Elthorne Park High School

Relationships & Sex Education Policy (RSE)

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Next review – November 2018
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Committee – Curriculum
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CONTEXT

1. **School Setting:**
Elthorne Park High School is a mixed 11-19 comprehensive, Maths and Computing Specialist school in the London Borough of Ealing. The school has 1286 students on roll and is a culturally and ethnically mixed school. A significant number of the school students have Special Educational Needs (11%) and a significant number of students receive FSM (9%). There is a small gender imbalance towards boys in the school. The majority of students come from 3 fairly affluent wards of Elthorne, Northfields and Walpole.

There is a governor in the school with responsibility for the overview and delivery of the school's RSE policy is Ms Lara Evans (2017-18)

2. **Policy Formulation:**
This policy was developed in consultation with pupils, (the school council & PSHCE focus groups) and staff at the school. The consultation process involved meeting with students to consider their views expressed in the biennial student HRBS survey and PSHCE questionnaires. Staff opinion and input was gained through discussion at pastoral meetings. The school also drew on guidance from the Ealing Health Improvement Team, responses from the LA’s Health Related Behaviour Survey (2017), local health statistics and reports on teenage pregnancies and sexually transmitted infections to inform policy and curriculum change.

Evaluation of the policy and its implementation will be next reviewed by the Coordinator of PSHCE, senior staff and attached member of the governing body in November 2018.

The current policy is written in the context of ongoing consultation around the future of RSE and PSHCE curriculum delivery in schools:

**POLICY STATEMENT: RELATIONSHIPS EDUCATION, RELATIONSHIPS AND SEX EDUCATION, AND PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION** (June 2017)

*The Secretary of State for Education confirms the Government’s ambition to support all young people to stay safe and prepare for life in modern Britain by making Relationships Education (Primary), Relationships and Sex Education (RSE - Secondary) and, subject to the outcome of a thorough consideration of the subject, Personal, Social, Health and Economic Education (PSHE - both) statutory in all schools.*

*PSHCE and RSE both likely to be statutory in September 2019, guidance is likely to be shared with schools in Autumn or Spring 2018.*
3 What is Relationship and Sex Education?
Relationship and sex education 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 positive sexual health. It is not about the promotion of sexual orientation or sexual activity, this would be inappropriate for staff to promote or deliver. It has three main elements; attitudes and values, personal and social skills, knowledge and understanding.’ (DfES 2000)

RATIONALE

3. Aims and Objectives of the Policy:
The revised National Curriculum (2000), aims to ensure that the curriculum enables all pupils to develop, the knowledge and understanding of their own and different beliefs within an equal opportunities framework. RSE Guidance (DfES, 2000) is supported in legislation by the Learning and Skills Act (2000), the non statutory RSE guidance enables schools to deliver RSE as part of PSHE and Citizenship and within a healthy school context.

The 1996 Education Act consolidated all previous legislation. Key requirements include:
- RSE elements within the National Curriculum Science Order across all key stages are mandatory for all students.
- An up to date policy of RSE outside the National Curriculum Science order.

It is the school governors’ responsibility to ensure that the policy is developed, evaluated, revised and made available to parents for inspection.

The policy also takes into account guidance from the Sex and Relationships Education for the 21st Century (PSHE Association) and the government’s report to the select committee’s response to PSHCE and RSE education (Feb 2016) and information from Ofsted covering best practice in relation to PSHE Survey Visits- Supplementary Subject Specific Guidance (April 2014)

This policy must be considered in line with the school’s PSHCE and Child Protection policies (2016) and Keeping Children Safe in Education (2016) which provide statutory advice and guidance in relation to SRE and and child safety.

The school works closely with Ealing’s Health Improvement Team, carrying out an annual review of the school’s RSE and PSHCE provision and updating the curriculum to meet the specific needs of students at Elthorne Park High school. (Ealing grid for learning RSE & Emotional health and well-being guidance 2017 & Leicestershire County Council SRE guidance)
What aspects of SRE are compulsory?
The sex education contained in National Curriculum Science (Key Stages 1–4) is compulsory in maintained schools.

It is also compulsory for pupils to have sex education that includes HIV and AIDS and other sexually transmitted infections.

All state-funded schools must have ‘due regard’ to the Secretary of State’s guidance on SRE (DfEE, 2000). This states that:

The guidance states that secondary schools should:
- Teach about relationships, love and care and the responsibilities of parenthood as well as sex
- Ensure young people understand how the law applies to sexual relationships
- Link SRE with issues of peer pressure and other risk-taking behaviour, such as drugs, smoking and alcohol
- Provide young people with information about different types of contraception, safe sex and how they can access local sources of further advice and treatment.

SRE POLICY GUIDANCE: 2014 WWWSEXEDUCATIONFORUMORGUK
The Learning and Skills Act 2000 states that state funded schools ensure that within sex education children learn…..
- The nature of marriage and its importance for family life and the bringing up of children’, and ‘are protected from teaching and materials which are inappropriate’.
- The guidance includes some specific information about meeting the needs of young people, whatever their sexuality, including boys and girls and those with special educational needs.
- It also has advice about addressing specific issues in SRE such as menstruation, contraception, safer sex and abortion.

SRE for the 21st Century is Supplementary Advice to the government SRE guidance. It was produced in 2014 by Brook, the PSHE Association and the Sex Education Forum with the aim of supporting schools with issues that have arisen since 2000, such as safe use of online technology.

It provides advice on specific issues including teaching about sexual consent, sexting, pornography, sexual exploitation, relationship violence and making SRE inclusive.

It was produced independently of government, the Department for Education has communicated to schools about the document saying that schools will welcome it.
How does RSE relate to other statutory duties?

Safeguarding
RSE helps children understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it. State-funded schools have responsibilities for safeguarding and a legal duty to promote pupil well-being (Education and Inspections Act 2006 Section 38).

Government safeguarding guidance - Keeping Children Safe in Education (2016) includes a section about being alert to signs that young girls may be at risk of female genital mutilation (FGM). School summer holiday especially during the transition from primary to secondary schools is thought to be a key risk time for FGM.

Equalities
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).

SRE delivery at Elthorne Park High school promotes good relations between pupils, and tackle all types of prejudice – including homophobia – and promotes understanding and respect.

Aims of the Policy
At secondary school level, the school’s RSE programme aims to prepare students for an adult life in which they can:

- Develop positive values and a moral framework that will guide their judgements, decisions and behaviour.
- Develop students’ understanding about relationships, love and care and the responsibilities of parenthood as well as sex
- Understand the consequences of their actions and behave responsibly within sexual and pastoral relationships.
- Establish positive caring relationships.
- Develop their confidence and self-esteem to value themselves and others and have respect for individual conscience in relation to RSE issues.
- Communicate effectively in relationships they develop.
- Develop an awareness of their sexuality and the sexuality of others.
- Understand the reasons for having safe protected sex as part of a relationship.
- Acquire sufficient information and skills to protect themselves and, where they have one, their partner from unwanted conceptions and sexually transmitted infections, including HIV.
• Provide our students with information about different types of contraception, safe sex and how they can access local sources of advice and treatment;
• Avoid being exploited or pressurised into unwanted or unprotected sex.
  Provide our students with a clear understanding of the arguments for delaying sexual activity and resisting pressure;
• Link RSE with issues of peer pressure and other risk taking behaviour, such as sexting, online and social media communication, drugs, smoking and alcohol;
• Access confidential sexual health advice, support and if necessary treatment.
• Know how the law applies to sexual relationships.

The policy aims to be a point of reference for all those involved in the design and delivery and receipt of RSE education at the school.

4. The Moral and Values Framework
At Elthorne Park High School we believe that relationships and sex education is important in the development of students as healthy, moral and well rounded citizens. (The school’s statement of the role of RSE - School prospectus)

It is a statutory requirement for all schools to have an RSE policy and deliver an RSE programme as outlined in the DFE’s 2000 guidance.

5. Content and Organisation – The RSE Programme

The following members of staff are responsible for co-ordinating and reviewing RSE delivery in the school:
• Governor – Ms Lara Evans
• Headteacher and Deputy Headteacher – with overall responsibility for RSE policy.
• PSHCE Co-ordinator – responsible for RSE procedures and overall curriculum delivery.
• Year leaders, responsible for joint RSE curriculum planning and delivery via PSHCE lessons across a specific Year group, enrichment events and extra-curricular opportunities.

RSE is currently delivered by all tutors and co tutors who are PSHCE teachers, Science teachers, Religious Education teachers and specialist outside visitors.

The school follows an adapted version of the Ealing PSHCE scheme of work (2017) which cover all core areas of the RSE curriculum. The school also works with relevant outside agencies to support with delivery of specialist areas of the RSE curriculum.

How is RSE delivered at Elthorne Park High School?
• PSHCE lessons. (Tutors)
• Science lessons. (Science teachers)
• Religious Education lessons. (RE teachers)
The informal curriculum including – assemblies, tutor time, cross curricular input, overall school ethos. (Tutors, Year Team and the SLT)

Additional education is provided for girls in relation to periods, this is provided by the school’s health advisor.

Health advisor’s lunchtime student information sessions. Opportunities for one to one advice on sensitive matters.

Specialist PSHCE and SRE speakers and events e.g. Health and well-being fair.

SRE Curriculum at Elthorne Park High School

The PSHCE programmes of study cover the following themes at KS3 and KS4:

KS3:
Year 7
Themes:

Sex and relationships
- To know the male and female parts of the body and can recognise that everybody is unique
- To be aware of cancers linked to the sexual organs
- To explain the signs and symptoms of these cancers

Female genital mutilation
- To understand what female genital mutilation (FGM) is
- To know that FGM is illegal in the UK and where someone at risk can get help

Sexual intercourse
- To understand conception and fertility
- To understand why people choose to have an intimate relationship
- To be able to discuss the reasons why people have sex

Personal hygiene
- To understand the need for personal hygiene
- To know how to use hygiene products
- To explain the advantages of good personal hygiene

New relationships
- To understand how relationships with peers may change
- To understand that it is normal for powerful feelings to develop at puberty

Emotions and puberty
- To know that changing moods are normal during puberty
- To be able to talk about feelings
- To be aware of what can be done to resolve problems

Year 8
Themes:

Assertiveness
- To understand assertive behaviour
- To develop some skills to respond positively to a variety of pressures
To demonstrate some negotiation and assertiveness skills relating to sex and contraception

**Sexual stereotypes**
- To know the different types of sexuality
- To explain some sexual stereotypes
- To explain the impact of these sexual stereotypes and why they are not accurate

**Sexual bullying**
- To define sexual bullying
- To be able to list examples of sexual bullying
- To understand different views on sexual bullying and know the sources of help that exist.

**Contraception**
- To identify why young people might have sex
- To explain the reasons why contraception is used
- To know where to go for more information about contraception

**Methods of contraception**
- To know that contraception prevents pregnancy
- To know the main types of contraception
- To compare the main types of contraception

**Sexual health**
- To list some common STIs and their symptoms
- To know how STIs are transmitted, treated and prevented
- To be aware of the available sexual health and relationship services

### Year 9

**Themes:**

**Relationships**
- To identify what they want and value from relationships
- To identify what is acceptable and unacceptable in a relationship

**Domestic Violence**
- To are able to identify what is acceptable and unacceptable in a relationship
- To understand what domestic violence is
- To know how to get support and help

**Outside influences**
- To identify influences on behaviour e.g. gender, parents, media (including pornography), peers, culture, religion.
- To understand dynamics of groups and their influences on individuals’ behaviour

**Assertiveness**
- To understand assertive behaviour
- To understand what consent means
- To demonstrate some negotiation and assertiveness skills relating to sex and contraception

**Contraception**
- To know that contraception prevents pregnancy
- To be able to suggest reasons why to use and carry contraception
• To know the main types of contraception and how they work

**Sexual health**
• To understand that different types of sexual activity carry different risks and pleasures, and know some ways of managing these risks
• To know the range of available sexual health and relationships services, what they offer and how to access them

**Year 10 & 11**
**Themes:**

**When to have sex**
• To explain different people’s attitudes towards sex.
• To present arguments on when is the right time to have sex.

**Safe sex**
• To explain what safe sex is
• To distinguish between truths and myths about safe sex
• To recommend different methods of contraception
• To explain different Christian and Muslim responses to contraception.

**Sexual activity**
• To know the different decisions people face about sex.
• To formulate safe sex replies
• To offer advice on safe sex
• To know where to seek help, advice and support

**Sex outside marriage**
• To give opinions on sex outside of marriage
• To describe Christian and Muslim views on sex outside of marriage
• To explain the Christian and Muslim views on sex outside of marriage

**Pregnancy**
• To know the short- and long-term consequences of teenagers having babies
• To recognise the responsibilities associated with being pregnant and having a new born
• To be familiar with the resources available in my community for pregnant teenagers

**Pregnancy options**
• To understand the basic facts about abortion
• To recognise the different views on abortion
• To present an argument for and against abortion and/or parenthood
• To explain key Christian and Muslim views on abortion

**Post 16 :**
Post 16 students explore themes such as:
• To understand issues around the legal age of consent and intimate relationships.
• To recognise the challenges of long-term commitments and the qualities needed for successful loving relationships.
• To discuss issues that can develop in intimate relationships
- To understand the benefits and risks associated with different forms of contraception
- To have understanding of different types of relationship including gay, lesbian, bisexual or transgender.
- To be provided with information on sexual risk, pregnancy, sexual health, fertility and infertility.
- To have awareness of gender stereotyping, violence, exploitation, the law and discrimination.
- To learn about the relationship between self-esteem and body image & understand how to challenge negative messages from peers, the media and society.

RSE topic coverage has been carefully planned across each year group to ensure that pupils build on their prior learning. Appendix 1 shows how RSE delivery at KS3 and KS4 can be interpreted. Appendix 8 shows a non-exhaustive audit of RSE topics covered by each year group as part of the formal and informal curriculum.

RSE lessons are delivered in mixed gender/attainment groups by tutors as part of the PSHCE curriculum. In a small number of lessons, single gender grouping takes place to facilitate open discussion concerning sensitive topics relevant to the needs of girls and boys.

**Teaching Methods in PSHCE.**

The majority of lessons are interactive and participatory in style. Opportunities are provided for pupils to raise unanswered questions in more personalised one to one situations via the school’s Health advisor.

The following teaching strategies support active learning in PSHCE and SRE lessons (DfES, 2000)
- Sharing ideas
- Discussion
- Listening exercises
- Case studies and scenarios
- Trigger drawings, story boards, photographs to aid problem solving, role play and discussions.
- Video and films.
- Questionnaires and quizzes
- Story telling.
- Values continuums
- Role play
- Use of outside health professionals as visitors eg PSHCE specialist community nurses and health promotion specialist.

Resources used are those recommended and provided by the Ealing Borough Health Improvement team. The school also draws on resources provided by a
large number of national and local groups who support RSE delivery (see appendix 5) Liaison with the school and youth service will happen via the school's PSHCE Co-ordinator.

**Evaluation of Lessons and Resources**
Learning walks and lesson monitoring are carried out by the PSHCE co-ordinator and Year Leaders to assess the quality of teaching and learning in relation to RSE delivery.

Work and book scrutiny by the PSHCE co-ordinator and Year Stage leaders provides feedback on pupil understanding. Whole school and Year based pupil questionnaires and the LA's Health related behaviour survey, provides detailed feedback on pupil understanding and skills acquisition.

Staff questionnaires and interviews with Year leaders provide useful feedback on resources, SoW and programme delivery. The PSHCE co-ordinator uses this to amend the curriculum and target staff training.

Parent/carers are periodically asked to comment on the school's RSE programme via questionnaires on the school’s website.

This combined information is used as part of wider school self evaluation evidence to annually amend the RSE curriculum and its mode of delivery.

**6. Specific Issue Statements:**
Copies of the school’s RSE policy are available on the school’s website. Copies of the policy can be requested directly from the school office. All staff and visitors who support the facilitation of the RSE policy will be made aware of its availability.

Our school seeks to work in partnership with parents to provide effective RSE. The school's RSE policy will complement and support guidance provided by parent/carers their role as parents, parental feedback on the school RSE policy is encouraged.

**The right to withdraw your child from RSE lessons**
Parents have the right (1996 Education Act) to withdraw their children from all or part of the sex and relationship education provided at school (except for those parts included in the National Curriculum Science lessons). Alternative provision will be made in such cases. Parents must inform their child’s Year leader and the Head of PSHCE in writing should alternative provision be required. Parents will be supported by the school with a curriculum overview should they wish to deliver the RSE curriculum at home.

A parent’s choice to withdraw a child from SRE does not affect the child’s right to use confidential health services provided at the school or elsewhere. For further information see the Sex Education Forum factsheet: Confidentiality: promoting young people’s sexual health and well-being in secondary schools (2007).
Use of Guest Speakers to Support RSE Curriculum Delivery

**External visitors**
External visitors contributing to the school’s RSE curriculum may include the school nurse, youth workers, peer educators, theatre-in-education companies, staff from local sexual health or domestic violence charities and members of a faith or community groups.

The school will continue to use a wide range of guest speakers to ensure that pupils have access to up to date information from specialists in their field. All visitors will be supported by the school and made aware of the school’s RSE policy.

All visitors who have access to pupils must have successfully completed a CRB check and must follow the school protocol for visitors when on the school site. (Details in Safeguarding and child protection policy) The content of presentations will be checked prior to delivery. A list of those who have contributed to RSE delivery is listed in Appendix 9.

**Confidentiality and Child Abuse – Child Protection Procedures**
There are guidelines for staff on confidentiality and handling sensitive and controversial issues and supporting young people. (Safeguarding and Child Protection Policy - 2016)

Teachers and other adults involved in RSE may sometimes hear disclosures that suggest a child is at risk of abuse. It is essential that all are aware of the schools’ child protection policy. A copy of the school’s child protection policy is available from the school office and or the school’s designated Safeguarding and Child Protection Officer – Ms Quinn.

Where an adult believes a child may be at risk, the designated teacher must be consulted before any further action is taken. (See Appendix 7)

**Culture and Religious Issues**
Culture and religious factors will be taken into consideration and dealt with sensitively. The RSE policy endorses the school’s Equal Opportunities and Race Equality policies.

**Confidentiality**
Staff have a responsibility to respect a child’s confidentiality but will deal with sensitive issues through the Child Protection policy procedures.

The use of ‘question boxes’ in PSHCE lessons, allows pupils questions to be answered anonymously. Teachers and other professionals should exercise both discretion and professional judgement about how to deal with issues raised by an individual student. It will not always be appropriate to deal with individual sensitive questions with a whole teaching group. Teachers may need to consult
with the parent/carer of a pupil for ‘guidance’ and the pupil concerned should always be encouraged to talk issues through with parent/carer where necessary. Where questions relate to the planned programme, it is expected that teachers will respond openly, sensitively and with consideration of any cultural and religious factors.

**Contraception, Sexual Advice and Confidentiality**

Particular care will be exercised in relation to contraceptive advice to pupils under 16, for whom sexual intercourse is unlawful. Teachers may give information about contraception without parental consent, but not personal advice to individual girls/boys under 16 years, the legal age of consent. The general rule will be that giving an individual pupil advice on such matters without parental knowledge or consent would be an inappropriate exercise of a teacher’s professional responsibilities – teachers are not health professionals.

Accordingly, a teacher approached by an individual pupil for specific advice on contraception or other aspects of sexual behaviour, will wherever possible, encourage the pupil to seek advice from his/her parents and, if appropriate, from the relevant health service professional. Where the circumstances are such as to lead the teacher to believe that the pupil has embarked upon, or is contemplating, a course of conduct which is likely to place her/him at moral or physical risk or in breach of the law, the teacher has a general responsibility to ensure that the pupil is aware of the implications and is urged to seek advice as above. In such circumstances, the teacher should inform the member of staff responsible for Child Protection. If appropriate, arrangements should then be made for the pupil to be counselled.

Health professionals are bound by their professional codes of conduct to maintain confidentiality. When working in a classroom situation, they are also bound by relevant school policies. They must protect privacy in a classroom setting negotiating ground rules and using distancing techniques.

Outside of formal curriculum delivery, the school nurse can give one to one advice and information to a pupil on health related matters including contraception using their professional judgement to decide whether a young person is mature enough to consent to medical treatment including contraceptive treatment.

The school’s health professional is currently Ms Fadumo Ali Nour (Community Staff Nurse for EPHS) who is in school one day a fortnight or as required by the school. She also supports weekly ‘drop in’ sessions for students, Friday lunchtime in N block meeting room.

**Provision for Girl’s Periods**

Students who require emergency sanitary protection can be supported by the school’s welfare team via the main office.
The school’s RSE curriculum will ensure that all pupils both boys and girls receive appropriate information about the menstrual cycle as part of PSHCE lessons.

**Provision if a Pupil becomes Pregnant:**
Pregnancy is not a reason for exclusion from school (Circular 10/99 Social Inclusion: Pupil Support). The school will work with the LA and social services to provide appropriate support for the pupil during pregnancy and after the baby is born ([www.dfes.gov.uk/schoolageparents](http://www.dfes.gov.uk/schoolageparents)) to provide specialist support via external agencies, for example;
- SAFE family team
- Connexions
- School nurse and NHS support team

The school follows the DFE & LA Teenage Pregnancy guidance (2017) Examples of effective local practice identified by the Teenage Pregnancy National Support Team in relation to issues support and provision for teenage pregnancies.

‘Useful Contacts’ [Appendix 5](#) and ‘Confidentiality & Child Protection’ [Appendix 7](#) provide further information for staff, parents and pupils. See section above on ‘Contraception, sexual advice and confidentiality.

Further guidance and support is also available on the Ealing grid for learning website - Teenage pregnancy and early motherhood: good practice guidance for schools (2017)

**Provision for pupils who are ‘looked after’**.  
Children and young people who are looked after often miss out on RSE programmes at school. This is for a variety of reasons; because they do not attend regularly or they are moving between schools, or their special needs mean that they attend but do not engage with the lessons. Special provision is made for these pupils at EPHS. The school’s Year Leader and relevant Health Professionals will work with parents and external agencies to ensure that relevant support and education is provided for those pupils whose RSE education has been disrupted.

**SEMH**  
Children with special educational needs, physical disabilities and learning difficulties must be properly included in sex and relationship education. As with all modes of curriculum delivery, RSE lessons will be differentiated to meet the needs of individual learners in line with the schools Teaching and Learning policy (2017).

Where required, in class support will be allocated by the SEN Co-ordinator and Teaching Assistants to support RSE delivery; as appropriate small group withdrawal and one to one mentoring will also be adopted to support the needs of individual pupils. The school will work in association with link health
professionals to support pupils with specific special educational needs. Referrals can be made via the school’s SEN Co-ordinator or the pupils Year leader, pupil support and delivery will be discussed at the school’s SENplan meetings.

The school works with Image in Action a specialist group who support RSE education for SEN students.

FACTSHEET LINK:

How do RSE teachers deal with answering difficult questions?
There is specific guidance provided for staff and parents in relation to ‘dealing with difficult questions in RSE lessons.’ (Appendix 8)

Due to the sensitive nature of some topics covered in the RSE curriculum the school encourages the use of pupil ‘question boxes,’ this provides a method of providing important answers for pupils who may find it hard to engage in whole class and group discussion.

These boxes will be issued to tutors during PSHCE themed times to ensure students are provided with accurate information and feedback.

Sexuality
Sexuality is taught as part of ‘relationships’ in all year groups during PSHCE lessons. The school does not tolerate homophobic bullying. Procedures for reporting and dealing with incidents of homophobic bullying are outlined in the school’s Anti-bullying and Behaviour policies.

Inappropriate Sexual Behaviour
Inappropriate sexual behaviour is not tolerated at Elthorne Park High School. The school will respond to each case individually in line with its Anti-bullying and Behaviour for learning policies.

Inappropriate sexual behaviour can include:
- Inappropriate touching/ sexual bullying
- Sexting i.e. sharing of inappropriate images
- Cyberbullying

These issues will be addressed as part of the school’s PSHCE curriculum and actioned in line with the school’s behaviour and anti-bullying policies and appropriate support provided for both victims and perpetrators. The School’s Safety Officer will be used to support students and parents when inappropriate sexual behaviour is reported.
Incidents that attract media attention will immediately be brought to the attention of the Head teacher, and the school will act in accordance with advice and guidance provided by the LA press and legal teams.

Serious incidents should immediately be brought to the attention of the Head teacher; the school will act in accordance with advice and guidance provided by the LA press and legal teams.

**Information about Contraception, Abortion, STIS (including HIV/AIDS) and Sexual Health Services**

Providing information to secondary school pupils with regards to contraception, abortion, STIs and sexual health services is in line with the DoE’s guidance on RSE (2000), and contributes to the Government’s public health outcomes for 2013-2016 to reduce under 18s conception and chlamydia diagnoses for 15-24 years olds.

Particular care will be exercised in relation to contraceptive advice to pupils under 16, for whom sexual intercourse is unlawful.

A teacher approached by an individual pupil for specific advice on contraception, abortion and/ or other aspects of sexual behaviour, will wherever possible, encourage the pupil to seek advice from his/her parents and, if appropriate, from the relevant health service professional. Raising awareness about the law regarding young people’s sexual health i.e. the age of consent, the right to confidential service will also be included in the curriculum.

**Information about sensitive issues e.g. female genital mutilation (FGM), online safety, sexting, child sexual exploitation, pornography and radicalisation/ extremism**

At the heart of effective, age appropriate RSE is the teaching about healthy relationships, boundaries, inappropriate behaviour and touch consent and risk minimisation, so that young people leave school resilient to factors that lead to unhealthy relationships and situations. This is in line with recommendations made in the 2014 ‘Relationship and Sex for the 21st Century; Supplementary Advice to the Relationship and Sex Guidance DfEE’ (SEF/ Brook)

These themes will form part of our age related curriculum delivery at Elthorne Park High school.

**Links with other School Policies**

It is important that staff, parents, pupils and visitors read the policy in conjunction with the following school policies:

- Safeguarding and Child Protection policy.
- Anti-bullying policy
- Equal Opportunities policy
- Race Equality policy.
- SEN policy
• Drug Education policy.
• Behaviour policy (inappropriate sexual behaviour)
• Teaching and Learning policy

These are available from the school’s website or on request via the main school office.

7. How Resources have been Selected:
Resources are carefully selected by Subject leaders and co-ordinators e.g. PSHCE and Science to ensure they meet the guidance outlined in appendix 2 to ensure they are free from stereotyping, bias and prejudice.

The school uses RSE and PSHCE resources recommended in the LA’s Scheme of Work for PSHCE and RSE delivery. (See Appendix 2) The school’s RSE schemes of work and resources have been designed and developed from the Islington Healthy Schools team RSE resource pack. This resource has been quality assured by the PSHE Association and was provided by the LA health improvement team.

8. Procedures for Assessment Monitoring and Evaluating RSE delivery:

Monitoring and Evaluation
The school uses a wide range of evaluation methods to ensure the policy meets the needs of pupils this includes:
• Review of schemes of work in relation to Health Related Behaviour Survey and student, staff and parent feedback. The school draws on the expertise of the local Authority PSHE and Health teams to review our curriculum.
• Learning walks of PSHCE lessons (PSHCE Co-ordinator, Year leaders & SLT)
• Feedback from tutors at planning meetings. (PSHCE Co-ordinator, Year leaders)
• Sampling pupils work. (PSHCE Co-ordinator, Year leaders, SLT line manager)
• Pupil, Parent and Staff questionnaires and the LA’s Health Related Behaviour Survey.
• Pupil interviews (PSHCE Co-ordinator, Year leaders, SLT line manager)
• Feedback from guest speakers.
• Feedback from Year and Whole School Council meetings and student focus groups.

See Appendix 3

Assessment
Although there is no attainment target for RSE and PSHE education, the school uses assessment statements to assess student progress across RSE themes.

Assessment for learning enables pupils to understand what they are intended to learn, how well they are doing and what they must do to improve.
for learning is built into the learning cycle and encourages the pupil to participate actively in the learning process.

Policy Review
The policy is reviewed annually using input from the above sources. The last policy review took place in April 2015. The date for the next review is April 2017.

9. Dissemination of the Policy:

The policy will be made available to all pupils, parents, staff and guest visitors by providing access through the school’s website. Copies are also available on request via the main school office.

Pupil and parent queries can also be addressed at Parent evenings via pre-arranged appointments with the PSCHE Co-ordinator or Year Leader.

Staff training is actioned by the school’s CPD co-ordinator in consultation with the PSHCE co-donator and SLT line manager. Training needs will be outlined on an annual basis and identified in the school’s annual CPD plan.
These tables offer a summary of how RSE at key stages 3 and 4 can be interpreted within National Curriculum Science and the PSHE and Citizenship Framework. Delivering RSE within this broad holistic framework would clearly contribute towards meeting the criteria outlined by the National Healthy Schools Standard. (Adapted from OfSTED Report on Sex and Relationships Education)

<table>
<thead>
<tr>
<th>RSE as part of National Curriculum Science</th>
<th>RSE as part of PSHCE</th>
<th>Knowledge and Understanding</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Key Stage 3</strong></td>
<td></td>
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</tbody>
</table>
| The physical and emotional changes that take place during adolescence. | Explore and value the range of cultural and religious beliefs on aspects of sexuality and sexual health. | Develop the range of personal and social skills needed for relationships with family and friends including:  
- Negotiation skills.  
- Decision-making skills.  
- Assertiveness skills.  
- Listening skills.  
Be able to recognise, express and manage emotions including loss caused by change, divorce and separation.  
Develop skills in challenging prejudice and valuing diversity.  
Be able to seek help and advice from sexual health services, as well as other adults such as parents and carers.  
Meaning of confidentiality in school and health settings. | How relationships affect health and well-being.  
How family life including marriage supports the upbringing of children.  
Aspects of sexual health including sexuality, contraception, safer sex, abortion, HIV and sexually transmitted infections (STIs). |
<table>
<thead>
<tr>
<th>RSE as part of National Curriculum Science</th>
<th>RSE as part of PSHE</th>
<th>Knowledge and Understanding</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Key Stage 3</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Children and young people know and understand the effect of sex hormones and how sex is determined in humans.</td>
<td>2. Have opportunities to think about the consequences of sexual activity and relationships.</td>
<td>How different contraceptive methods work and where to get advice on sexual health issues such as abortion, STIs including HIV and safer sex.</td>
</tr>
<tr>
<td>2. Some medical uses of hormones including the control and promotion of fertility.</td>
<td>3. Identify different value frameworks and understand how they affect behaviour.</td>
<td>How risk taking affects sexual health and well being.</td>
</tr>
<tr>
<td></td>
<td>4. Explore and understand exploitation and abuse within relationships.</td>
<td>The law affecting young people and sex.</td>
</tr>
<tr>
<td></td>
<td>5. Explore and recognise links between risk taking and sexual activity with alcohol and drug use.</td>
<td>The range of advice and support in the local community and nationally.</td>
</tr>
<tr>
<td></td>
<td>6. Identify and understand rights and responsibilities within relationships.</td>
<td></td>
</tr>
</tbody>
</table>

### Citizenship

<table>
<thead>
<tr>
<th><strong>Key Stages 3 and 4</strong></th>
<th><strong>To participate in RSE policy and programme development and review.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>To consider the effect of national, regional, religious and ethnic identities on beliefs and attitudes to sex, relationships, gender and sexuality.</td>
</tr>
<tr>
<td></td>
<td>To be critically aware of the effect of messages imparted by the media about sex, relationships, gender and sexuality.</td>
</tr>
<tr>
<td></td>
<td>To know about and understand the social, cultural and economic impact of HIV as a global epidemic.</td>
</tr>
<tr>
<td></td>
<td>Practice expressing their personal opinions and listening to those of others about a range of issues such as marriage, contraception, abortion, gender, sexuality and teenage pregnancy.</td>
</tr>
<tr>
<td></td>
<td>Develop the skills of empathy, respect and understanding in relation to sex, sexuality and relationships.</td>
</tr>
<tr>
<td></td>
<td>Take responsibility for one’s own sexual attitudes and behaviour.</td>
</tr>
<tr>
<td></td>
<td>Be able to express, understand and evaluate different views that people hold about sex, sexuality and relationships, e.g. homosexuality, sex before marriage.</td>
</tr>
</tbody>
</table>
### APPENDIX 2:

**Checklist for selecting a resource for health/sex education:**

1. Is it consistent with your agreed policy, course aims and objectives and values framework?  
2. Does it conform to the legal requirements for RSE?  
3. Is it appropriate to the needs of your pupils in terms of language, images, attitude, maturity and understanding and the knowledge required?  
4. Does it avoid racism, sexism, gender and homophobic stereotyping? Does it exclude any young people on the basis of home circumstance, gender, race, literacy, culture, faith and religion?  
5. Does it include positive images of a range of young people?  
6. Can it be used as a trigger for discussions of difference or exclusiveness?  
7. Can the resource be adapted for use with all your pupils?  
8. Is it factually correct and up to date?  
9. Are there instructions on how to use the resource? Are they clear? Is the information for pupils distinguishable from that for the teachers? Are there any photocopiable handouts, which can be used to reinforce the learning?  
10. Is the resource well designed? Is it durable, easy to use and easy to store?  
11. Will it contribute to a broad and balanced curriculum that can be delivered within the PSHE and Citizenship Framework?  
12. Does it encourage active and participatory learning methods?  
13. If you have used this resource before, what formal or informal feedback did you receive from young people about it?
APPENDIX 3:  
Evaluation Tool for RSE Lessons and Resources:

According to the OFSTED report into Sex and Relationship Education, the more effective schools use a range of evaluation methods to ensure that provision meets the needs of the pupils.

Sources of evidence for monitoring and evaluation include:

1. Lesson observations.
2. Monitoring planning.
3. Discussion with co-ordinator.
4. Sampling pupils work.
5. Feedback from students. (NB: For ideas see appendix 4.)
6. Variable and written feedback from parents through, for example, questionnaires or parents evenings.
7. Feedback from teachers through, for example, meetings
8. Annual review. (using Ofsted criteria)

Questions to consider when reviewing the programme:

- Skills – what have they learnt to do?
- Information – what new information have they learnt?
- Attitudes and values – what do they think, feel, believe?
- Did girls and boys engage equally with the activity?
- What do they need to learn next?

Feedback could be attached to the lesson plans for future work and fed back to other staff members involved in planning and delivering future RSE.

Learning Outcomes should be measured at the end of each Key Stage (Refer back to Appendix 1):

For example, by the end of Key Stage 3 pupils should know and understand;

- How the media influence understanding and attitudes towards sexual health.
- How good relationships can promote mental well-being.
- The law relating to sexual behaviour of young people.
- The sources of advice and support.
- When and where to get help such as at a GUM clinic.

Useful Resource:
APPENDIX 4:
RSE Policy Consultation Tool:

Issues to discuss at meeting of RSE Policy Working Party:

RSE Policy Development Meeting:
- Leadership and management.
- Policy development.
- Curriculum planning and resourcing.
- Teaching and learning – how are different needs addressed e.g. SEN, language barriers, gender differences, religious aspects.
- Resources – how are these chosen?
- School culture and environment.
- Giving pupils a voice.
- Staff professional development.
- Partnerships with parents/carers and local communities – are there any plans for the use of visitors?
- Assessing, recording and reporting pupils’ achievements
- Access to support

Ideas for consultation with students:

It is important to encourage students to participate in the development of policies and services. Participation and the realisation that their views matter is important in raising their confidence and helping them develop new skills and making them feel respected. It is necessary to include those who may not traditionally be given a voice, for example younger students, and those from minority ethnic backgrounds (Sex Education Matters 27, 2002), and pupils with SEN / disabilities (see references previously listed in section 7 – Specific Issue Statements – SEN).

This can be done through;
- the school council;
- classroom surveys;
- suggestion boxes;
- RSE monitoring and assessing;
- information communication technology on a website;
- questionnaire at a health day;
- older pupils review for young (peer education);
- discussion / focus groups.

Proforma of Questions for Pupil Discussion / Focus Group:
1. Where do you get information regarding sex and relationships?
2. What subjects have you liked? / What subjects have you disliked?
3. What other issues would you like more information on in your sex and relationships class?
4. What information would you have liked more of at a younger age?
5. Who would you feel most comfortable talking to about a sex or relationships problem for help and support?
6. What have you covered in your RSE lessons so far?
7. What kind of relationship do you have with your RSE/PSHE teachers?
8. Where do you get your RSE lessons?
9. Do you feel happy asking questions during these classes
10. Do you set up ground rules at the start of each lesson?
11. Do you know your school nurse?
12. Do you know your school welfare officer?
13. Would you like to have visitors from outside the school talking to you about RSE? If so who would you like to have visit?
14. Do you discuss with your parents/carers what you have learnt in these lessons? (If not)…why do you think that is?
15. How do your parents feel about the subjects you have learnt?
16. Do you think your parents/carers would like to know more about the issues discussed in RSE classes?
17. What issues do you feel more confident with since starting RSE?
18. Would you feel able to advise younger children (11 – 14) on more basic issues surrounding RSE
There are a variety of documents used to support the implementation of the school’s RSE policy:

- Sex and Relationship Education Guidance DfEE 2000 ref. 0116/2000
- SRE for the 21st Century is Supplementary Advice to the government SRE guidance. (2014) Brook, the PSHE Association and the Sex Education Forum
- Sex Education Forum Fact Sheets [www.ncb.org.uk/sexeducation](http://www.ncb.org.uk/sexeducation)
- Wired for Health [www.wiredforhealth.gov.uk](http://www.wiredforhealth.gov.uk)
- Guidance if your school becomes aware that a pupil is pregnant… [www.dfes.gov.uk/schoolageparents](http://www.dfes.gov.uk/schoolageparents)
- Strategy Co-ordinator, Education other than at School (EOTAS), Ealing Council (for information & advice regarding educational provision for teenage parents / pregnant students)
- Care to Learn: Childcare support for young learners under 19yrs
- Education Maintenance Allowance (EMA) – weekly payments for those in 16+ education
- Ealing Teenage Pregnancy and Parenthood Co-ordinator, Ealing Council
- Ealing National Healthy Schools Co-ordinator, Ealing Council
- Health Improvement Team [https://www.ealinggridforlearning.org.uk/school-effectiveness/healthy-schools/health-improvement-team-contacts](https://www.ealinggridforlearning.org.uk/school-effectiveness/healthy-schools/health-improvement-team-contacts)

**National Confidential Sexual Health and Relationship Helplines:**

- Brook [https://www.brook.org.uk/](https://www.brook.org.uk/)
- Sexwise: under 18’s advice on sex, relationships or contraception [http://www.bbc.co.uk/worldservice/sci_tech/features/health/sexwise/](http://www.bbc.co.uk/worldservice/sci_tech/features/health/sexwise/)
- British Pregnancy Advisory Services (BPAS) [https://www.bpas.org/](https://www.bpas.org/)
- Care Confidential (Pregnancy crisis helpline – outside office hours): ☎️ 0800 028 0228
- Lesbian & Gay Switchboard [www.queery.org.uk](http://www.queery.org.uk)

**Local Services:**

- Choices: Pregnancy Counselling Centre, South Ealing ☎️ 020 8840 8034 [www.choices-ealing.org](http://www.choices-ealing.org)
- Young Ealing - Youth & Connexions Health Worker (Teenage Pregnancy, Drugs, Sexual Health and General Health) [http://www.youngealing.co.uk/about/](http://www.youngealing.co.uk/about/)
- Ealing Drop-in Centre (for Looked After Children) [http://www.youngealing.co.uk/about/](http://www.youngealing.co.uk/about/)
- Looked After Children Nurse Advisor [http://www.youngealing.co.uk/about/](http://www.youngealing.co.uk/about/)
- Ealing Youth Counselling and Information Service, 55 High Street, Acton ☎️ [http://www.londononline.co.uk/profiles/53658/](http://www.londononline.co.uk/profiles/53658/)

**NB:** Further local information is available on the Ealing Grid for Learning (EGfL) under A-Z of site then follow the link to Teenage Pregnancy. Here you will find details of Ealing resources including a directory of services within the borough, and other helpful links.

**Ealing Young Persons Information Card:** For copies of this resource for young people, contact Teenage Pregnancy & Parenthood Co-ordinator or Health Improvement Library [https://www.ealinggridforlearning.org.uk/school-effectiveness/healthy-schools/health-improvement-team-contacts](https://www.ealinggridforlearning.org.uk/school-effectiveness/healthy-schools/health-improvement-team-contacts)
### APPENDIX 6: POLICY GUIDELINES - CHECKLIST

1. Have parents, pupils, staff and the wider community been involved in the policy development/review process?  

2. Does the policy set out the RSE provided within the PSHE framework as distinct from the National Curriculum Science Order?  

3. Does the policy include a moral and values statement which reflects the school’s ethos and values statement as well as being in line with the RSE Guidance which states ‘as part of sex and relationships education, pupils should be taught about the nature and importance of marriage for family life and bringing up children?’  

4. Does the policy address the need to build self-esteem and develop a sense of responsibility as well as information giving skills and social skills development?  

5. Does the policy include a statement on the school’s position on specific issues such as confidentiality, accessing confidential support and sexual health advice, abortion, contraception and sexuality?  

6. Does the policy take into account the needs of ALL pupils at the school and national, local and in-school policies such as equal opportunities?  

7. Does the policy address pupil-identified needs and evaluation outcomes as well as national and local priorities?  

8. Are resources, including human resources, relevant and up to date?  

9. Is there a commitment to in-service training for those involved in the delivery of RSE?  

10. Does the policy identify the date when it will next be reviewed?
Confidentiality and Child Protection:

There are confidentiality concerns that arise around issues relating to SRE. The school’s policy is outlined in the school’s Safeguarding and Child Protection policy including detailed guidance and support in relation to teenage pregnancy.

Confidentiality

Staff are required to:

- Reassure the student that their best interests will be maintained;
- Encourage the students to talk to their parents or carers and will provide support to do so;
- Ensure that student knows that teacher cannot offer unconditional confidentiality;
- Reassure the student that, if confidentiality has to be broken, they will be informed first and then supported as appropriate;
- If there is any possibility of abuse, the school’s child protection procedures will be followed. (see below)
- Make sure that students are informed of sources of confidential help, for example, the school nurse, counsellor, GP or local young person’s advice service - see useful contacts appendix 5;

During PSHCE and SRE related lessons, staff will

- Establish and use ground rules
- Encourage students to ask personal questions using the PSHCE lesson ‘question box.’ (see appendix 8)

Although teachers are not legally bound to inform parents/carers following the disclosure of pregnancy at Elthorne Park High School we try to work in partnership with the student and parents to best support the student following such disclosures.

Teachers must inform the school’s Child protection officer if a teenage pregnancy disclosure is made by a student. LA guidance on teenage pregnancies will then be followed as outlined in the school’s Safeguarding and Child Protection policy.

Sexual Offences

Any sexual offences must be reported immediately to the child protection officer. Actions will be followed in line with the school’s child protection policy and The Sexual Offences Act 2003 and Working with Sexually Active Young People under the age of 18: A Pan-London Protocol:
During a Sex and Relationships Education (RSE) lesson, it is possible that you will be asked questions by young people that are difficult to answer.

**Working Agreement (ground rules):**

By establishing a working agreement at the start of each session, you can clarify what is and is not acceptable during the lesson. Ask the students to come up with their own list of ideas, however suggestions could be:
- No personal questions or comments…
- No put downs…
- Respect everyone’s opinions…
- Laugh with but not at…

In calling this a working agreement rather than ‘ground rules’, it removes apportion of blame from the session, however it is important to consider how to deal with anyone who challenges the agreement.

**When confronted with a difficult question, consider the following points:**

- How can I buy some time to answer the question?
- Do I have to answer this question?
- Do I have to answer it now?
- What values am I communicating by answering / not answering?
- Is the young person trying to de-rail the session?
- Can I be sure they are trying to de-rail the session?
- What is behind the question?

**Options:**

- If any personal comments arise during the session you can refer back to the ground rules.
- You can repeat the question to them / throw it back at them, particularly if you do not understand what they are asking or the terminology they are using e.g. “Can you explain further” or “Tell me more”
- “Give me a minute to think about that”.
- “This isn’t really the appropriate place to discuss that”.
- “If you want to discuss it, you can come and speak to me after the lesson”.
- You could also use the opportunity to signpost them to a relevant local or national service. Make sure you have contact details available for the Sexwise helpline or www.ruthinking.co.uk. The Infocards for young people in Ealing are also useful for this purpose as they contain the contact details for many different ‘help’ services (for details see APPENDIX 5).

Finally, think about where you are positioned in the classroom, by sitting on a desk and appearing relaxed you will help the group to relax and open up to you.

**EXAMPLE RESPONSES:**

- “That’s a personal question and we’re not asking each other personal questions”.
- “I am not sure I can answer that on the spot. What do you think it means?”
- “That’s a really important question you’ve asked. I’d like to talk about it when we have more time.”
- “I’ve never heard about that. Where do you think we can find out some more about it?”

**FINALLY**

Remember that experience will help as well as observing others in action delivering RSE sessions. It might be worth observing your school health adviser / nurse deliver a session.
• Image in Action, work with SEN students in small withdrawal groups – intensive course.
• Ealing Teenage Pregnancy and Sexual Health workers, supporting intervention groups during the year.
• Chlamydia Screening (Chlamydia Action Zone).
• EASY Project – Mark Cherrington.
• SAFE Team – Ealing.
• School’s Health Professional – EPHS School Nurse based at Acton Health Centre, who runs weekly drop in sessions for students on Friday in the meeting room.
• School Safety Officer Team – risks to students/SRE and the law.