



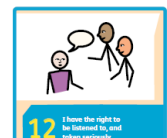
Relationship, Sex and Health Education Policy

Draft July 2024

Article 4 – The Government should make sure my rights are respected



Article 12 – I have the right to be listened to, and taken seriously



Article 13 – I have the right to find out and share information



Article 16 – I have the right to keep some things private



Key Contact Personnel in School

Nominated Member of Leadership Staff Responsible for the policy:

Karen Robinson-Jones

Designated Safeguarding Lead: Sarah Costain

Named Governor with lead responsibility: Shobha Ravindra

Date Written June 2024

Date agreed and ratified by Governing Body: DRAFT

To be Reviewed June 2025

This policy will be reviewed following any concerns and/or updates to national and local guidance or procedures

Introduction:

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.

Relationships Education compulsory in all primary schools in England and Relationships and Sex Education compulsory in all secondary schools, Health Education is compulsory in all state-funded schools.

The guiding principles are 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.

We are clear that parents and carers are the prime educators for children on many of these matters. Schools complement and reinforce this role as building on what pupils learn at home as an important part of delivering a good education.

Teaching about mental wellbeing is a priority. We know that children and young people are increasingly experiencing challenges, and that young people are at particular risk of feeling lonely.

To embrace the challenges of creating a happy and successful adult life, pupils 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. Everyone faces difficult situations in their lives. RSE can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.

Our policy is guided by law:

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools.

We are required to provide a curriculum, which is broad and balanced in accordance with Section 78 of the Education Act 2002. Part I of the Schedule to the Education (Independent School Standards) Regulations 2014 requires independent schools other than academies to make provision for PSHE (paragraph 2(2)(d)), and to prepare pupils for the opportunities, responsibilities and experiences of life in British society (paragraph 2(2)(i)). Part 2 of the

Schedule requires independent schools (including academies) to meet the standard relating to the Spiritual, Moral, Social and Cultural development of pupils.

We have developed the curriculum in consultation with parents/carers, pupils and staff, and taking into account the age, developmental stage, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

We will share all curriculum materials with parents and carers upon request.

This policy also sets out both the rights of parents/carers to withdraw pupils from sex education (but not Relationships or Health Education). Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.

Aims

The aims of relationships and sex education (RSE) at our school are to:

Provide a framework in which sensitive discussions can take place

Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene

Help pupils develop feelings of self-respect, confidence and empathy

Create a positive culture around issues of sexuality and relationships

Teach pupils the correct vocabulary to describe themselves and their bodies

By providing comprehensive RSE we aim to ensure that the right provision is in place so that the pupils may have all the background knowledge they need to make informed decisions and responsible choices as they grow up.

We aim to develop communication and assertiveness skills that can help them stay true to their values if challenged but others, their peers or what they see in the media

Pupil withdrawal procedures:

Parents have the right to withdraw their children from ~~any~~ some or all parts of the Sex Education Programme delivered as part of statutory RSE. except those elements which are required by the Science National Curriculum, up until three school terms before their child turns 16. At this age the child can choose to receive Sex Education if they would like to. Any parent wishing to withdraw their child should inform the Headteacher (Tim Williams or Kirstie Hemingway) of their wishes in writing. The parental right of withdrawal may be exercised by either parent or carer. There is no obligation for any parent to provide the school with the reasons behind their decision. Discussion regarding a withdrawal between school and parent / carer is encouraged. Provision for any pupils withdrawn from this part of the curriculum will be made on an individual basis and will have due regard to the

accommodation and alternatives possible at any given time. Parents will be informed of the alternative arrangements.

Working with parents:

It is common that many young people experience difficulties in coping with the emotional and physical aspects of growing up and accepting and recognising the challenges and responsibilities that sexual maturity brings. This often presents parents with a difficult task and the Relationship and Sex Education programme that is offered by us has been designed to be complimentary and supportive to the work being done by parents. The school teaching staff are willing to offer additional support to parents, whether it is in the form of information, sharing or resources, involving the support of other agencies or by designing individualised programmes.

Relationships Education (Primary):

The law tells us that the focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults including those online.

Relationships and Sex Education (RSE): Secondary

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.

RSE should provide clear progression from what is taught in the primary phase in Relationships Education. Teachers should 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 should 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 should enable pupils to distinguish between content and experiences that exemplify healthy relationships and those that are distorted or harmful. Being safe and the rights, opportunities of and responsibilities of being online are also a key part of RSE.

It is recognised that there will be a range of opinions regarding RSE. The starting principle when teaching each of these must be that the applicable law should be taught in a factual way so that pupils are clear on their rights and responsibilities as citizens.

Organisation of RSE and Health Education:

Relationships Education, RSE and Health Education is made accessible for all pupils. Learning Approach Leads are responsible for planning the overview of topic areas. Each individual Learning Approach has a specific long term over within the Whole School Curriculum document. Class teachers are able to adapt the content to suit the pupil's needs and abilities. Class teachers will deliver the curriculum. Some classes may choose to invite external visitors to deliver on a particular area of expertise. If this is the case content will be discussed with the visitor in advance of the visit with a senior leader.

The government tells us that Schools will retain freedom to determine an age-appropriate, developmental curriculum which meets the needs of young people, is developed in consultation with parents and the local community. Flexibility is important as it allows schools to respond to local public health and community issues, meet the needs of their community and adapt materials and programmes to meet the needs of pupils (for example in teaching about gangs or high local prevalence of specific sexually transmitted infections).

Monitoring and Evaluation

We aim to monitor the effectiveness of our RSE through

- Yearly feedback from pupils or other stakeholders
- Feedback from staff
- Classroom observations
- Curriculum map, scheme of work and planning moderation

Annex A: Suggested resources

Relationships Education

Safeguarding: NSPCC PANTS rule with film.

Relationships and Sex Education

Sexual health and relationships: up to date information on all aspects of sexual and reproductive health available on Sexwise's website which teachers may find helpful for their knowledge.

Abuse in relationships

Disrespect NoBody from the Home Office and Government Equalities Office.

Consent

PSHE Association lesson plans from the PSHE association.

LGBT inclusivity

Stonewall lesson plans and materials for primary and secondary.

Mental health

Mental health and emotional wellbeing lesson plans from PSHE Association.

MindEd educational resources on children and young people's mental health.

Online safety

Education for a Connected World is the UK Council for Internet safety (UKCCIS) framework of digital knowledge and skills for different ages and stages.

Sexting advice from UKCCIS for schools on preventative education and managing reports of sexting.

Thinkuknow is the education programme from National Crime Agency (NCA) and Child Exploitation Online Programme (CEOP), which protects children both online and offline. The site offers materials for parents, teachers and pupils on a wide range of online safety issues and facts about areas such as digital footprints, recognising fake websites and checking URLs.

Drugs and alcohol

Planning effective drug and alcohol education from Mentor-ADEPIS research and briefing papers with ideas for lessons

Extremism and radicalisation

Practical advice and information from Educate Against Hate for teachers, teachers in leadership positions and parents on protecting children from extremism and radicalization.

Curriculum

Resources covering all contexts, including online, and specifically relationships and bullying, alcohol, smoking, stress, body image from Public Health England website with videos made by young people and resources tested with teachers.

PSHE Association

Resources and curriculum maps modified for use with pupils with SEND

Life Lessons

An online resource that the school is part of a trial working with other schools and Kent Violence Reduction Uni