

RELATIONSHIPS AND SEX EDUCATION (RSE) POLICY

1. Rationale

Section 34 of *The Children and Social Work Act 2017* states that relationships and sex education is to be taught in all schools in England, with a view to this becoming statutory in all schools from September 2020. The key points related to RSE are:

The sex education elements of the National Curriculum Science are mandatory for all pupils of primary and secondary school age. These cover anatomy, puberty, biological aspects of sexual reproduction and use of hormones to control and promote fertility. Science and PSHE co-ordinators will meet regularly to ensure all aspects of statutory RSE are covered in school.

Secondary schools are required to provide an RSE programme which includes information about sexually transmitted infections (STIs) and HIV/AIDS. In PSHE we ensure we cover all other learning opportunities at all levels, age appropriate topics are listed below:

- Positive Relationships vs Unhealthy relationships
- Different types of relationships and sexual orientation
- Family life – parents, carers, guardians, adopted, fostered
- Relationship breakdowns – loss, separation, divorce and bereavement
- Forming and maintaining relationships
- Consent
- Contraception and sexual health
- Peer pressure
- Bullying and abuse
- Friendship groups and gangs
- Online Safety and communication
- CSE





2. The Importance of RSE at The Forge

Children need high-quality relationships and sex education so they can make wise and informed choices. At The Forge, we feel that RSE and PSHE plays a pivotal role in ensuring students safety, during their time in school and upon leaving school. We have a robust PHSE programme including RSE obtaining a qualification at the end of Year 11.

Our relationships and sex curriculum looks at physical, moral and emotional development. It is about understanding the importance of family life, in a stable and loving relationship, with respect, love and care. We also educate our pupils about sex, sexuality and sexual health. We do not promote or discriminate against sexuality or sexual practice, but we do provide students' with the confidence to decipher what they think is acceptable and unacceptable in society and for themselves.

RSE is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. Some aspects are taught in science, and others are taught as part of personal, social, health and education (PSHE). A comprehensive programme of RSE provides accurate information about the body, reproduction, sex, and sexual health. It also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline. This area is covered in-depth using CEOP <https://www.thinkuknow.co.uk>, BWISE <http://www.barnardos.org.uk>, The Life and Death of Breck Bednar <http://www.breckfoundation.org> all of which are recognised and reputable and quality assured resources.

3. Handling Sensitive or Controversial Issues through PSHE Education

Here at The Forge we will be dealing with sensitive issues which may relate to many of our students. Through the AQA PSHE Programme of Study, there are many opportunities where topics covered or discussed may be reality for them. Such topics are as follows:

- Child Abuse
- Separation
- Drugs and Alcohol
- Child Sexual Exploitation
- Domestic Violence
- Healthy and Safe Relationships



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These topics are designed to provide pupils with skills and knowledge on what to do to keep themselves safe and where to get help. It's vital that they do so in a climate of trust, cooperation and support. A safe learning environment helps students share feelings, explore values and attitudes, express opinions and consider those of others without attracting negative feedback.

In PSHE we aim to:

- Work with pupils to establish ground rules about how they will behave towards each other in discussion
- Offer some opportunities for pupils to discuss issues confidentially in small groups as well as sharing views with the class.
- Ensure all students are aware they can ask anonymous questions or concerns to avoid having to voice them in front of the class
- Provide access to balanced information and differing views to help pupils clarify their own opinions and views (whilst making clear that behaviours such as racism, discrimination and bullying are never acceptable in any form)
- Decide how far they are prepared to express their own views, bearing in mind that they are in an influential position and must work within the school's values
- Be sensitive to the needs and experiences of individuals – some pupils may have direct experience of some of the issues
- Always work within the school's policies on safeguarding and confidentiality (and ensure that pupils understand school policies on disclosure of confidential information and following up concerns in a more appropriate setting outside lessons.
- Link PSHE education into the whole-school approach to supporting pupil welfare
- Make pupils aware of sources of support both inside and outside the school.

GROUND RULES

Ground rules help to minimise inappropriate and unintended disclosures and comments of a negative nature made towards other pupils whether intentional or not. Such ground rules support broader class rules and the school's behaviour policy. To be effective, pupils and teachers need to develop ground rules together and then test them in discussion and group activities, amending them as necessary. Examples of ground rules include:

- not asking personal questions
- respecting what people say
- listening to others
- having the right to 'pass' if you do not wish to comment.

They will have been exposed to parental, family, peer, school, media and community views on different issues and they will be aware of a range of related attitudes and values. These can be explored and used as a starting point for discussion about specific issues raised by using starter activities such as: Distancing



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techniques, using distancing techniques such as stories, TV programmes/characters, role play, scenarios based on real situations can provide fictional characters and storylines that stimulate discussion whilst they 'de-personalise' discussions.

The following or similar questions can be used to support discussion when using fiction, role play scenarios etc:

- What is he/she like?
- What is happening to them?
- How are they feeling?
- What are they thinking?
- What do other people think of him/her?
- Is what is happening right or wrong?
- Who could help him/her?
- What would I tell them to do if they asked for help?
- What could you say to persuade (the character) to act differently?

Include in the programme information about sources of help both within the school and outside and help children develop the skills to seek advice and articulate their concerns.

Useful links:

- NSPCC's website www.nspcc.org.uk includes up to date information and sources of support. The NSPCC runs Childline (0800 1111) and an advice line for adults worried about children (0808 800 5000).
- The website <http://thisisabuse.direct.gov.uk> targets teenagers and helps them to explore what constitutes abuse and how to obtain support
- The campaign 'Schools Safe 4 Girls': http://www.pshe-association.org.uk/news_detail.aspx?ID=1313 provides links to sources of support and advice provided by the End Violence Against Women Coalition.



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3. Age Appropriate RSE at The Forge

11 – 13 years KS3

At this age most young people will be entering puberty and will be interested in hormones, how they will be affected by them, the menstrual cycle, wet dreams, erections, fertility, pregnancy - how it can be avoided, and safer sex. They may also be wondering if their physical development is 'normal'. They will want to know about the difference between sexual attraction and love and whether it is normal to be attracted or in love with someone of the same gender. Young people will be asking questions about relationships, when is the right time to have sex, how to avoid pressure and where they can get more information if they need it, including the best websites, confidential services etc.

Questions to help you understand what young people want to learn about are listed in themes below.

Relationships

- What makes a relationship happy or unhappy?
- Why do relationships change during adolescence?
- How can I cope with changing relationships with my family and friends?
- Why do people get married or have a civil partnership?
- What can I do about family and friendship break-up?
- What are the qualities I should look for in a partner?
- Should everyone have a boyfriend or girlfriend at my age?
- At what age is it legal to have sex? At what age is it legal to get married/ or have a civil partnership?
- How do I know when I am ready to have sex/be intimate with my boyfriend/girlfriend?
- Do males and females have different expectations in relationships?
- What does it mean to be gay, lesbian, bisexual or transgender?
- What is the difference between transvestite and trans-sexual?
- What is acceptable touching and behaviour amongst my peers?

My body

- Am I normal? What is normal for my age? If I am a late-developer, will I catch up?



- Why do the media show so many pictures of thin/muscley/perfect celebrities? Should we all look like this?
- People say our hormones are raging during adolescence - what effect do they have on the body?
- How do hormones affect boys and girls differently?
- What is the menstrual cycle and how does it affect fertility?
- Why do boys get erections?
- What is the menopause, when does it happen in a woman's life and do men go through it too?
- What is happening to my body when I get sexually excited?
- What is an orgasm and how can I have one?
- Do males and females experience orgasm in the same way?
- What are normal bodily fluids secreted from penis and vagina?

Feelings and attitudes

- What is the difference between sexual attraction and love?
- How will I know if I am in love?
- Is it normal to be attracted or in love with someone of the same gender? Does this mean I am gay or lesbian?
- Do you have to have sex to show someone you love them?
- What should I do if I feel I am being pressured into having sex? Is everybody doing it?
- In my community being a teenage parent is acceptable- is this wrong?
- Some religions have strong moral beliefs linked to sex. What are these? What do I think?

Keeping safe and looking after my sexual health

- What is safer sex?
- Should everyone who is sexually active carry condoms?
- What infections can be caught from having sex? What are the symptoms? What is the impact on your health?
- What is HIV and AIDS, how do you get it? Is it always through sex?



- How do women get pregnant and how does the baby develop?
- Does sex always lead to pregnancy? How can conception be prevented?
- Are there ways of enjoying sex that don't risk pregnancy or infection?
- What are the different methods of contraception? Are some easier to use than others?
- When should emergency contraception be used?
- Who should be responsible for contraception/safer sex in a relationship?
- If someone is on the pill, why do they have to use a condom as well?
- Does drinking alcohol or using drugs affect my decisions about behaviour?

People who can help me/Sources of help and advice

- If I think I have a sexually transmitted infection, where can I get it treated?
- If a woman gets pregnant, what choices does she have?
- What are the best websites on sex and relationships for young people?
- How can I find out about local contraception and sexual health services, and what should I expect from them?
- Can I see a nurse or doctor in private?

14 – 16 years

At this age some young people will either be sexually experimental or know friends who are. They will be interested to know what they should expect of a partner and how to talk to them. They will need more information on contraception, sexual health and how to access services. They will want to know about different types of relationships and homophobia. They may want to know about how to cope with strong feelings and how to cope with the pressures to have sex. They will start to ask questions about parenthood and may like to know how they can talk to their own parents or a trusted adult. They will also be interested in other influences on sexual decision making such as the law, different cultures and religious beliefs, pornography, the media and the effects of drugs and alcohol.

Questions to help you understand what young people want to learn about are listed in themes below.

Relationships



- What should I expect of my partner in a sexual relationship?
- What can I do to make a sexual relationship more enjoyable?
- Do people try to control or exploit one another through sexual relationships?
- How can I recognise when this might be happening and respond to it?
- What is the most effective way to resist pressure from friends or partner to do things I don't want to do?
- How can I help a friend in an abusive relationship?
- What is homophobia, what effect does it have on people and what can I do if I or a friend experiences it?
- What is most important to me in my relationships with friends, family and sexual partner?
- What are the causes of conflict in young people's relationships with friends, family and peers and how can we deal with it?
- What communication skills would help me in my relationships?
- When is the right time to become a parent?
- What responsibilities do parents have and what skills do they need?
- How can young people cope with family break-up, divorce and bereavement and who can provide support?
- What are the challenges of being a single parent? What help is available to single parents?
- What is the best way to challenge bullying and prejudice?

Feelings and attitudes

- How can I cope with strong feelings such as anger, sadness, desire and love?
- What are the biggest influences on me and my friends sexual behaviour and health?
- What do different cultures and religions believe about sex and relationships?
- How does how I feel about my body affect my self esteem and my relationship with others?
- Pornography is easy to access on the internet - does it show what real sexual relationships are like/should be like?



- Why do people stereotype gays and lesbians/ male, females and transgender/ and stigmatise people with STIs such as HIV?

Keeping safe and looking after my sexual health

- What are the different types of contraception, their advantages and disadvantages, and how can I choose between them?
- Are all methods of contraception also protection against sexually transmitted infections including HIV? What are the risks of different sexual activities?
- Should I be responsible for contraception in a relationship? Can I negotiate this with my partner or should I trust them?
- I know that alcohol and drugs may affect sexual choices and behaviour - how can I reduce the risks from this?
- How do I use a condom and does it affect sexual performance?

People who can help me/sources of help and advice

- What are my rights as a young person to information, sexual health services and confidentiality?
- What is the full range of services, help and information available to me, where can I find out about them and how can I make the most of these services?
- I'd like to talk to my parents or a trusted adult about sex and relationships - what is the best way to go about this?
- If a woman gets pregnant, what choices does she have and what influences these choices?
- What are the laws on sexual offences?



4. Quality assured resources

The PSHE Association quality assures resources to ensure that the materials we recommend for teachers meet our best practice principles and deliver high quality learning for young people. Naturally, this list is by no means exhaustive, but it does provide a good starting point for teachers. The following resources have all passed our quality assurance process, however there are new resources being assessed all the time, and there may be other high quality resources available to teachers which have not been submitted for quality assurance. See our guidance on choosing resources when deciding whether to use a resource that does not carry the PSHE Association quality mark.

WOMEN'S AID: Expect Respect	<ul style="list-style-type: none"> • Scheme of work • Key stages 1-4 	<ul style="list-style-type: none"> • Managing conflict • Healthy and unhealthy relationships • Bullying and harassment • Domestic abuse
CHRISTOPHER WINTER PROJECT: Teaching SRE with Confidence in Secondary Schools	<ul style="list-style-type: none"> • Scheme of work • Key stage 3-4 	<ul style="list-style-type: none"> • Social media • Sexual exploitation and bullying • Consent and pornography • Personal safety in relationships
NSPCC: Making Sense of Relationships	<ul style="list-style-type: none"> • 3 lesson plans – key stage 2 • 6 lesson plans – key stage 3 • 3 lesson plans – key stage 4 	<ul style="list-style-type: none"> • Sexual health and pregnancy • Healthy and unhealthy relationships • Online relationships • Sharing explicit images (sexting) • Consent • Pornography
CEOP: Exploited	<ul style="list-style-type: none"> • Film and resource pack • Key stage 3-4 	<ul style="list-style-type: none"> • Relationship abuse • Child Sexual Exploitation (CSE)
CHILDNET INTERNATIONAL: Crossing the Line	<ul style="list-style-type: none"> • 4 lesson plans with video clips • Key stage 3 	<ul style="list-style-type: none"> • Online bullying • Sharing explicit images (sexting)
HOME OFFICE: Disrespect Nobody	<ul style="list-style-type: none"> • Discussion guides to support campaign adverts • Key stages 2-4 	<ul style="list-style-type: none"> • Relationship abuse
PUBLIC HEALTH ENGLAND: Rise Above for schools	<ul style="list-style-type: none"> • 8 lesson plans on a variety of issues with accompanying video clips • Key stage 3 	<ul style="list-style-type: none"> • Friendship and peer pressure • Fear of missing out (FOMO) • Online bullying
BETTY: It's Perfectly Natural	<ul style="list-style-type: none"> • 2 lesson plans and accompanying video • Key stage 2-3 	<ul style="list-style-type: none"> • Growth and change • Menstruation and puberty
CORAM LIFE EDUCATION: Adoptables School Toolkit	<ul style="list-style-type: none"> • A lesson plan and accompanying video materials • Key stage 2-3 	<ul style="list-style-type: none"> • Different types of families • Supporting adopted young people
ISLINGTON HEALTHY SCHOOLS: SRE Covered	<ul style="list-style-type: none"> • Scheme of work • Key stage 3-4 	<ul style="list-style-type: none"> • Positive relationships • Contraception and sexual health





PERSONAL, SOCIAL and HEALTH EDUCATION

All pupils in Schools take part in the Personal, Social and Health Education Programme.

The programme may include personal relationships, healthy and safe relationships, drugs and alcohol education and anti-bullying. We also look at careers and applying for jobs and courses.

PSHE is paramount to your son/daughters personal development and here we teach it in a way students can achieve a qualification in the subject.

PERSONAL & SOCIAL HEALTH EDUCATION

I agree to my son/daughter attending classes
in which these topics are discussed.

Signed:

Date:



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