



RELATIONSHIPS, SEX and HEALTH EDUCATION POLICY

Intent

This policy aims to provide guidance and information on all aspects of RSHE in the school for staff, parents/carers and governors.

Context

We believe the prime responsibility for bringing up children rests with parents. The college recognises that parents are key figures in helping their children cope with the emotional and physical aspects of growing up and in preparing them for the challenges and responsibilities which sexual maturity brings. The teaching offered by the college should be seen as complementary and supportive to the role of parents. The college believes that effective sex and relationship education is essential if young people are to make responsible and well informed decisions about their lives

In an attempt to achieve this, the government requires that all students should be offered the opportunity of receiving a comprehensive, well-planned programme of relationships, sex and health education during their school career.

Definition of Relationships and Sex Education

We define 'relationships, sex and health education' as 'enabling children to embrace the challenges of creating a happy and successful adult life.

We believe relationships and health education is important for our pupils and our school because:

- It is giving children the knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self- efficacy.
- It is about giving children the opportunity to put knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts.
- It is the recognition that everyone faces difficult situations in their lives and how relationship education can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.



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We view the partnership of home and school as vital in providing the context to both complement and reinforce what pupils learn at home about healthy, respectful relationships, focusing on family and friendships, in all contexts, including online, as well as how to be healthy.

Our school's overarching aims for our pupils are:

- To foster pupil wellbeing and develop resilience and character that we know are fundamental to pupils being happy, successful and productive members of society.
- To know how to be safe, including online
- To be healthy both mentally and physically healthy
- To be able to manage their academic, personal and social lives in a positive way
- To demonstrate personal attributes including kindness, integrity, generosity, honesty, respect and tolerance in order to contribute to adult life in British Society

The Impact of our programme is that pupils will:

- Know and understand the characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.
- Understand they have a right to personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical touch. Recognise and know how to report abuse, including emotional, physical and sexual abuse
- Develop the skills of being able to express their emotions and seek help where needed, to build friendship and recognise how this can support mental well being
- Develop the personal attributes of honesty, integrity, courage, humility, kindness, generosity, trustworthiness and sense of justice, and character traits such as perseverance, working towards long term goals, dealing with setbacks, resilience permission seeking and giving, and the concept of personal privacy
- Understand how the Equality Act 2010 relates to them as a child and through adult life, to recognise and challenge any form of discrimination



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Legislation

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils. They also make Health Education compulsory in all schools.

The RSHE policy supports/complements the following policies:

- Safeguarding Policy
- Anti-Bullying Policy
- Equality Policy and Statement
- Acceptable use of IT Policy

Documents that inform the school's RSHE policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010)
- Supplementary Guidance SRE for the 21st century (2014)
- Keeping Children Safe in Education – Statutory
- Safeguarding Guidance (2019)
- Children and Social Work Act (2017)
- DFE Guidance RHE (2019)

The Moral Dimension.

As part of the whole curriculum, students are given opportunities to explore issues of right and wrong. The college recognises that RSHE is fraught with certain difficulties and whilst it acknowledges different lifestyle choices it promotes the view that stable loving relationships are the best context for sexual relationships and the bringing-up of children. The programme acknowledges the diversity of students' cultures, faiths and family backgrounds and encourages students to be respectful and understanding of others.

Relationships and Sex Education Framework

Relationships and Education covers more than biological facts and information and tries to help young people develop self-esteem, self-responsibility as well as the acquisition of understanding and attitudes which prepare students to develop caring stable relationships. Appreciation of the value of self-respect, dignity, marriage and parental duty should be



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encouraged in all students, together with sensitivity to the needs of others, loyalty and acceptance of responsibility.

Curriculum Design

High quality relationships and sex education help create safe school communities in which pupils can grow, learn and develop positive, healthy behaviour for life. We teach RSHE on the understanding that:

- It is taught in the context of family life
- It is part of a wider process of social, personal, spiritual and moral education
- Children should be taught to have respect for their own bodies
- Children should learn about their responsibilities to others, and be aware of the consequences of sexual activity
- It is important to build positive relationships with others, involving trust and respect, both in person and online
- It makes a significant contribution to our duty to safeguard and protect all children
- It plays a key role in improving health outcomes for children and young people such as reducing teenage pregnancy and risk taking behaviour, including online behaviour

Our relationship and sex education provision and will cover

Relationships	Health and Mental Well-being	Other foci Living in the Wider World – Beyond DFE framework
<ul style="list-style-type: none"> ➤ Families and people who care for me ➤ Caring friendship ➤ Respectful friendships ➤ Online Relationships ➤ Being Safe 	<ul style="list-style-type: none"> ➤ Mental Well-being ➤ Internet Safety and Harm ➤ Physical health and fitness ➤ Healthy eating ➤ Drug, alcohol and tobacco health and prevention ➤ Basic First Aid ➤ Changing Adolescent Body 	<ul style="list-style-type: none"> ➤ Economic well-being ➤ Enterprise ➤ Careers



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The overriding concepts explored through the curriculum are:

- Identity (their personal qualities, attitudes, skills, attributes and achievements and what influences these; understanding and maintaining boundaries around their personal privacy, including online)
- A healthy (including physically, emotionally and socially), balanced lifestyle (including within relationships, work-life, exercise and rest, spending and saving and lifestyle choices)
- Risk (identification, assessment and how to manage risk, rather than simply the avoidance of risk for self and others) and safety (including behaviour and strategies) to employ in different settings, including online in an increasingly connected world
- Diversity and equality (in all its forms, with due regard to the protected characteristics set out in the Equality Act 2010)
- Rights (including the notion of universal human rights), responsibilities (including fairness and justice) and consent (in different contexts)
- Change (as something to be managed) and resilience (the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance)
- Power (how it is used and encountered in a variety of contexts including online; how it manifests through behaviours including bullying, persuasion, coercion and how it can be challenged or managed through negotiation and 'win-win' outcomes)
- Career (including enterprise, employability and economic understanding)

We understand the importance of ensuring that all children in our school receive their entitlement to RSHE. We will carefully consider special educational needs or disability, gender, sexual orientation and age, nationality, religion, cultural and linguistic background when planning and delivering RSHE.

In relation to nationality, sexual orientation, religion and cultural diversity, we value the different backgrounds of our pupils and, in addressing different views and beliefs, seek to promote tolerance and understanding.

In order to ensure the RSHE Curriculum meets the needs of all:

- We will accept and celebrate difference
- We will encourage respect and discourage abuse and exploitation



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- We will not ask children to represent the views of a particular religious or cultural group to their peers, unless they choose to do so

Implementations

<u>Year Group</u>	<u>Topic</u>	<u>Taught In</u>	<u>Mandatory Elements</u>
7	<ul style="list-style-type: none"> • Puberty. Reproduction in humans (as an example of a mammal), including the structure and function of the male and female reproductive systems, menstrual cycle (without details of hormones), gametes, fertilisation, gestation and birth, to include the effect of maternal lifestyle on the foetus through the placenta • E- Safety • Healthy Together tutorials – highlighting the importance of food and nutrition on the body • Importance of values and being valued – Moat Values/British Values • Puberty Presentation – NHS external speakers (requested by YAC) • NHS and Public Health Nurse services – health for teens 	<ul style="list-style-type: none"> • Science • Assembly and ICT • Tutorial • Tutorial • Gender specific assembly • Assembly 	<p style="text-align: center;">Mandatory</p> <p style="text-align: center;">Mandatory</p> <p style="text-align: center;">Mandatory</p> <p style="text-align: center;">Mandatory</p> <p style="text-align: center;">Mandatory</p>



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8	<ul style="list-style-type: none"> • HIV, AIDs • Health and Wellbeing modules to include; body and mind health, being active, healthy eating, health risks and staying safe • E-Safety • Health Together tutorials- highlighting the importance of food and nutrition on the body • Importance of values and being valued/Moat values/British values • NHS and Public Health Nurse services – health for teens • Within the Diversity and Discrimination module, the definition of LGBT+ will be discussed 	<ul style="list-style-type: none"> • Science • Tutorial • Assembly and ICT • Tutorial • Tutorial • Tutorial • PDE Lessons 	<p>Mandatory</p> <p>Mandatory</p> <p>Mandatory</p> <p>Mandatory</p> <p>Mandatory</p> <p>Mandatory</p> <p>Mandatory</p>
9	<ul style="list-style-type: none"> • Christian and Muslim marriages. Same sex marriage. Prejudice against women • Homophobic prejudice • Self – harming • E-Safety • Contraception and sexually transmitted diseases 	<ul style="list-style-type: none"> • RE • Tutorial • Tutorial • Assembly and ICT • Science and RE 	<p>Mandatory</p> <p>Mandatory</p> <p>Mandatory</p> <p>Mandatory</p> <p>Mandatory</p>



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9 (Cont.)	<ul style="list-style-type: none"> • CSE – External speakers Police • Resilience • Healthy Together tutorials – highlighting the importance of food and nutrition on the body • Importance of values and being valued – Moat values/British Values • NHS and Public Health Nurse services – health for teens • NHS Health Fair • Types of Relationships, Menopause and Puberty. 	<ul style="list-style-type: none"> • Assembly (when available) • Tutorial • Tutorial • Tutorial • Assembly • Health and Social Care 	<p>Mandatory</p> <p>Mandatory</p> <p>Mandatory</p> <p>Mandatory</p> <p>Mandatory</p> <p>Mandatory</p> <p>Mandatory for GSCE HSC students</p>
10	<ul style="list-style-type: none"> • 1) The way in which hormonal control occurs, including the effects of sex hormones • 2) Some medical uses of hormones, including the control and promotion of fertility • 3) The defence mechanisms of the body • 4) How sex is determined in humans • Specific RSE presentation NHS speaker, including; Healthy relationships, consent, law, staying safe, culture, diversity and respect, damaging effects of pornography, 	<ul style="list-style-type: none"> • Science • Gender specific extended assembly 	<p>Mandatory</p>



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10 (Cont.)	<p>interest safety, STI's, contraception and the influence of drug and alcohol</p> <ul style="list-style-type: none"> • Child sexual exploitation CSE (CEOP) • Gang culture • E-Safety • Healthy Together tutorials-highlighting the importance of food and nutrition on the body • Importance of values and being valued – Moat values/British values • 1) Mental health and resilience 2) Drugs and alcohol misuse 3) Discrimination 4) Stereotypes 5) Unhealthy relationships, domestic violence • NHS and Public Health Nurse services – health for teens • Health and fitness 	<ul style="list-style-type: none"> • Tutorial • Tutorial • Assembly and ICT • Tutorial • Tutorial • Assembly • Assembly • PE 	<p>Mandatory</p> <p>Mandatory</p> <p>Mandatory</p> <p>Mandatory</p> <p>Mandatory</p> <p>Mandatory</p> <p>Mandatory</p> <p>Mandatory</p>
11	<ul style="list-style-type: none"> • 1) Analysis of different religious (Islamic and Christian) view points to the issues of sexual relationships and contraception 2) Medical ethics 3) Homophobia and prejudice • CSE – Chelsea's Choice 	<ul style="list-style-type: none"> • RE • Alter Ego production (when available) 	<p>Mandatory</p> <p>Mandatory</p>



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	<ul style="list-style-type: none"> • E-Safety • Importance of values and being valued – Moat values/ British values • Radicalisation and extremism • NHS and Public Health Nurse services – health for teens • Health and Fitness 	organised by LCC) <ul style="list-style-type: none"> • Assembly and ICT • Tutorial • Tutorial • Assembly • PE 	Mandatory Mandatory Mandatory Mandatory Mandatory
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It is compulsory for all maintained schools to teach some parts of sex education i.e. the biological aspects of puberty, reproduction and the spread of viruses. These topics are **statutory parts** of the National Curriculum Science which must be taught to all pupils of primary and secondary age.

There is also a requirement for secondary schools to teach about HIV, AIDS and sexually transmitted infections as part of the National Curriculum Science.

The way RSHE is taught

The college believes it is important to provide a general education about sexual matters but it also understands that this role should never trespass on the proper exercise of parental rights and responsibilities. It is understood that particular care must be exercised in relation to giving contraceptive advice to students under the age of sixteen, for whom sexual intercourse is unlawful. It is the general rule that giving an individual student advice on such matters without parental knowledge or consent would be inappropriate.

Where the circumstances are such as to lead the teacher to believe that a student has embarked upon, or is contemplating, a course of conduct which is likely to place him or her at moral or physical risk or in breach of the law, the teacher has the general responsibility to ensure that the student is aware of the implications and is urged to seek advice and/or confide in parents.

We encourage other valued members of the community to work with us to provide advice



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and support to the children with regard to relationship and health education. In particular, members of the local health authority, such as the Public Health nurse and other health professionals, and our local community police officer, can give us valuable support with our RSHE programme. We will follow this Code of Practice when working with visitors:

- The care and management of pupils is the responsibility of the school at all times
- The school will know whether visitors are DBS checked and arrangements will be made to accompany them as appropriate
- All lessons will be planned, taking account of the age and needs of the group and the context of the work within the RSE programme
- Any resources which a visitor wishes to use or distribute will be discussed and agreed with beforehand
- The contributions of visitors will be regularly monitored and evaluated

Safeguarding

Our RSHE programme is one of the ways we act on our responsibility to safeguard and protect our children, as set out in our Safeguarding policy. We also refer to guidance from the government and expert organisations on specific safeguarding issues, which are relevant to our cohort of children, as listed in *Keeping Children Safe in Education*. To safeguard children effectively it is vital that opportunities are created in the curriculum to teach about healthy behaviour, caring relationships, online safety and when and how to get help. At our school we encourage children to develop skills in these areas so that they are equipped with strategies to help themselves in preventing or reporting harm or abuse.

Parental Rights

Parents have the right to withdraw their child from all or part of any sex education programme. From September 2020 Parents/carers do not have the right to withdraw their children from relationship or health content. All children are expected to learn the content of the national science curriculum, this largely includes biological aspects of human growth and reproduction. Parents do not have the right to withdraw their children from any parts of the science curriculum.

We hope that parents will realise the benefits to be gained by students from this type of course and not request withdrawal without discussing it with the college. We are very happy to meet parents and show them the materials used, to allay concerns.

A very small number of parents may still wish to exclude their children from the sex education element of the programme. In this case, such parents should write to the Principal, stating their objections. The schemes of work contained within this document will enable parents to



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estimate the point at which specific aspects of sex education will be delivered to their child. As is stated in the DFE Guidance RSHE 2019, if a parent does withdraw their child, it is the expectation that they will discuss the issues with their child.

Monitoring and evaluating RSHE

Lessons are monitored during the year in the same way as all other curricular subjects. It will be done by one or more of the following: line managers, Heads of Departments, Governors and Ofsted Inspectors.

RSHE Policy Review Date

- This policy was compiled in January 2020 by the HOD of PDE and senior leaders.
- 5th February 2020, consultation by representatives of parents and governing body.
- 3rd June 2020 agreed by full governing body.

The next review will be in September 2023 which is in line with current Department of Education Advice and Guidance Review, which is set at 3 years (2019 - page 7).