



# HALL GREEN SCHOOL

## RELATIONSHIPS, SEX AND HEALTH EDUCATION POLICY

<b>Adopted:</b>	30 June 2021
<b>Next Review:</b>	30 June 2024
<b>Governing Committee:</b>	Pastoral and Curriculum Committee
<b>Responsibility:</b>	Deputy Headteacher PSHE Lead

*Hall Green School is a place where relationships are based on trust and mutual respect. There is a powerful sense of community and mutual support.*

This policy was developed in response to Relationship and Sex Education which is statutory in all schools from September 2020 (though an extension until the start of the summer term 2021 is in place due to disruption to learning due to Covid 19).

## **Definition of RSHE**

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.

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 should 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. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what is acceptable and unacceptable behaviour in relationships. 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.

## **Principles and values**

**In addition, Hall Green School believes that RSHE should:**

- Be an integral part of the lifelong learning process, beginning in early childhood and continue into adult life.
- Be an entitlement for all young people.
- Be set within the wider school context and support family commitment and love, respect and affection, knowledge and openness. Family is a broad concept; not just one model, e.g. 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. 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. 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.

This should be delivered in a non-judgemental, factual way and allow scope for young people to ask questions in a safe environment.

## **Statutory Curriculum for RSHE**

By the end of year 11 students will have learnt about:

### Health and Wellbeing

- Self-concept
- Mental Health and emotional wellbeing
- Healthy lifestyles and Health-related decisions
- Drugs, alcohol and tobacco
- Managing risk and personal safety
- Puberty and Sexual Health
- Sexual health and fertility.

### Relationships

- Positive relationships
  - Relationship values
  - Forming and maintaining respectful relationships
  - Consent
  - Contraception and parenthood
  - Bullying, abuse and discrimination
  - Social influences
- (see appendix 1 for full details of programme of study).

## **How the policy has been produced and how it will be reviewed**

The policy is based on the existing Hall Green School RSE policy, which has been updated to include the new RSHE content which becomes statutory in the summer term of 2021. Whilst the content is statutory, the school ensures that parents are kept informed of what will be taught and when, along with their right to withdraw their child from some or all of the sex education delivered as statutory RSE. Parents have been given the opportunity to understand and ask questions about the school's approach to RSE, so that any concerns can be addressed. The policy will be reviewed every three years.

## **Roles and responsibilities**

Overall responsibility for the policy:

- Chair of governors
- Headteacher.

Strategic planning of RSHE

- Deputy head for curriculum.

Implementation of RSHE

- Curriculum leader for RSHE.

### **Values our school seeks to promote as a moral framework in which to teach**

Our school teaches RSE within the following moral and values framework engendering:

- self-respect
- respect and tolerance towards others who may have different backgrounds, cultures, feelings, views and sexuality
- an awareness of the way others feel
- mutual support and co-operation
- honesty and openness
- the acceptance of the responsibility for and the consequences of personal actions
- the right of people to hold their own views within the boundaries of respect for the rights of others
- the right to not be abused by or taken advantage of by other people
- the right to accurate information about sex and relationship issues
- an understanding that issues such as everyday sexism, misogyny, homophobia and gender stereotypes will not be tolerated
- an understanding that sexual violence and sexual harassment are not acceptable in any form
- an understanding for all pupils of healthy relationships, acceptable behaviour and the right of everyone to equal treatment.

The school will act proactively through the RSHE curriculum to combat online sexual abuse, violence and harassment even if there are no reported cases.

### **Mode of delivery**

RSHE at Hall Green is delivered partly through the academic curriculum, especially in science (focusing on the physical aspects of reproduction, as covered by the Science National Curriculum) and PE (focusing on aspects of health education), and also through dedicated PSHE sessions when the normal timetable is suspended. The large majority of these are delivered by Hall Green staff, who have been trained in the delivery of relationship and sex education and also include trained specialists in first aid and mental health first aid. Dedicated sex education sessions are taught in single-sex groups.

Occasionally, the school will invite outside speakers to deliver some of our RSHE sessions. Hall Green School has a code of practice for using outside speakers to support the delivery of RSHE:

- speakers are invited into school because of the particular expertise or contribution that they are able to make;
- all input to RSHE sessions is part of a planned programme and negotiated and agreed with staff in advance
- all speakers are supervised/supported by a member of staff at all times;
- the input of speakers is monitored and evaluated by staff and pupils. This evaluation informs future planning.

## **Resources and ethos**

RSHE resources are selected, checked and reviewed for age appropriateness and accuracy, for being up to date and inclusive, and to ensure that they provide positive, healthy and unbiased messages and promote positive values.

All resources are posted in the PSHE section of the school website so that they can be viewed at any time by parents or by pupils who may have been absent from school and missed a session.

Any RSHE lesson may consider questions or issues that some students will find sensitive. For this reason, some sessions are taught in single-sex groups. 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.

**Teachers will show awareness of and sensitivity towards the cultural background of pupils when delivering any aspect of RSHE.**

## **How the delivery is made accessible to all pupils, including those with SEND**

Hall Green School fully recognises that Relationships Education, RSE and Health Education must be accessible for all pupils. This is particularly important when planning teaching for pupils with special educational needs and disabilities. Quality first teaching that is differentiated and personalised ensures all pupils can access the topics covered in RSE.

In addition, students with SEND will be taught by specialist SEND adults. (SEND CO supported by teaching assistants).

## **Right to withdraw (from sex education only)**

There is no right to withdraw from Relationships Education or Health Education.

Hall Green School will publish information about dates and topics to be covered as part of sex and relationship education in advance in the school newsletter and on the school website.

Some parents prefer to take the responsibility for aspects of sex education and as such have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSHE.

Before granting any such request the head teacher will discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. We will document this process to ensure a record is kept.

Once those discussions have taken place, except in exceptional circumstances, the school will respect the parents' request to withdraw the child, up to and until three terms before the child's sixteenth birthday. After that point, if the child wishes to receive sex education rather than be withdrawn, we will make arrangements to provide the child with sex education during one of those terms. This is in line with DFE guidance.

This process is the same for pupils with SEND. However, there may be exceptional circumstances where the head teacher may want to take a pupil's specific needs arising from their SEND into account when making this decision.

If a pupil is excused from sex education, it is the school's responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal. There is no right to withdraw from Relationships Education or Health Education.

### **Legal requirements (Equalities Act)**

At Hall Green School we aim to ensure that we comply with the relevant provisions of the Equality Act 2010, under which sexual orientation and gender reassignment are amongst the protected characteristics.

We aim to ensure that all teaching is sensitive and age appropriate in approach and content. Teaching pupils about LGBT is fully integrated into our programmes of study and in line with the statutory requirements for all secondary schools.

It is important to know what the law says about sex, relationships and young people, as well as broader safeguarding issues. This includes a range of important facts and the rules regarding sharing personal information, pictures, videos and other material using technology. This will help young people to know what is right and wrong in law, but it can also provide a good foundation of knowledge for deeper discussion about all types of relationships.

There are also many different legal provisions whose purpose is to protect young people, and which ensure young people take responsibility for their actions. Pupils should be made aware of the relevant legal provisions when relevant topics are being taught, including for example:

- marriage
- consent, including the age of consent
- violence against women and girls
- online behaviours including image and information sharing (including 'sexting')
- pornography
- abortion
- sexuality
- gender identity
- substance misuse
- violence and exploitation by gangs
- extremism/radicalisation
- criminal exploitation (for example, through gang involvement or 'county lines' drugs operations)
- hate crime
- female genital mutilation (FGM).

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

Teachers cannot offer unconditional confidentiality. Any disclosure made must be referred immediately to the Designated Senior Lead for Child Protection. Teachers are not legally bound to inform parents or the Headteacher of any disclosure unless the Headteacher has specifically requested them to do so.

In a case where a teacher learns from an under 16 years old that they are having or contemplating sexual intercourse:

- The young person will be persuaded, wherever possible, to talk to parent/carer and if necessary to seek medical advice.
- Child protection issues will be considered, and referred if necessary to the teacher responsible for Child Protection under the school's procedures.
- The young person will be properly counselled about contraception, including precise information about where young people can access contraception and advice services.

In any case where child protection procedures are followed, the teacher will ensure that the young person understands that if confidentiality has to be broken, they will be informed first.

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 school's confidentiality policy. For every topic covered, students are sign-posted where to get further help, advice and support, both in school and appropriate specialist agencies such as childline, NHS

## **Assessment, Monitoring and Evaluation of Relationship, Sex and Health**

It is the responsibility of the Headteacher to organise the monitoring and evaluation of the programme. The Governors Pastoral and Curriculum Committee is responsible for overseeing, reviewing and organising the revision of the Relationship, Sex and Health Education Policy.

A key part to monitoring the quality of both teaching and learning of RSHE is through questionnaires, often delivered through Microsoft Forms. After each main input of RSHE all students complete feedback on the RSHE. Responses to what students have learnt as well as what topics they would like to learn about/which topics are most relevant to them, student knowledge, understanding and opinions of the quality of RSHE sessions are considered for future planning.

The provision and quality of teaching and learning in RSHE is monitored in depth on a three-year cycle, in line with other departments. RSHE will be evaluated as part of the PSHE departmental review. The quality of resources, pupil voice and lesson observations will form part of this review progress. In addition, RSHE sessions will be included in the normal school cycle of lesson observations and learning walks.

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 sex and relationship education policy, and on support and staff development, training and delivery.

In addition, inspectors will gather evidence on how schools promote equality and pupils' understanding of the protected characteristics, which will be used to inform their judgment on the personal development of pupils.

## **APPENDIX**

### **Curriculum map**

Please see separate document "RSHE Policy Appendix Curriculum Map.xls"