

The Sandon School



# **RELATIONSHIPS AND SEX EDUCATION AND HEALTH EDUCATION POLICY**

Last Adoption Date: March 2020

Next Review Date: Spring 2023

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**Relationships and Sex Education and Health Education Policy**

1. This policy was developed by The Sandon School (School) in response to The Relationships Education, Relationships and Sex Education, and Health Education (England) Regulations 2019 and with regard to the Equality Act 2010. We will comply with the Department for Education Guidance.

**What Is Relationships, Sex and Health Education (RSHE)?**

2. RSHE is lifelong learning about physical, sexual, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care, for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. It helps to foster student wellbeing and develop resilience and character that are fundamental to students being happy, successful, productive members of society.
3. RSHE is part of our Health Education. Students are taught about physical health and mental wellbeing to give them the information that they need to make well-informed, positive choices about their own health and wellbeing and to understand that good physical health contributes to good mental wellbeing and vice versa.

**Aims**

4. The aim of the RSHE Policy is to comply with Department for Education Guidance to provide balanced factual information about human reproduction, together with consideration of the broader emotional, ethical, religious, and moral dimensions of sexual health. Students will receive information to enable them to understand the benefits of healthy relationships to their mental well-being and self-respect. Our RSHE programme aims to prepare students for an adult life in which they can:
  - develop positive values and a moral framework that will guide their decisions, judgements and behaviour; have the confidence and self-esteem to value themselves and others and have respect for individual conscience and the skills to judge what kind of relationship they want
  - understand the consequences of their actions and behave responsibly within sexual and emotional relationships
  - avoid being exploited or exploiting others or being pressured into unwanted or unprotected sex
  - communicate effectively by developing appropriate terminology for sex and relationship issues
  - understand issues relating to online behaviour and pornography
  - develop awareness of their sexuality and understand human sexuality; challenge sexism and prejudice, and promote equality and diversity
  - understand the arguments for delaying sexual activity
  - understand the reasons for having protected sex
  - have sufficient information and skills to protect themselves and, where they have one, their partner from uninvited/unwanted conceptions and sexually transmitted infections including HIV
  - be aware of sources of help and acquire the skills and confidence to access confidential health advice, support and treatment if necessary
  - know how the law applies to RSHE including consent and the age of consent, abortion and female genital mutilation
  - understand the issues that relate to sexuality including gender identity

## **Principles and Values**

5. In addition, the School believes that RSHE should:
- be an integral part of the lifelong learning process, beginning in early childhood and continuing into adult life
  - be an entitlement for all young people
  - encourage every student to contribute to our community and aims and to support each individual as they grow and learn
  - be set within this wider School context and support family commitment and love, respect and affection, knowledge and openness. Family is a broad concept; not just one model, eg nuclear family. It includes a variety of types of family structure, and acceptance of different approaches
  - encourage students and teachers to share and respect each other's views
  - ensure that we are aware of different approaches to sexual orientation, without promotion of any particular family structure. The important values are love, respect and care for each other
  - generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment
  - recognise that parents are the key people in teaching their children about sex, relationships and growing up. Parent means anyone with parental responsibility, including carers and adult students where appropriate. We aim to work in partnership with parents and students, consulting them about the content of programmes
  - recognise that the wider community has much to offer and we aim to work in partnership with health professionals, social workers, peer educators and other mentors or advisers

RSHE in this School has three main elements:

### **6. Attitudes and Values**

- learning the importance of values, individual conscience and moral choices
- learning the value of family life, stable and loving relationships, and marriage
- learning about 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
- challenging myths, misconceptions and false assumptions about normal behaviour

### **7. Personal and Social Skills**

- learning to manage emotions and relationships confidently and sensitively
- developing self-respect and empathy for others
- learning to make choices with an absence of prejudice
- developing an appreciation of the consequences of choices made
- managing conflict
- empower students with the skills to be able to avoid inappropriate pressures or advances (both as exploited or exploiter). This includes violence and hate crime

## **8. Knowledge and Understanding**

- learning and understanding physical development at appropriate stages
- understanding human sexuality, reproduction, sexual health, emotions and relationships
- learning about contraception and the range of local and national sexual health advice, contraception and support services
- learning the reasons for delaying sexual activity, and the benefits to be gained from such delay
- the avoidance of unplanned pregnancy

## **Organisation and Content of Relationship and Sex Education**

9. The Sandon School specifically delivers RSHE through its Personal, Social, Health and Economic Education (PSHE) Programme delivered to all year groups and through RE and Science lessons at KS3 and KS4.
10. Much of the RSHE at the School takes place within PSHE sessions. Staff generally deliver the PSHE Curriculum with support from professionals where appropriate. Form tutors work closely with their students over a number of years and we believe that they are usually the best people to work with the students on many of the RSHE topics as they are aware of each student's individual circumstances. RSHE sessions are set within the wider context of the PSHE curriculum and focus more on the emotional aspects of development and relationships, although the physical aspects of puberty and reproduction are also included. The Science National Curriculum is delivered by staff in the science department. These lessons are more concerned with the physical aspects of development and reproduction, although the importance of relationships is not forgotten.
11. Any RSHE lesson may consider questions or issues that some students will find sensitive. Before embarking on these lessons ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson. When students ask questions, we aim to answer them honestly, within the ground rules established at the start of the sessions. When it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the students, the question may be dealt with individually at another time.
12. More expert or specialist teachers support tutors who are uncomfortable with teaching certain aspects of the curriculum. Support is offered within the year team or from the PSHE co-ordinator who will help with planning or delivery lessons if required.
13. Assessment is carried out regularly and involves teacher, student and peer assessment of knowledge and understanding, interpersonal skills, and attitudes.

## **Inclusion**

### **14. *Ethnic and Cultural Groups (including belief based)***

We intend our policy to be sensitive to the needs of different ethnic groups. For some young people it is not culturally appropriate for them to be taught particular items in mixed groups. We will respond to parental requests and concerns.

### 15. *Students with Special Educational Needs and Disabilities*

We will ensure that all young people receive RSHE and we will offer provision appropriate to the particular needs of all our students, taking specialist advice where necessary.

### 16. *Gender Identity and Sexual Orientation*

We aim to deal sensitively and honestly with issues of gender identity and sexual orientation, answer appropriate questions and offer support. Young people, whatever their developing sexuality, need to feel that RSHE is relevant to them.

## **Right of Withdrawal of Students from Sex Education delivered as part of RSHE**

17. Some parents prefer to take the responsibility for aspects of this element of education. They have the right to withdraw their children from all or part of sex education except for those parts included in the statutory National Curriculum (ie in Science lessons) 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 will make arrangements to provide the child with sex education during one of those terms. We would make alternative arrangements in such cases. Parents are encouraged to discuss their decisions with staff at the earliest opportunity. Parents are welcome to review any RSHE resources the School uses.

## **Confidentiality, Controversial and Sensitive Issues**

18. Staff or other adults cannot offer unconditional confidentiality. Staff or other adults are not legally bound to inform parents or the headteacher of any disclosure unless the headteacher has specifically requested them to do so.
19. In a case where a member of staff learns from an under 16 year old that they are having or contemplating sexual intercourse
- the young person will be persuaded, wherever possible, to talk to their parent and if necessary to seek medical advice
  - the young person will be advised on where to access contraception and advice services
  - child protection issues will be considered, and referred if necessary to the Designated Safeguarding Lead under the School's procedures. In any case where child protection procedures are followed, the member of staff will ensure that the young person understands that if confidentiality has to be broken, they will be informed first
20. Health professionals in School are bound by their codes of conduct in a one-to-one situation with an individual student, but in a classroom situation they must follow the guidance in the Information for Visitors leaflet available on Reception.

## **Monitoring and Evaluation**

21. It is the responsibility of the Heads of School to oversee and organise the monitoring and evaluation of PSHE, in the context of the overall School plans for monitoring the quality of teaching and learning. Ofsted is required to evaluate and report on spiritual, moral, social and cultural development of students. This includes evaluating and

commenting on the School's RSHE Policy, and on support and staff development, training and delivery.

### **Consultation Process**

22. The consultation process has involved:

- Student focus groups/School Council
- Review of RSHE curriculum content with staff and students
- Consultation with parents
- Consultation with wider School community eg School nurse, medical personnel, police liaison officer
- Consultation with School governors
- Consultation with staff

23. This policy will be well publicised. It will be reviewed at least every three years. It was adopted using Chair's powers on 26 March 2020 and will be ratified formally by the Governing Board at the next Full Governors meeting.