



Relationships, Sex and Health Education Policy

Author:	James Done, Assistant Principal
Approval needed by:	LGB
Consultation required:	Trust Lead – RSE – 19 March 2021
Adopted (date):	10 March 2021
Date of review:	March 2023

WHY DO WE TEACH RELATIONSHIPS, SEX AND HEALTH EDUCATION (RSHE)

Our approach goes beyond provision of biological information to focus on clarifying attitudes and values, and developing self-esteem and the skills to manage relationships. According to the latest DfE guidance RSHE 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' DfE 'Sex and Relationship Guidance', 2000.

The DfE 'Sex and Relationship Guidance' (2000) recommends that 'Effective sex and relationship education is essential if young people are to make responsible and well informed decisions about their lives' and that 'Academies should have a sex and relationship education programme tailored to the age and the physical and emotional maturity of the children'. The academy has a key role, in partnership with parents/carers, in providing RSHE.

We are already committed to and fully compliant with the Government's strategy of having health education, relationship education and RSHE as part of the PSHE curriculum as early adopters.

Research has shown that young people who feel good about themselves and are knowledgeable and confident about sex and relationships, are likely to be more discerning in their relationships and sexual behaviours and more likely to have fulfilling, respectful relationships, including friendships.

Parental Consultation

Parental consultation takes place at regular intervals to ensure that the needs of the local community are met.

What is RSHE?

Attitudes and Values

- Learning the importance of values and individual conscience and moral considerations.
- Learning the value of marriage, civil partnership, family life, stable and loving relationships for the nurture of children.
- Learning the value of respect, love and care.
- Exploring, considering and understanding moral dilemmas.
- Developing critical thinking as part of decision making.
- Learning to respect and value difference and diversity.
- Understanding rights and responsibilities, for self and others.
- Commitment to their own safety and that of others.
- Understanding gender equality.
- Accepting that violence and coercion in relationships are unacceptable.

Personal and Social Skills

- Learning to identify their own emotions and those of others.
- Learning to manage emotions and relationships confidently and sensitively.
- Learning to manage change.
- Developing self-respect and empathy for others.
- Learning to make choices based on an understanding of difference and with an absence of prejudice.
- Learning how to identify risk.
- Learning to make and carry out informed decisions.
- Developing an appreciation of the consequences of choices made.

- Managing conflict.
- Coping with and resisting unwelcome peer pressure.
- Learning how to recognise and avoid exploitation and abuse.
- Communicating openly and respectfully about sex and relationships.
- Asking for help and accessing advice and services.

Knowledge and Understanding

- Learning and understanding emotional and physical development at appropriate stages.
- Understanding human sexuality, reproduction, sexual health, emotions and relationships, learning about a safer and healthier lifestyle based on accurate information.
- Learning about seeking appropriate help and advice.
- Understanding the positive benefits of loving, rewarding and responsible relationships.
- Learning how to resist unwelcome pressures to be sexually active and protective behaviours.
- Learning how to avoid unplanned pregnancy and Sexually Transmitted Infections (STIs)
- Learning about pregnancy and the choices available.
- Understanding legal aspects of sexual behaviour.
- Learning about the links between sexual health and alcohol.
- Learning about the impact of coercion and violence and understanding that consent is critical.
- Learning about the changing adolescent's body, puberty and menstrual well being.
- Learning about mental well being.
- Learning about internet safety and harms.
- Learning about health, healthy eating and fitness.
- Learning about basic first aid.

How RSHE is provided

- 1) Through a caring and committed ethos that models and supports positive relationships between all members of the academy community.
- 2) Within the taught, age appropriate, spiral RSHE programme within PSHE, Science and Religion.
- 3) Through other curriculum areas delivering aspects e.g. Drama, English/Literacy (see course overview tracker).
- 4) Assemblies.
- 5) Pastoral support for students who experience difficulties.
- 6) By the provision of appropriate information through leaflets and books.
- 7) Via drop in clinic or other forms of enhanced provision, e.g. SARAC, where appropriate.
- 8) Via targeted intervention where appropriate with vulnerable individuals.
- 9) Delivery in response to incidents.

Safe Learning Environment

RSHE is conducted in a safe learning environment through the use of group agreements (ground rules) so that students are not put 'on the spot' or expected to discuss their own personal issues in class. For example:

- Nobody (teacher or student) should be expected to answer a personal question.
- No one will be forced to take part in a discussion or event.
- In most cases the correct names for body parts will be used.
- The meanings of words will be explained in a sensible and factual way.

Answering and Asking Questions

In most cases teachers will attempt to answer students' questions and concerns in a sensitive, age and development appropriate manner. Individual teachers will use their skill and discretion in these

situations and if necessary refer to the Head of Social Studies for advice and support. Teachers will also follow the following guidance:

- Teachers will establish clear parameters about what is appropriate and inappropriate in a whole-class setting.
- If a student's question is inappropriate to address with the whole class the teacher should acknowledge the question and attend to it later on an individual basis.
- If a question is too personal the teacher should remind the students of the ground rules.
- Teachers will set the tone by speaking in a matter-of-fact way and ensuring that students discuss issues in a way which encourages thoughtful participation.
- Students may have opportunities to write down questions anonymously and post them in a question box. The teacher will have time to prepare answers to questions before the next session, and can choose not to respond to any questions which are inappropriate to address in whole class lessons.
- If a teacher is concerned that a student is at risk of sexual abuse the Designated Safeguarding Lead should be informed and the usual child protection procedures followed.

Equal Opportunities

Children may have varying needs regarding RSHE depending on their circumstances and background. The academy strongly believes that all students should have access to RSHE that is relevant to their particular needs. To achieve this, the academy's approach to RSHE will take account of:

The Needs of Boys as well as Girls

Girls tend to have a greater access to RSHE than boys, through the media (particularly magazines) and the home. We will consider the particular needs of boys, as well as girls and approaches that will actively engage them. We shall also be proactive in combating sexism and sexist bullying. RSHE takes place within mixed sex classes or single gender groups as deemed appropriate and relevant, with the students' usual class teacher.

Ethnic and Cultural Diversity

Different ethnic and cultural groups may have different attitudes to RSHE. The academy will consult students and parents/carers about their needs, take account of their views and promote respect for and understanding of, the views of different ethnic and cultural groups in line with safeguarding.

Sexuality

On average, about 10% of our students will go on to define themselves as lesbian, gay, bi-sexual or trans (LGBT). Some students may have LGBT parents/carers, brothers or sisters, other family members and/or friends. All our students will meet and work with LGBT people. Our approach to RSHE and transphobia will include sensitive, honest and balanced consideration of sexuality. Both homophobia and transphobia are actively taught as topics within PSHE lessons. We actively tackle homophobic bullying (please see Anti-Bullying Policy and Transgender Policy).

Special Educational Needs

We take account of the fact that some students may have learning, emotional or behavioural difficulties or physical disabilities that result in particular RSHE needs at times.

Parental concerns and withdrawal of students

Parents have a legal right to withdraw their children from dedicated 'sex education' lessons delivered outside of the Science curriculum. They do not have a right to withdraw their children from those aspects of RSHE that are taught in National Curriculum Science or where RSHE issues arise incidentally in other subject areas. We work in active partnership with parents/carers, value their views and keep them informed about our RSHE provision. If a parent/carer has any concerns about the RSHE provision we will take time to address their concerns and allay any fears they may have. If any parents/carers decide to withdraw their child, we shall work with them and their child to explore possible alternative provision.

Consultation and Training

The academy is committed to ensuring that everyone involved with teaching, or supporting the teaching of RSHE receives appropriate and ongoing professional development in order to maintain whole academy consistency and high standards for the children in our care. In order for everyone to be consulted effectively it may be necessary to ensure that Governors and parents/carers receive awareness training and/or information about RSHE.

The academy ensures parents/carers are:

- Made aware of the academy's approach and rationale for RSHE through the policy.
- Involved in the planning and review of the RSHE programme and policy.
- Encourage to support their child's learning at home through shared learning activities.

Monitoring and Evaluation

The programme is regularly evaluated by the Head of Social Studies. The views of students and teachers who deliver the programme are used to make changes and improvements to the programme on an ongoing basis.

Quality Monitoring

Head of Social Studies, Second in Social Studies and Vice Principal for Curriculum are responsible for monitoring the quality of teaching and learning for the subject.

The policy is reviewed by Deborah Holland, Head of Social Studies every 2 years.