



Endon High School

POLICY ON:

Relationships and Sex Education

Member of Staff Responsible for the Policy: *Headteacher*

Date on which this Policy was last reviewed: *October 2023*

Date by which this Policy is to be reviewed (annually): *May 2022*

Dissemination of the Policy: *Staff*

Parents and Carers

Governors

Relationships and Sex Education policy

Rational and Ethos

Relationships and Sex Education (RSE) is a lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings.

Effective RSE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables young people to make responsible and informed decisions about their health and well-being.

This updated policy aims to offer additional support on new issues not included within existing guidance; will provide advice which reflects updated legislation, including the Equality Act 2010 and the RSE Health Education Statutory guidance for September 2020.

Other related School policies and documents include the L4L & Science Schemes of work, Safeguarding, Confidentiality, Behaviour, Inclusion, Combatting Bullying, and Health and Safety, External visitor Policy, Equality Policy, e-safety Policy

At Endon High School we believe in Learning for Life (L4L- which some schools reference as PSHE – Personal, social, health education) and that Relationship and Sex Education (RSE) should be set in the context of clear values, including the value of family life, marriage and of loving and stable relationships in bringing up children. It should teach children and young people to develop values, attitudes, personal and social skills, and increase their knowledge and understanding to make informed decisions and life choices. RSE is important to ensure that children grow up with the ability to enjoy the positive benefits of loving, rewarding and responsible relationships, to be informed, comfortable with the changes during puberty, sexually healthy and emotionally safe. We teach pupils to be digitally safe with e-safety being a vital message throughout the school. We aim to provide details of where to get additional help and support should people require it.

Effective RSE is dependent on partnerships at many levels involving all stakeholders at the school and additional community.

At Endon High we aim to achieve an effective Relationships and Sex Education programme through building on these partnerships and the continued professional development of staff. Enabling the delivery of a developmental, planned programme, that is integrated into the curriculum and delivered over an extended period.

Objectives

At Endon High our Relationships and Sex Education Programme seeks to:

- Help pupils 'learn for life' (hence our adoption of the Learning for life term)
- Deliver a broad and balance curriculum which is age appropriate and differentiated to the needs of the pupils including SEN, and any other disabilities that require a bespoke curriculum.
- Provide additional support if and when required and work with additional agencies to deliver the best education for our pupils.
- Present information in an objective, balanced and sensitive manner delivered in a wide variety of settings and mediums.
- Deliver an education which is inclusive of all groups across the curriculum (including LGBTQ+, BAME and those with disabilities) however, we are sensitive to religious beliefs.
- Encourage the development of social skills and strategies, (which will reduce the risk of exploitation, misunderstanding and abuse)
- Help pupils make informed, reasoned and responsible decisions
- To encourage an ethos of trust and openness where topics are freely discussed
- Ensure that all pupils are aware of the risks of certain behaviours
- To empower pupils to seek the help they may need

Roles and Responsibilities

Those involved with the development of this policy included the L4L lead and the Head teacher and link Governor. Teaching staff and support staff are responsible for the delivery of lessons and key RSE messages. Teaching staff will receive ongoing training as required to support with developing awareness and needs. The L4L Lead will deliver training and resources to key staff members, who teach timetabled weekly sessions (including assembly) and will monitor and report to the School Link Governor, Head Teacher and Governing Body.

Additional responsibilities

- The Headteacher will be responsible for – overseeing curriculum/policies, deals with issues concerning withdrawal.
- SLE (Subject lead of education) can support with subject development, sharing best practice, updating any national guidance/training, LA trends.
- Safeguarding lead will be responsible for – checking policy for safeguarding compliance and deal with SG matters should they arise. They should also inform the L4L lead should any key areas arise and the lessons can reflect these areas.

- Parents/carers will be responsible for working in partnership with the school by being conversant with school policy and supporting learning within the home environment.

Legislation (statutory regulations and guidance)

We are required to teach relationships education/RSE as part of current curriculum advisory guidance on PSHE until August 31st, 2020. From September 1st, 2020 we have been teaching Relationships and Health Education as part of the mandatory statutory requirements. See current legislation compliance below:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010)
- Keeping Children Safe in Education – Statutory Safeguarding Guidance (September 2023)
- Children and Social Work Act (2017)
- Relationships and Sex Education (RSE) policy July 2019

Curriculum Design

Our RSE program is an integral part of our whole school's L4L (PSHE) provision. It also is supported by statutory requirements as set out in the National Curriculum for Science and also within some other subjects. Elements of the curriculum are delivered in tutor time, curriculum timetabled lessons, assemblies and wellbeing sessions.

We use a variety of approved resources and external visitors to deliver our RSE Health & Relationships curriculum. Our curriculum model has been embedded over numerous years and falls in line with the PSHE association guidelines. This will ensure that our delivery is age and stage relevant. Our approach will ensure inclusivity as part of our school ethos. We will ensure differentiation within delivery as outlined in our school 'Teaching and learning' policy. Pupils will be encouraged to reflect upon their own views, opinions and ideas using appropriate assessment for learning methods. These will vary depending on topic and year group. Please refer to curriculum planning document for PSHE.

Teachers will build on the foundation of Relationships Education taught in Primary school. As pupils grow up, and at the appropriate time they will extend teaching to include intimate relationships. Alongside being taught about intimate relationships, pupils should also be taught about family relationships, friendships and other kinds of relationships that are an equally important part of becoming a successful and happy adult. This teaching should enable pupils to distinguish between content and experiences that exemplify healthy relationships and those that are distorted or harmful.

Knowledge about safer sex and sexual health remains important to ensure that young people are equipped to make safe, informed and healthy choices as they progress through adult life. This will be delivered in a non-judgemental, factual way and allow

scope for young people to ask questions in a safe environment. This will be delivered by teachers at the school and also with the use of external agencies.

Because of our curriculum, planning Relationships and Sex Education should empower the pupils at our school to:

- *Develop confidence in talking, listening, understanding and thinking about feelings, emotions and relationships*
- *Learn about the nature and importance of marriage and stable relationships for family life and bringing up children, and as key building blocks of community and society, and what this really means.*
- *RSE can assist and support parents in the difficult and changing role of education their children about relationships and sexual matters.*
- *Pupils will understand the benefits of healthy relationships to their mental wellbeing and self-respect. Through gaining the knowledge of what a healthy relationship is like, they will be empowered to identify when relationships are unhealthy. They will be taught that unhealthy relationships can have a lasting, negative impact on mental wellbeing.*
- *Pupils will be taught the facts and the law about sex, sexuality, sexual health and gender identity in an age-appropriate and inclusive way. All pupils will recognise that the content is relevant to them and their developing sexuality.*
- *Sexual orientation and gender identity will be explored at a timely point and in a clear, sensitive and respectful manner.*
- *Pupils will be well informed about the full range of perspectives and, within the law, will be well equipped to make decisions for themselves about how to live their own lives, whilst respecting the right of others to make their own decisions and hold their own beliefs.*
- *Pupils will be given the tools and advice on where to get help should they require it*

Safe and Effective Practice

We will ensure a safe learning environment by following our school policies. Staff will be trained in relation to developing a safe learning environment including safeguarding training, dealing with sensitive issues, issues around confidentiality, agreed ground rules shaped by students and using distancing techniques with students. All students will be given the opportunity to raise questions anonymously should they so wish. All staff will be supported by pre-prepared resources, training in the delivery of resources, supported by internal and external staff including L4L Lead, Safeguarding Lead, SLT, and where relevant SLE lead.

Teaching staff will endeavour to answer questions as openly as possible but if faced with a question they do not feel comfortable answering within the classroom additional provision would be made to meet the individual child/young person's needs.

This may involve referring the child/young person back to their parent/carer, School Nurse, or an external agency like a young person's health drop-in service, , school nurse, Walk in

Centre or their Doctor for an answer or seeking advice from the L4L Lead, head teacher or safeguarding officer.

During L4L sessions and discussions staff will establish clear ground rules with pupils to ensure pupils feel safe, listened to and supported. There may be times where splitting groups up into selected targeted groups maybe appropriate e.g. gender groupings however where possible we feel it is important that all pupils are aware of all aspects.

When teaching about gender issues, it must be recognised that young people may be discovering or understanding their sexual orientation or gender identity. There will be an equal opportunity to explore the features of stable and healthy same-sex relationships. This will be integrated appropriately into the RSE programme, rather than addressed separately or in only one lesson.

It is recognised that there will be a range of opinions regarding RSE. The starting principle when teaching each of these will be that the applicable law will be taught in a factual way so that pupils are clear on their rights and responsibilities as citizens.

Safeguarding

All staff will be trained in safeguarding. Teachers are aware that effective RSE which brings an understanding of what is and what is not appropriate in a relationship can lead to a disclosure of a child protection issue. In this situation staff should follow internal safeguarding policies including informing one of the safeguarding leads. Prior to teaching, teachers will consult with the designated safeguarding lead to ensure that issues can be addressed prior to the teaching of the subject and appropriate differentiation can be made. Occasionally, appropriate and suitably experienced and/or knowledgeable visitors (such as school nursing team) from outside school may be invited to contribute to the delivery of RSE in school.

All visitors will be familiar with and understand the school's RSE policy and work within it as they will be sent a copy as part of the teaching agreement. As per Safeguarding policy, visitors are supervised/supported by a member of staff; The input of visitors is monitored and evaluated by staff and pupils. This evaluation informs future planning.

There may be times when a child wishes to confide in a teacher. It is the school policy that information may need to be passed on to Mr A Skelding (Headteacher) or one of the Safeguarding leads (Mr Keates, A Jenkins, Mr Bamba, Mrs Tapley, Miss Hunt) if there is a risk of harm to the child. Children are informed that teachers cannot guarantee absolute confidentiality. The Headteacher or safeguarding lead will decide what action to take to protect the best interest of the child, enabling action to be taken by other professionals if deemed necessary.

The school nurse follows a separate code of practice linked with their professional regulations.

The school is committed to working towards equality, promoting positive approaches to difference, and fostering respect for people of all cultural and social backgrounds whatever

their age, sexual orientation, religion, race, gender, disability or additional educational need. Developing positive relationships between pupils of all backgrounds is an essential aspect of the work of the school. We will ensure that all young people receive Relationships and Sex education, and we will offer provision appropriate to the particular needs of all our students. We will respond to parental requests and concerns and will take specialist advice where necessary.

Key aspects of the law relating to sex which will be taught include the age of consent, what consent is and is not, the definitions and recognition of rape, sexual assault and harassment, and choices permitted by the law around pregnancy.

Grooming, sexual exploitation and domestic abuse, including coercive and controlling behaviour, will be addressed sensitively and clearly. Endon High will address the physical and emotional damage caused by female genital mutilation (FGM). Our pupils will also be taught where to find support and that it is a criminal offence to perform or assist in the performance of FGM or fail to protect a person for whom you are responsible from FGM. As well as addressing this in the context of the law, our pupils may also need support to recognise when relationships (including family relationships) are unhealthy or abusive (including the unacceptability of neglect, emotional, sexual and physical abuse and violence, including honour-based violence and forced marriage) and strategies to manage this or access support for oneself or others at risk. We will be mindful that for our pupils who are or have experienced unhealthy or unsafe relationships at home or socially, we may have a particularly important role in being a place of consistency and safety where they can easily speak to trusted adults, report problems and find support.

Engaging Stakeholders

The school recognises that the parents are key figures in helping their children to cope with the emotional and physical aspects of growing up and therefore have more responsibility in preparing them for challenges and responsibilities which sexual maturity brings. Parents are encouraged to support the school's RSE and have access to this policy in line with proposed government statutory guidance.

Parents are key partners in supporting the school to:

- Maintaining the culture and ethos of the family
- Teaching their children about Relationships and Sex
- Helping their children cope with the emotional and physical aspects of growing up
- Preparing them for the challenges and responsibilities that sexual maturity brings
- Identifying issues

As part of the RSE curriculum we will support our parents to:

- Help children to learn the correct names of the body
- Talking with their children about feelings and relationships

We will endeavour to make as much information as possible available to support parents in to encourage full involvement. We will consult parents on issues that may arise and will

offer opportunity to preview and discuss resources and materials that we intend to use, particularly those used to prepare children for changes experienced at puberty. The RSE programme and policy will be made available to parents before the course begins. Parents who have concerns will be offered the opportunity to discuss the content and delivery of the programme with the subject co-ordinator.

A parent can only withdraw their child up until three terms before their 16th birthday. After this it is up to the child to make that informed decision. The parents/carers can only withdraw from the sex education part which is not currently covered under the Science National Curriculum and also not stipulated under the new RSE and do not fall under our understanding of relationships and health and wellbeing. Withdrawal can only be done by having a meeting with the Headteacher and reasons discussed. It is to be noted that the child may well hear about this topic via alternative methods and, as such, may well not be a true reflection of the content.

As a school we have taken measures to ensure that by developing sensitive, inclusive policies and practices, and teaching within the agreed framework of our policy, we aim to reassure parents and prevent children from missing aspects of the work.

We welcome parents' comments at any time on this policy or the teaching emanating from it.

Monitoring and Evaluation

This will in the first instance be undertaken by the lead teacher with responsibility for coordinating RSE, (part of the L4L co-ordinators role), who will monitor the impact of the policy on children's learning, and report to SLT, who will assist the Headteacher to report to the governing body. All monitoring will follow school policy

Student voice in determining curriculum

Throughout RSE lessons, students will have the opportunity to review and reflect upon their own ideas and opinions. These views will not necessarily be written down to ensure inclusion of all students.

Pupils will be given the opportunity to voice concerns that they may have over the modern world and the implications in relation to this concerning relationships and modern technology. The curriculum will reflect and be adapted where relevant to ensure concerns raised can be addressed as when and they voice concerns. Students will be able to voice opinions on resources/ external agencies used and whether, on reflection and where applicable, the curriculum addressed their needs during previous years.

Appendix 1

Agencies used to assist in the delivery of Sex and relationship education at Endon High school as of 13th January 2020.

Wellbeing sessions are structured and adapted to suit each year groups needs and ability. We educate the pupils internally following a set structure in curriculum lessons, assemblies and learning for life time. Some pupils can also be additionally supported through referrals to additional agencies. We also use a wide variety of specialist agencies to help delivery including;

- The school nurse
- Drugs education through T3
- SRE team from the Piccadilly centre in Staffordshire
- First Aid trainers
- Community police officers
- Dove
- Visyon
- Homestart
- CAMHS
- MIND
- Staffordshire Highways Agency
- Ms R Freed, Briish Sign Language
- Young Minds
- Drugs-line
- Catherine Kirk, RSE Practitioner
- Bully4U Loudmouth Campaign

This list is not exhaustive but is an indication of the external specialists we also use at Endon High School.

Appendix 2

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/781150/Draft_guidance_Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education2.pdf