out in the DfE's Guidance 0116/2000, the PSHE Framework and the National Curriculum Science Order:

The College recognises that RSE must be taught in all Key Stages and appears in each Year's PSHE programme. The College's prospectus clearly states that RSE will be part of the PSHE programme. Parents wishing to see the RSE programme, the materials used and/or the PSHE scheme of work may do so by contacting their child's tutor. Parents will also be informed when RSE is going to be delivered in College to their child via the College's newsletter, bulletin or letter with an invitation to support the work being done in College by discussing issues at home.

The outcomes for RSE in the Secondary phase are clearly set out in DfE guidance 0116/2000 and through its curriculum; the College seeks to deliver these outcomes:

**3.5** At secondary College level, sex and relationship education should prepare young people for an adult life in which they can:

- develop positive values and a moral framework that will guide their decisions, judgements and behaviour;
- be aware of their sexuality and understand human sexuality;
- understand the arguments for delaying sexual activity;
- understand the reasons for having protected sex;
- understand the consequences of their actions and behave responsibly within sexual and personal relationships;
- have the confidence and self-esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationships they want;
- communicate effectively;

- have sufficient information and skills to protect themselves and, where they have one, their partner from unintended/unwanted conceptions, and sexually transmitted infections including HIV;
- avoid being exploited or exploiting others;
- avoid being pressured into unwanted or unprotected sex;
- access confidential sexual health advice, support and if necessary treatment; and
- know how the law applies to sexual relationships.

### **The delivery of RSE**

All teachers are responsible for teaching about and modelling good relationships within College. Much of the general work in College is based on good relationships and in this regard RSE is supported by the College's behaviour management policy. It is the responsibility of the Science department's staff to deliver the National Curriculum Science Order according to the Scheme of Work. Where specific sex education occurs, which is outside or beyond the National Curriculum Science Order, Bodmin College has a team of tutors trained specifically to deliver RSE within the secondary context. RSE is delivered as part of the College's PSHE programme and can be identified clearly within the College's tutor programme for each year. A number of local and national organisations will also deliver sessions to students via assemblies and drop down days throughout the year.

### **Methods of teaching and resourcing**

In the delivery of RSE teachers will use a variety of teaching methods and resources. The following are recognised methods for the effective delivery of RSE:

- Discussion
- Drama and role play
- Research and presentation.

Teachers will also use other teaching methods to enable pupils to learn about RSE, which are age appropriate, taking into account the developmental needs of individual pupils. Parents are welcome to discuss with teachers their approach to RSE and the methods of teaching and learning used.

The College uses a wide variety of resources, including videos and books. Parents are welcome to view these materials and may borrow them from College to support the sex education of their children in the home context. Books used to support RSE are also found in the College library and pupils may borrow them when and as need occurs. Resources used by the College are produced for Colleges by educational publishers and are intended for pupils in the light of best current research into RSE.

### **Monitoring and evaluating RSE**

The College's PSHE Co-ordinator will monitor RSE. It is the co-ordinators responsibility to:

- a) Ensure that RSE occurs in the College's curriculum according to the schemes of work for PSHE;
- b) Monitor the use of teaching and learning styles;
- c) Monitor the use of teaching materials;

d) Evaluate the effectiveness of the College's programme

The co-ordinator will be given time to monitor and evaluate the College's RSE programme as it occurs in the College's schemes of work for each Key Stage.

### **Dealing with sensitive issues**

Teachers need to be sure that they are aware of issues that may arise out of teaching and learning about RSE. The following are protocols for discussion-based lessons with pupils:

- no one (teacher or pupil) will have to answer a personal question;
- no one will be forced to take part in a discussion;
- only the correct names for body parts will be used;
- meanings of words will be explained in a sensible and factual way; and
- teachers may use their discretion in responding to questions and may say that the appropriate person to answer that question is the parent.

Where a member of staff is concerned that a child protection issue is arising, it is his/her responsibility to follow the College's policy in this matter to the letter.

### **Visitors contributing to RSE**

From time to time as part of a planned module of work the College will invite in local experts on issues relating to RSE as well as using health and other professionals associated with the College. All College associate health and other professional and visitors will be asked to conform to the following:

- visitors contributing to RSE will do so at the invitation of the College and will be qualified to make an appropriate contribution.
- visitors must agree with the aims of the College in delivering its policy on RSE;
- when in class visitors will be supervised by a teacher, who will be present at all times;
- visitors will follow the College's child protection procedures if a disclosure occurs within the classroom setting;
- visitors will know and understand where their contribution fits into the College's programme for RSE and PSHE.

### **Services to Young People provided by the College**

The College provides services for its young people. These services are provided by health and other professionals attached to the College. The College nurse provides a drop-in clinic for pupils. The College also provides a counsellor from the Youth Service during College time and after College.

The above services are advertised throughout the College and parents may contact these services by making an appointment with the College nurse or counsellor.

It is clear from Government guidelines that when not in a classroom context these professionals are covered by their own professional codes of conduct:

#### *Health professionals*

**7.16.1** Outside the teaching situation, health professionals such as College nurses can:

- give one-to-one advice or information to a pupil on a health-related matter including contraception; and
- exercise their own professional judgement as to whether a young person has the maturity to consent to medical treatment including contraceptive treatment.

(The criteria for making such a decision are based on the 'Fraser guidelines' and can be found in guidance issued jointly by the Health Education Authority, the British Medical Association, Brook Advisory Centres and others. Any competent young person, regardless of age, can independently seek medical advice and give valid consent to treatment).

(Circular 0116/2000)

#### **Parental right to withdrawal from RSE**

As stated above parents have the right to withdraw their pupils from RSE that falls outside the National Curriculum Science Order. They do so in writing to the Principal. When the Principal receives such a letter, they will invite the parents to a meeting, at which the Principal will explain clearly, what the College's policy is and seek to accommodate the wishes and/or concerns of the parents. If that is not possible the pupil will be withdrawn from RSE and placed in another class where suitable work and supervision will be provided.

