

Relationship, Sex and Health Education (RSHE) Policy



Lealands
High School

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1. INTRODUCTION

Lealands High School policies are designed to support the school ethos, aims and vision. Lealands is a positive learning community which is fully inclusive to ensure equality of opportunity for all.

Our aims are outlined in our Home School Agreement.

Our aims:

Excellence in everything we do

- Everyone achieves success and makes excellent progress
- We all continually improve what we do and work hard
- We care about being the best we can be and getting the best out of those around us

Everyone has responsibility

- To prepare young people for life and a positive future
- To ensure that school is a safe place
- To help and support others to grow and succeed

Respect for all

- Everyone is valued for their contribution
- All are cared for and supported so that needs are met
- We recognise and celebrate the talents, gifts and uniqueness of every individual

In order to achieve these aims students, parents and the school need to work in partnership.

Our vision is to be:

*Everyone **achieves excellence**, demonstrates **respect** for all and takes **responsibility** for their own actions, while helping others to be successful.*

We strive to achieve this vision in all that we do and staff, students, parents, governors, other school stakeholders and partners are all an important part of making this happen.

2. RATIONALE

- 2.1 At Lealands High School we believe that relationship, sex and health education (RSHE) is an educational entitlement for all students and an integral part of each student's emergence into adulthood. RSE provides knowledge, and encourages the acquisition of skills and attitudes that will allow students to manage their lives in a responsible and healthy way.
- 2.2 RSE is about the emotional, social and cultural development of students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. It involves a combination of sharing information and exploring issues and values. It is not about the promotion of sexual activity.
- 2.3 RSE is provided with due regard to the importance and value of family life, and within the framework of spiritual, moral, social, cultural and physical development. The aim of RSE is to enable students to make informed decisions about personal relationships from a basis of knowledge and recognition of their responsibilities.
- 2.3 RSE is a crucial part of preparing our students for their lives now and in the future as adults and parents; it calls for careful and sensitive treatment. Parents are key figures in helping their children cope with the physical and emotional aspects of growing up. Our teaching should be complementary and supportive of the role of the parents of our students.

Statutory Requirements

As a maintained secondary school we must provide RSHE to all students as per the Children and Social work act 2017.

In teaching RSE, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

3. BROAD GOALS

The main purposes of this policy are:

- 3.1 to encourage personal responsibility in all forms of behaviour;
- 3.2 to build self-esteem;
- 3.3 to encourage respect and consideration for others;
- 3.4 to provide support and information for young people and their parents.
- 3.5 Provide a framework in which sensitive discussions can take place.
- 3.6 Prepare students for puberty, and give them an understanding of sexual development and of health and hygiene.
- 3.7 Help students develop feelings of self-respect, confidence and empathy
- 3.8 Create a positive culture around issues of sexuality and relationships
- 3.9 Teach students the correct vocabulary to describe themselves and their bodies.

The aim of this policy is to communicate clearly to staff, parents, visitors and students the manner in which RSE will be delivered in this school.

4. STUDENTS & OTHER OUTCOMES

The student and other outcomes we expect from the policy are for:

- 4.1 students to make informed, reasoned and responsible decisions about their lives now and in the future;
- 4.2 facts to be presented to students in an objective and balanced manner so as to enable students to consider their attitudes and behaviour in present day society;
- 4.3 students to know what is and what is not legal;
- 4.4 staff to be well supported in their delivery of this part of the personal, social, health and citizenship education (PSHE) programme and have the necessary knowledge to be effective in this role;
- 4.5 the school staff to work effectively in partnership with relevant outside agencies and speakers in order to achieve these outcomes.

5. CURRICULUM

- 5.1 We have developed the curriculum taking into account the age, needs and feelings of students. If students ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online. An outline of our curriculum can be found in Appendix 1.

The curriculum includes:

- 5.1.1 Key Stage 3: Puberty, personal safety, friendship and love, family life and relationships, gender issues, conception and birth, contraception, including HIV and

AIDS, safer sex, helping agencies, sex and the law, FGM, life stages and use of the internet and social media.

Key Stage 4: Birth processes, abortion, fostering and adoption, genetic inheritance, early parenting, sexually transmitted diseases including HIV and AIDS, sexual lifestyles, helping agencies, prejudice and stereotyping, Child Sexual Exploitation, the beliefs of different faiths and cultures and the use of the internet and social media.

5.1.2 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

5.1.3 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).

5.2 Values and beliefs

5.2.1 As well as knowledge and information, students will be encouraged to consider the importance of the following values, which are derived from the school's value system:

5.2.2 Respect and valuing of themselves and others.

5.2.3 Understanding and sensitivity towards the needs and views of others.

5.2.4 Responsibility for their own actions.

5.2.5 Responsibility to the school, their family and the wider community.

5.3 Skills and abilities

Students will be helped to develop the following skills:

5.3.1 communication including the making and keeping of relationships;

5.3.2 assertiveness and skills of decision making;

5.3.4 recognising and using opportunities to develop a healthy lifestyle.

Detailed information can be found in Religion and Society schemes of work. Information about the RSE curriculum is available to parents on the school website.

6. ORGANISATION

RSHE is coordinated by the Director of Humanities supported by the Safeguarding and Well-being Manager and DSL The RSHE Coordinator is responsible for the overall planning, implementation and review of the programme.

Lealands High School Designated Safeguarding Lead is Mr Sam Ward (Deputy Headteacher)

- 6.1 Delivery is through:
- 6.1.1 Planned aspects within the Humanities and Religion and Society curriculum and also through Tutor time activities and assemblies.
 - 6.1.2 Addressing moral and ethical issues that may arise from apparently unrelated topics in all national curriculum subjects. Within this category, as long as any discussion takes place within the context of the subject it will not be deemed to be part of the RSHE programme and therefore not subject to the parental right of withdrawal.
 - 6.1.3 Small group or individual sessions for targeted students where it is felt there is a need. These will be organised by the Safeguarding and Well-being Manager and will be run by relevant health professionals or qualified members of the school based health service.
- 6.2 Teaching approaches
- A variety of approaches are used to give students relevant information; to enable moral issues to be explored through discussion; and to acquire appropriate skills. Details can be seen in the schemes of work.
- 6.3 Answering difficult or inappropriate questions.
- Sometimes an individual student will ask an explicit, difficult or inappropriate question in the classroom. Questions do not have to be answered directly and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in these situations and refer to the RSHE Coordinator, Safeguarding and Wellbeing Manager or the Deputy Headteacher linked to RSHE and citizenship or, if relevant, the Pastoral Support Manager (PSM) or Head of Year.
- 6.4 Student groupings
- Students are generally taught in mixed ability and mixed gender groups. When there is a specific need (for example members of a faith group), arrangements will be made to teach students in appropriate groupings. In Key Stage 3 and 4, certain topics will be taught in smaller single sex groups by a teacher of the same gender as the students. Before these topics are taught, a letter will be sent to parents informing them of the fact, and offering them the opportunity to speak to the RSHE Coordinator about the topics if they have any questions or concerns.
- 6.5 Resources and training
- 6.5.1 Materials - a wide range of teaching resources are available to teachers and for inspection by parents through the coordinators.
 - 6.5.2 Staff - with regard to RSHE it is important that staff feel comfortable with the subject matter and confident in their ability to deliver the curriculum to students. Staff delivering the curriculum to students are appropriately trained on the various aspects of the curriculum. Support is offered through an in-service training programme. All staff are asked to teach within the school's value framework.
- 6.6 Time available
- RSHE forms some part of the curriculum in every year group and is taught within the Religion and Society Curriculum (see relevant schemes of work).

7. ROLES AND RESPONSIBILITIES

7.1 The Governing Body

The governing body will approve the RSHE policy, and hold the headteacher to account for its implementation.

7.2 The Headteacher

The Headteacher is responsible for ensuring that RSHE is taught consistently and for managing requests to withdraw students from [non statutory/non science] components of RSE (see section 8).

7.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual students

Responding appropriately to students whose parents wish them to be withdrawn from the [non statutory/non science] components of RSE

Staff do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching RSHE are encouraged to discuss this with the Deputy Headteacher.

7.4 Students

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

8. PARENTS' RIGHT TO WITHDRAW

Parents have the right to withdraw their children from the [non-statutory/non science] components of sex education within RSE up to and until 3 terms before the child turns 16. 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 and addressed to the Headteacher.

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

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

9. SPECIFIC ISSUES

The following issues may occur as part of RSHE. Staff, parents and students need to understand the schools' procedures.

9.1 Confidentiality and Advice

Students will be made aware that some information cannot be held confidentially, and made to understand that if certain disclosures are made, certain actions will ensue. At the same time students will be offered sensitive and appropriate support. All adults will adhere to the following procedures:

- 9.1.1 in the case of disclosure or suspicion of possible abuse, the school's safeguarding procedures will be invoked and all concerns will be logged on Cpoms. (see safeguarding children policy);

- 9.1.2 in the case of disclosure of pregnancy or advice on contraception, students who are in difficulty will be made aware that they can talk to an adult in the school and that they will be supported;
 - 9.1.3 In the case of disclosure of pregnancy or advice on contraception, professional information and guidance will always be sought from a health professional. The school will always encourage students to talk with their parents first;
 - 9.1.4 In the case of disclosure of pregnancy or advice on contraception, students should be asked whether they can tell their parent(s)/carer(s) and whether they want help in doing so. If this takes place, subsequent responsibility lies with the parent(s)/carer(s) but the school will continue to offer appropriate support for both the student and the family;
 - 9.1.5 if students refuse to tell their parent(s)/carer(s), a member of the safeguarding team will seek advice and refer them to a health professional;
 - 9.1.6 the adult will report the incident to the Headteacher via the school Safeguarding Lead who will consult with the health professional about informing the parent(s)/carer(s).
- 9.2 Family life
- 9.2.1 The value of family life is an important aspect of RSHE, which will be approached largely through a consideration of the qualities and relationships between the family group of people, with an emphasis on stability, respect, caring and support.
 - 9.2.2 As part of the RSHE programme, issues of contraception, HIV/AIDS, FGM, sexuality and abortion as well as a number of other sensitive issues are addressed. Facts are presented in an objective and balanced way, with students being encouraged to consider their attitudes and values. They will be made aware of the difference between fact, opinion and religious belief.
- 9.3 Complaints procedure
- Any complaints about the RSHE curriculum should be made to the Headteacher who will report to the governors.

10. MONITORING EVALUATION & REVIEW

- 10.1 This policy has been developed in consultation with staff, students and parents.
- The consultation and policy development process involved the following steps:
- 1. The Director of Humanities and Deputy Headteacher pulled together all relevant information including relevant national and local guidance
 - 2. Staff were given the opportunity to look at the policy and make recommendations
 - 3. Parent/stakeholder consultation – parents and any interested parties were invited to read the proposed policy and make comments or recommendations.
 - 4. Ratification – once amendments were made, the policy was shared with governors and ratified

This policy will be reviewed annually by the Deputy Headteacher.

- 10.2 RSHE will be monitored by the Director of Humanities and Deputy Headteacher.

- 10.3 An annual report will be made to governors and a summary included in their annual report to parents. The full policy will be made available to all parents when their child enters school.