

**A WHOLE SCHOOL POLICY FOR
RELATIONSHIPS AND SEX EDUCATION (RSE)**

INTRODUCTION

Under section 3.6 of the National Curriculum, RSE is compulsory from Year 7 onwards. Secondary schools must have regard to guidance issued by the secretary of state as outlined in section 80A of the Education Act 2002 and section 403 of the Education Act 1996. As a maintained secondary school we must provide RSE to all pupils as per the Children and Social work act 2017: sections 34 and 35. This policy also complies with the advice given to schools by the Department for Education about the requirements of The Equality Act 2010.

The Heathland School is a multi-cultural community involving parents/guardians, pupils, Governors and staff. It is therefore of critical importance that the views and beliefs of all sections of the community are taken into account in the content and delivery of RSE. There are strongly held views and religious beliefs about aspects of RSE such as abortion, and the religious convictions of pupils and their parents should be accepted. However throughout our RSE programme we will be clear that the 9 protected characteristics (These are age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation) are respected and acknowledged at all times in our curriculum and are the basis of the equality laws in the United Kingdom.

Equality and Inclusion

We believe that RSE is a key vehicle for promoting equality, inclusion and social justice. Our RSE is designed to promote gender equality through challenging gender stereotypes and sexism and sexual harassment in schools. We take these issues seriously and ensure that we embed content on gender equality throughout the curriculum. We are also committed to an RSE that makes every pupil feel valued and included and is relevant to them. This means we are committed to an LGBT+ inclusive and SEND inclusive curriculum and are mindful of the SEND Code of Practice 2014 when planning for this subject. We will also ensure that we take into account the religious and cultural background of all pupils when teaching RSE.

An inclusive RSE at The Heathland School will seek to challenge all forms of discrimination and prejudice between pupils and promote understanding and respect as outlined under the Equality Act 2010.

VALUES AND BELIEFS

At the Heathland School we agree with the view that “Today’s children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.

The depth and breadth of views is clear, and there are understandable and legitimate areas of contention. Our guiding principles have been that all of the compulsory subject content must be age appropriate and developmentally appropriate. It must be taught sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and parents while always with the aim of providing pupils with the knowledge they need of the law.” (RSE:2019)

RSE will provide students with opportunity to embrace the challenges of creating a happy and successful adult life. In order to do this they need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge

into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.

The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It will enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. RSE at the Heathland School will also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It will teach what is and is not acceptable behaviour in a relationship. This will help pupils understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed.

We believe that 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.

Our RSE curriculum provides clear progression from what is taught in primary school in Relationships Education. Teachers build on the foundation of Relationships Education and, as pupils grow up, at the appropriate time extend teaching to include intimate relationships. Alongside being taught about intimate relationships, pupils will 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 will give the opportunity to pupils to distinguish between content and experiences that exemplify healthy relationships and those that are distorted or harmful.

DEFINITION OF RELATIONSHIPS AND SEX EDUCATION

We define relationships education as learning about the physical, social, legal and emotional aspects of human relationships including friendships, intimate, sexual and committed relationships and family life.

We define sex education as learning about the physical, social, legal and emotional aspects of human sexuality and behaviour, including human reproduction. This includes conception and contraception, safer sex, sexually transmitted infections and sexual health.

AIMS OF RELATIONSHIPS AND SEX EDUCATION

RSE is an educational entitlement of all pupils and an integral part of each pupil's emergence into adulthood. The overall aim of RSE within the school is to enable pupils to exercise personal responsibility in relationship and sexual matters.

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSE fosters gender and LGBT+ equality and challenges all forms of discrimination and bullying. It involves a combination of sharing information, and exploring issues and values.

At the Heathland School we aim to:

- Encourage personal responsibility in all forms of behaviour
- Encourage respect and consideration for others and develop fundamental British values of rule of law and tolerance through a human rights and gender equity approach
- Support teenagers understanding the changes to themselves and others as they go through puberty

- Give students to opportunity to explore healthy relationships with their friends and consider future intimate relationships
- Provide opportunities for pupils to consider the values and beliefs of all sections of our community
- Provide pupils with the factual information which is necessary to stay safe and prepare for adult life in modern Britain.
- Develop caring and responsible attitudes by allowing pupils to explore and develop their own values within a moral framework
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sex, sexuality and relationships
- Support the Acquisition of decision making skills and develop strategies for dealing with peer pressure
- Meet the needs of all pupils, with their diverse experiences, including those with special educational needs and disabilities (SEND).
- Help and encourage a healthy life-style
- Develop the skills of communication, assertiveness and decision making.

POLICY DEVELOPMENT

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – The PSHE department pulled together all relevant information including relevant national and local guidance
2. Staff consultation – school staff were given the opportunity to look at the policy and make recommendations
3. Parents were invited to comment on the policy
4. Pupil consultation – we held discussions with pupils about the issues they felt were important.
5. Ratification – once amendments were made, the policy was shared with governors and ratified

CURRICULUM

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

Pupils will be encouraged to consider the importance of the following values:

- Respect for and valuing of themselves and others
- The importance of protected characteristics and British values of tolerance
- Understanding of, and sensitivity towards, the needs and views of others
- Responsibility for their own actions
- Consideration for their family and their community

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families,

LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary. Lessons and resources are adapted to meet the needs of pupils with SEND. Pupil voice will also be influential in adapting and amending planned learning activities and the curriculum.

METHODS OF DELIVERY

The core content of our RSE programme is delivered through PSHE lessons. Biological aspects of RSE are taught within the Science curriculum. Some aspects are also dealt with in Religious Education with issues relating to health education also covered in the PE curriculum. These lessons are specifically planned to deliver the content required. Pupils may also receive stand-alone sex education sessions delivered by a trained health professional.

It is our policy that wherever possible, lessons should be taught in mixed gender groups. Certain parts of the curriculum are, however, taught in single sex groups.

CONFIDENTIALITY AND ADVICE

Policy in this area does not deviate from the school's general practice on all such matters

- When necessary, pupils will be made aware that confidentiality is not guaranteed
- If safeguarding concerns arise, staff will immediately inform the one of the safe guarding leads in school who will then take appropriate action in accordance with our Child Protection and Safeguarding Policy.
- Any other personal disclosure will not be encouraged, but if made and of a serious nature such as pregnancy or the seeking of personal contraception advice, the matter will be referred to the pupil's Head of Year and the Deputy Head [Pupil Support]

Roles and responsibilities

Governors will approve the RSE policy, and hold the Headmaster to account for its implementation.

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-science components of RSE.

The Head of PSHE is responsible for the development a of the RSE curriculum which is delivered by tutors. He is supported by the Head of Citizenship and the Deputy Heads of Year.

Teaching Staff are responsible for:

- Delivering RSE in a sensitive and effective way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Teaching Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Headteacher.

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

Parents' right to withdraw

Parents have the right to withdraw their children from the non-science components of sex education within RSE up to and until 3 terms before the child turns 16. These lessons will be highlighted in the curriculum plan. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing using the form found in Appendix 2 of this policy and addressed to the Headmaster.

A copy of withdrawal requests will be placed in the pupil's educational record. The Headteacher will discuss the request with parents and take appropriate action.

Alternative work will be given to pupils who are withdrawn from sex education.

Training

Staff are trained on the delivery of RSE through year team meetings and it is included in our continuing professional development calendar.

Monitoring arrangements

The delivery of RSE is monitored by the Head of PSHE, Heads of Year and Deputy Heads of Year through learning walks and lesson observations.

Pupils' development in RSE is monitored by tutors as part of our internal assessment systems.

High quality resources will support our RSE provision and will be regularly reviewed each academic year.

Visitors/external agencies which support the delivery of RSE will be required to follow the procedures outlined in Appendix 3.

This policy will be reviewed annually. At every review, the policy will be approved by Governors.

The next Governor review of this policy will be January 2025.

Appendix 1

Relationships and Sex Education (RSE) and Health Education at The Heathland School

Our lesson content is linked to the new (2019) statutory guidance from the Department for Education issued under Section 80A of the Education Act 2002 and Section 403 of the Education Act 1996

| Year Group | Term | What will students learn? |
|------------|---|---|
| 7 | Autumn 2 Friendships, respect and relationships | To recognise if they have unhealthy friendships. To understand the importance of not disclosing too much information to online friends. To consider if they are good friend most if not all of the time |
| | | To Know how to make new friends and will understand what they looking for in a friend. To understand the benefits of having friends but also the risks of toxic friendships |
| | | To identify a wide arrange of different relationships I understand the differences between a friendship and a relationship I know how to respect the rights of others and celebrate our differences |
| | | To explain why personal space is important I understand what consent is and when it is given I can respond to people and situations in an assertive manner |
| | | I regularly give other people compliments and try to be kind to others I can turn a problem into an opportunity I can explain my strengths and explain why it is important to be aware of my own emotions |
| | | I can explain how peer pressure impacts people of all ages I understand the best way to deal with peer pressure I understand how I'm influenced and how my actions influence others |
| | | I know what good Relationships and Sex Education is I am able to give good relationship advice to others I can identify a range of rights that should be respected in a relationship |
| 8 | Spring 2 Identity, Relationships and sex education | I know the difference between sex and gender I am aware of the full spectrum of genders I understand the different options available to those transitioning |
| | | I know a range of conflict management strategies I understand the different causes of conflict I would be confident in diffusing future conflicts I may have in my relationships |

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| | | <p>Identify what a healthy relationship looks and feels like Able to identify characteristics of an unhealthy relationship Recognise how healthy the relationships are that you have with others</p> <p>To define the term love and understand that it comes in many forms I can understand how there are different types of domestic violence and can name some of them I understand how to seek help and support for myself and others if I am experiencing any form.</p> <p>I know what it means to be a man in a positive way I know the difference between a man's man and a good man in terms of my actions and thoughts I am confident in showing and expressing my emotions</p> <p>I understand what contraception is and the importance of using it I can identify a wide range of contraceptive methods available in the UK I understand a range of issues to consider with regard to contraception choice</p> <p>I understand how and why feminine protection is so absorbent and effective. I understand the menstrual cycle and its role in human reproduction I understand the role of hormones in the regulation of the body's functions.</p> |
| 9 | Spring 1 and 2 Sex, sexual health the law and consent | <p>To describe the key symptoms and risks associated with a variety of different STI's To understand the importance of sexual Health Clinics (GUM) and why young people after unprotected sex should always get themselves checked out</p> <p>To understand how a variety of different forms of contraception work To be able to identify which types of contraception would be best used by different types of people To explore which forms of contraception protect against pregnancy, STI's or both</p> <p>To understand the correct steps for using an external or male condom Describe three obstacles to condom use and explain how they can be overcome</p> <p>To understand the block, suppress and disable methods to reducing the risk of pregnancy To explore which forms of contraception protect against pregnancy, STI's or both To know what thrush is and the common symptoms of it in men and women</p> <p>To define the terms stalking and harassment To explore the differences between flirting and sexual harassment To understand the laws surrounding Stalking and Harassment (PHA 1997, EA 2010 & PFA 2012)</p> |

| | | |
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| | | <p>To define the terms HIV and AIDS and understand the difference To explore the different ways HIV can be transmitted and how to reduce the risk of transmission To evaluate the importance of support International World Aids Day</p> <p>To understand the history of HIV and AIDS and understand the recent advances in HIV treatment and prevention To explore how the cycle of prejudice and discrimination towards HIV and AIDS sufferers can be broken</p> |
| 10 | Spring 1 Exploring relationships and sex | <p>I can describe what domestic abuse and domestic violence is I understand a range of things that can cause conflicts in a relationship I understand the barriers and coping strategies for leaving an abusive relationship</p> <p>I can recognise what behaviours are unacceptable in a healthy relationship I can explain the law in regard to sexual assault and rape I know the important qualities to look for in a future partner that will keep me safe</p> <p>I can explain a range of possible consequences linked to sending and receiving sexts I know a good range of responses to a request for a sext message I know where I can get further help and support on issues related to sexting and explicit images ending up online</p> <p>I can describe the impact sexualization of the media is having on society I know what a positive or healthy body image is I can explain why comparing myself to those I see in the media can damage my mental health and self-esteem</p> <p>I understand which types of Pornography are illegal I understand the differences between real life sex and Porn life sex I can explain the impact porn is having on society and relationships</p> <p>I understand why porn negatively influences peoples behaviours in society I can identify a wide range of issues that are underrepresented in porn I know what revenge porn is and the law surrounding it</p> |
| 11 | Spring 1 Sexual health | <p>To explore the link between body image and social media. To understand how hyper edited social media can distort our view on the real world To explore what makes social media sites so popular</p> <p>To define and describe the human fertilisation process at a cellular level To explore what makes women and men fertile and understand ways to improve fertility To understand the various ways women can become pregnant including IVF Treatment</p> <p>To describe the risks associated with house parties and alcohol To explore alcohol abuse and drink spiking and the risks associated with both To evaluate what and who impacts our decisions about our own health and the choices we make</p> |

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| | | To increase awareness of the importance of a young person's sexual health To explore common myths about pregnancy and fertility Explore where to access further support, guidance and advice about sexual health |
| | | To understand how a variety of different forms of contraception work To be able to identify which types of contraception would be best used by different types of people To explore which forms of contraception protect against pregnancy, STI's or both |
| | | To understand the importance of respecting others and especially those we are in a relationship with To be able to describe what love is and what love is not To evaluate what support is available for someone in an abusive relationship |
| | | To understand the way STI's spread and the groups at higher risk To increase awareness of the process of a young person's sexual health consultation at a clinic. To understand the differences between viral STI's and bacterial STI's |

Appendix 2:
THE HEATHLAND SCHOOL

Parent form: withdrawal from sex education within RSE

| TO BE COMPLETED BY PARENTS | | | |
|--|--|-------------|--|
| Name of child | | Tutor Group | |
| Name of parent | | Date | |
| Reason for withdrawing from sex education within relationships and sex education | | | |
| | | | |
| Any other information you would like the school to consider | | | |
| | | | |
| Parent signature | | | |

| TO BE COMPLETED BY THE SCHOOL | |
|---|--|
| Agreed actions from discussion with parents | |
| Signed | |
| Date | |

APPENDIX 3

For booking external speakers see KP312