**ONE INTERNATIONAL SCHOOL RELATIONSHIP & SEX EDUCATION (RSE) POLICY**

**RATIONALE**

In keeping with British and International standards, ONE International Elementary School has a responsibility to teach pupils from the age of eleven onwards to have an understanding of the physical, biological, emotional, social, spiritual, legal and moral aspects of sex and sexuality. We teach RSE within the wider context of building self-esteem, emotional well-being, relationships and healthy lives beginning in year 6 and this will also continue in Middle School. RSE It involves teaching children about reproduction, sexuality and sexual health. It doesn’t promote early sexual activity or any particular sexual orientation. This prepares our pupils for the opportunities, responsibilities and experiences of adult life.

**AIMS & OBJECTIVES**

Although we strongly advocate that all children learn about relationship and sex education, we are aware that not all parents/carers may share the same opinion and parents/carers are free to withdraw their children from RSE if they wish to do so. The only exceptions to this are the biological aspects of human growth and reproduction that are essential elements of our Science Curriculum.

**RELATIONSHIP & SEX EDUCATION IN THE ELEMENTARY SCHOOL**

To give parents and teachers a deeper understanding of what pupils are expected to learn in RSE at age 11 in year 6, we have outlined learning objectives that will be covered:

**RELATIONSHIP EDUCATION**

* Learn about friendship, bullying and the building of self-esteem.
* Decision making and risk taking.
* Feelings about the future – changing schools, adolescence.
* Families and how they behave – what members expect of each other.
* Celebrations of birth, puberty, marriage and death in different cultures.
* Expressing feelings and how we do this – being assertive and not bullying.
* Differences and similarities in people.
* Body changes in me and others – why they are happening.
* Things that go into my body that help and things that harm.

In higher Key Stage 2 classes we place a particular emphasis on health education, as many children can begin to experience puberty at this age. Teachers do their best to answer all questions with sensitivity and care. By the end of Key Stage 2, we ensure that both girls and boys know how their bodies change during puberty, what menstruation is and how it affects women. We always teach this with due regard for the emotional development of the children.

**SEX EDUCATION**

The National curriculum Science states that at Key Stage 2 children should learn:

* That life processes common to humans and other animals include nutrition, growth and reproduction;
* Puberty and adolescent years
* About the main stages of the human life cycle

ONE International Elementary School will provide the parent/carer with a consent letter before any Relationship and Sex Education lessons are taught in school. If a parent/carer does not consent to their child being taught about Relationship and Sex Education, the pupil will not be made to attend and provisions will be made for the child to join a different activity.

We anticipate that Relationships and Sex Education will be taught in the Summer Term of the school year and teachers will follow the most current and up to date policy from The Department of Education UK regarding content for Elementary Schools.

**MIDDLE SCHOOL**

ONE IS teaches Relationship and Sex Education within our PSHE framework throughout the year in addition to the National Science Curriculum topics. We base our curriculum around self-esteem and responsibility for the consequences of one’s actions. We have a set framework for establishing age-appropriate content, plus what is appropriate and inappropriate in a whole-class setting and how to deal with individual questions.

**RELATIONSHIP EDUCATION**

At secondary level we build on elementary-level Relationships Education. Pupils will learn about different types of relationships, including friendships: family relationships, dealing with strangers and, at secondary school, intimate relationships;

* How to recognise, understand and build healthy relationships, including self-respect and respect for others, commitment, tolerance, boundaries and consent, and how to manage conflict, and also how to recognise unhealthy relationships;
* How relationships may affect health and wellbeing, including mental health;
* Healthy relationships and safety online; and
* Families ─ including: that there are different types of committed, stable relationships, and the importance of those relationships in raising children; what marriage and civil partnerships are; why marriage is an important relationship choice for many couples and why it must be freely entered into; the characteristics and legal status of other types of long-term relationships; the role of parents; how to assess the safety of a relationship
* Respectful relationships, covering friendships ─ including: the characteristics of healthy friendships on and offline; the damaging effect of stereotypes; different types of bullying (including cyberbullying); criminal behaviour within relationships; what constitutes sexual harassment and sexual violence; legal rights and responsibilities regarding equality
* Online and media ─ rights, responsibilities and opportunities online; online risks; not to provide material to others that they would not want shared further; the impact of viewing harmful content; that specifically sexually explicit material often presents a distorted picture of sexual behaviours; that sharing and viewing indecent images of children (including those created by children) is against the law.
* Being safe ─ the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment and domestic abuse and how these can affect current and future relationships; how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (on and offline)
* Intimate and sexual relationships, including sexual health ─ the characteristics and positive aspects of healthy one-to-one intimate relationships; that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively; the facts about reproductive health; managing sexual pressure, including understanding peer pressure; choice to delay sex or to enjoy intimacy without sex; contraception; facts around pregnancy including miscarriage; choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help); information about sexually transmitted infections (STIs), including risk reduction and testing; how the use of alcohol and drugs can lead to risky sexual behaviour; how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.

**SEX EDUCATION**

Factual knowledge, at secondary school, around sex, sexual health and sexuality, set firmly within the context of relationships. It will help young people to respect themselves and others.

* Sexual identity and sexual orientation - ONE IS make sure that the needs of all pupils are met in their programmes, whatever their developing sexuality. This means sex and relationship education is relevant to them and sensitive to their needs. There should be no direct promotion of sexual orientation.
* There will be the promotion of no bullying; be it racial, as a result of a pupil’s appearance, related to sexual orientation or for any other reason.
* Puberty - this will be age appropriate and in consultation with parents.
* Menstruation - ONE IS includes preparation for menstruation, with girls separately to boys, but boys also receiving the necessary facts to understand menstruation.
* Contraception - knowledge of the different types of contraception, and of access to, and availability of contraception as this is key in reducing teenage pregnancies.
* Abortion and adoption - the religious convictions of pupils and their parents will be respected. We offer young people the opportunity to explore the dilemmas, enable them to know and understand about abortion, and develop the communication skills to discuss it with parents and health professionals. The key is through appropriate information and effective advice on contraception and on delaying sexual activity, to reduce the incidence of unwanted pregnancies.

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Before granting any such parents are required to meet with the Head Teacher – Jenny Hoggard – to discuss the request, where appropriate this discussion will also include the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. Once those discussions have taken place, except in exceptional circumstances, the school will respect the parents’ request to withdraw the child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those terms.