



TORPOINT
COMMUNITY
COLLEGE

Inspiring Optimistic Learners

Relationships and Sex Education Policy

Reviewed: September 2016	Next review due: September 2017
Governing Body Committee: CSC	CLT contact: Andrea Hazeldine Policy reviewed by Chris Goodman PSHEe Lead
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1. Introduction and Context

The ethos of Torpoint Community College is to put the child at the centre of everything we do and the health and safety of the child is of paramount importance.

We therefore consider that education about Relationships and Sex is important for students; for their future health and safety and to enable them to make responsible, informed and healthy decisions both now and in the future.

We also acknowledge that Relationships and Sex Education is the right and responsibility of the parent. Torpoint Community College provides relationships and sex education to support parents in fulfilling this responsibility. If parents are not happy with what the school provides in its basic curriculum with regard to relationships and sex education they have a right to withdraw their child/children from those aspects of relationships and sex education not covered by the National Curriculum Science Order. Parents should state their wish to remove their child from such activities in writing to the Head Teacher.

Torpoint Community College is situated in the South-East of Cornwall and very much a part of the local community. A majority of students attending the college live in the Torpoint and Rame Peninsula with a number of students travelling from Plymouth via the ferry over the River Tamar. Although in recent years teenage pregnancy rates in the South East of Cornwall have fallen, this is not the case in Plymouth which has higher than national average rates and is rising. Teenage attitudes to relationships and sex also continue to be a concern with rising STI rates in Cornwall and a higher than national average rate of smoking amongst pregnant women as shown by the regional health profiles.

Relationships and Sex Education (RSE), 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 (DfEE Guidance 0116/2000).

2. Aims and Objectives

The aims and objectives of Relationships and Sex Education (RSE) at Torpoint Community College are to prepare young people for an adult life in which they can:

- develop positive values and a moral framework that will guide their decisions, judgments 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 relationships;
- have the confidence and self-esteem to value themselves and others, and to have respect for individual conscience and the skills to judge what kind of relationships they want;

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

3. RSE Curriculum

Content and Organisation Key Stage 3: Years 7, 8 and 9

Torpoint Community College has signed up to the PSHE Association Charter Mark and, as such, is committed to working towards achieving excellence in PSHE education. Where possible teachers use the PSHE Association Quality Mark Resources.

The content of RSE at Torpoint Community College is based on the learning outcomes from the PSHEe Personal Wellbeing Programme of Study (N.C. 2007). Students in years 7 and 8 receive 2 PSHEe lessons a fortnight and Year 9 students receive two PSHEe lesson a fortnight. RSE is covered as one of many topics throughout the year. In KS3, RSE will cover the following subjects:

Year 7

- Physical and emotional changes during puberty and adolescence (PSHEe and Science).
- Human reproduction e.g. structures and functions of the human reproductive systems (Science).
- How high risk behaviours affect individuals and families (PSHEe).
- Understanding why relationships including friendships need to be based on the principles for healthy relationships and what to do when friendships go wrong e.g. bullying (PSHEe).
- The issue of consent.

Year 8

- Introduction to contraception and introduction to where to find further help and support both in College and out of College such as the Brook Clinic (PSHEe).
- To find out more about what the law determines as Sexual Activity and ages of consent
- The issue of consent (PSHEe).
- The nature and importance of marriage and stable relationships in bringing up children (PSHEe).
- The different types of relationships within families (PSHEe).
- Unsafe touching and where to seek help when under pressure (PSHEe).

Year 9

- The importance of sexual health both physically and emotionally and the possible consequences of unprotected sex.
- The issue of consent
- Different types of relationship between people of the same sex including civil partnerships (PSHEe).
- Confronting discrimination such as homophobia (PSHEe).
- More Information on Contraception and how to find further advice and support from agencies such as Brook (PSHEe), including a talk during PSHEe curriculum time from the Outreach worker from Brook (as recommended by the Healthy Schools Team Cornwall and RSE County Advisor.)
- FGM as part of the Human Rights topic.
- Content and Organisation at Key Stage 4 – Years 10 and 11

Year 10

Year 10 students cover RSE during Learning for Life Days. On these days activities are led by Brook. This consists of the Brook Bitesize Event delivered by a team of healthcare professionals from Brook, covering access to the Sexual Health Clinic which is located in the Children's Centre at the end of the College drive, the role of Brook, information about contraception, STIs, healthy and unhealthy relationships, the consequences of unprotected sex and the influence of alcohol and drugs leading to risky behaviours. In addition some of the content will be covered in the Biology modules of the KS4 Science curriculum.

Content of SRE for Year 10 covered in PSHEe:

- The effect of diverse and conflicting values on individuals, families and communities and ways of responding to them (PSHEe).
- How the media portrays young people, body image and health issues and how this links to self-esteem (PSHEe).
- The characteristics of emotional and mental health, and the causes symptoms and treatments of some mental and emotional health disorders (PSHEe). This is delivered using the new Stop Stigma resource produced by Healthy \schools Cornwall and the NHS.
- The benefits and risks of health and lifestyle choices, including choices relating to sexual activity and substance use and misuse, and the short and long-term consequences for the health and mental and emotional wellbeing of individuals, families and communities (PSHEe).
- Where and how to obtain health information, how to recognise and follow health and safety procedures, ways of reducing risk and minimising harm in risky situations, how to find sources of emergency help and how to use basic and emergency first aid (PSHEe).
- The consequences and responsibilities of becoming a parent (PSHEe). Other information about Childcare and Parenting is covered in the Key Stage 4 Health and Social Care course.
- The way hormones control the body including the effects of the sex hormones (Science).

- Promoting and controlling Fertility using drugs (Science).
- How sex is determined in humans (Science).
- How HIV and other STIs affect the body (PSHEe).

Year 11

Year 11 students have one PSHEe lesson per fortnight. Some of the lessons focus on Relationships and Sex Education and are based upon the Christopher Winter Project teaching SRE in Secondary Schools lesson plans and resources as recommended by the Cornwall Healthy Schools team. In particular students think about positive and negative relationships, signs of emotional and physical abuse and controlling relationships. All Year 11 PSHEe classes have completed a session with Brook during PSHEe lessons; The Mixing Bodily Fluids session, which tracks the transmission of STIs in a role play activity.

Essential Skills students will learn in KS3 and KS4:

- Critical Reflection.
- Decision Making and Managing Risk.
- Developing Relationships and Working with Others.

4. Resources

In the delivery of RSE teachers use a variety of teaching methods and resources, including:

- Discussion
- Drama and role play
- Research and presentation
- Video and Power Point Presentations
- Outside Speakers

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

From September 2012 we have adopted the RSE resource for Secondary Schools developed by the Christopher Winter Project as the resource has been endorsed by the Cornwall Healthy Schools Team and County RSE Advisor

The Christopher Winter Project resources have received the P.S.H.E. Association Quality Mark.

5. Dealing with Sensitive Issues

All PSHEe classes develop a set of ground rules for discussions at the start of each academic year in agreement with their teacher. The aim of the ground rules are to establish an

environment of respect and collaboration so that students feel confident in able to discuss sensitive issues. The ground rules are reiterated and elaborated for the RSE lessons and at the start of any RSE activity or talk from an External Speaker. Staff also reminds students of the protocols in place for confidentiality and if a disclosure is made, the teacher must act in accordance to the College Safeguarding Policies.

The following are protocols for discussion based lessons with students:

- no one (teacher or student) will have to answer a personal question;
- no one will be forced to take part in a discussion;
- meanings of words will be explained in a sensible and factual way;
- 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 school's policy in this matter to the letter.

6. Confidentiality

The aim of this part of the policy is to set out the school's position on confidentiality so that it meets the requirements of the:

- Data Protection Act
- The Children's Act
- The Schools Standard and Framework Act 1998
- Child Protection

Teachers are clear that they cannot be totally confidential and that if a student makes a disclosure that indicates that child abuse is taking place, the teacher is bound by law to refer that student to the designated person (DCPOs) Change to DSL in school, giving a value free report of the disclosure.

In cases where a teacher learns from an under 16 years old that they are having, or contemplating having sexual intercourse, the teacher will:

- encourage the student to talk to their parent or carer;
- encourage the student to contact the Health Centre to access contraceptive and/or other services.

Teachers will only have to report such disclosures where child protection issues are involved.

7. Parents and Carers

The college respects that parents and carers are the key people in educating their children about relationships and sex. Children want to talk to their parents about relationships and sex. The College will support parents through this policy in delivering this education.

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

8. Implementation of Policy

The Governing body has overall responsibility for this RSE policy but should allow the Headteacher and staff to exercise their own professional skills in delivering the curriculum in accordance with this policy. Rather than being responsible for the detailed policy, its role, through a named Governor, is to check the content and organisation complies with the policy set by them.

All staff at Torpoint Community College are required to read, understand and are responsible for the implementation of this policy.

The PSHEe Lead will ensure that:

- all staff delivering RSE in PSHEe and collapsed days have adequate training and are comfortable with dealing with issues that may arise;
- RSE occurs in the school's curriculum according to the schemes of work for PSHEe;
- use of teaching and learning styles and materials are appropriate ;
- the College programme of RSE is effective.

9. Policy Monitoring and Review

This Policy will be reviewed annually by the Governing body, CLT, Parents, Students and PSHEe Lead and amended and updated as appropriate.