

RELATIONSHIPS AND SEX EDUCATION POLICY

This policy was approved by the Local Advisory Board on:-	September 2022
The policy owner is:	Niall Sully
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Signed by the Chair of the Local Advisory Board:	Kingsley Avenell
Ratified by the Board of Trustees	N/A
Signed by the Chair of Trustee Board	N/A N/A N/A

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FOR CHILDREN, FAMILIES AND COMMUNITIES

Introduction

This policy was originally developed by the Head of Social Sciences as part of their responsibility for RSE in the curriculum through a variety of consultation methods involving students, parents/carers, staff, governors, Norfolk Police, Education Solutions PSHE & RSE adviser and the Norfolk Healthy Schools Adviser. All views were taken into account when developing this policy and the Relationships and Sex Education (RSE) Programme.

Policy Statement

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.

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.

We are clear that parents and carers are the prime educators for children on many of these matters. Schools complement and reinforce this role. We see the school building on what pupils learn at home as an important part of delivering a good education. Teaching will also build on the knowledge acquired at primary and develop further pupils' understanding of health, with an increased focus on risk areas such as drugs and alcohol, as well as introducing knowledge about intimate relationships and sex.

Teaching about mental wellbeing is central to these subjects, especially as a priority for parents is their children's happiness. We know that children and young people are increasingly experiencing challenges, and that young people are at particular risk of feeling lonely. The wider PSHRE curriculum will give them the knowledge and capability to take care of themselves and receive support if problems arise.

All of this content should support the wider work of schools in helping to foster pupil wellbeing and develop resilience and character that we know are fundamental to pupils being happy, successful and productive members of society. Central to this is pupils' ability to believe that they can achieve goals, both academic and personal; to stick to tasks that will help them achieve those goals, even when the reward may be distant or uncertain; and to recover from knocks and challenging periods in their lives. This is complemented by development of personal attributes including kindness, integrity, generosity, and honesty.

These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others', wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society.

Other related policies and documents include the Safeguarding (incorporating Child Protection) Policy, Anti-Bullying Policy, Drug Education Policy, and the Equality Policy.

Aims and Objectives

This policy is a working document which provides guidance and information on all aspects of RSE in the School for staff, parents/carers and governors. The document is available on the School Website.

Moral and Values Framework

The RSE Programme at Hellesdon High School reflects the School ethos and demonstrates and encourages the school values of: Enjoy, Achieve, Succeed. This is achieved through instilling positive personal and social values through:

Ambition

- The RSE curriculum is equally ambitious for all students. The curriculum is a broad and balanced offer that engages in knowledge broader than the exam subjects.

Resilience

- Giving students safe opportunities to be challenged and fail, while providing them with the mechanisms of support to lessen the chances of this occurring in the future.

Kindness

- Modelling and encouraging the act of giving, particularly with regards to time and support. Recognising and rewarding kind behaviour.

Honesty

- Modelling honest behaviours and encouraging students to do the same. Highlighting teacher fallibility and asking for forgiveness.

Integrity

- Expecting high standards from students. Having very clear expectations for books, equipment, homework, assessments and exams etc.

Equal Opportunities Statement

The School is committed to the provision of RSE to all of its students. The programme aims to respond to the diversity of students' cultures, faiths and family backgrounds. Equal time and provision is allocated for all groups, but there may be occasions where students with Special Educational Needs are given extra support from SEN staff. Remote learning is also available for those who are currently not accessing education in school.

Organisation

RSE will not be delivered in isolation, but firmly embedded in all curriculum areas and our pastoral programme. At Hellesdon High School the main subject content will be delivered in PSHRE lessons in all years. This will ensure a coherent spiral curriculum. RSE is delivered from Y7-13 with full curriculum maps for subject content being shared on the school website.

RSE will normally be delivered by specialist teachers in mixed ability gender groups. Teaching and learning methods are consistent with the wider policy of the school and Social Sciences department.

Content

In Key Stage 3 students will learn how good relationships can promote mental well-being, how to manage their feelings positively and how to manage changing relationships off and online. They will learn the law relating to sexual behaviour including consent, how to develop skills of assertiveness in order to resist peer pressure and stereotyping, sources of advice and support and when and where to get help. It will also include learning about respect to women FGM and child sexual exploitation.

In Key Stage 4 students will learn to recognise the influences and pressures around sexual behaviour, how to respond appropriately and how to seek professional health advice. They will learn how HIV and other sexually transmitted infections affect the body, how different forms of contraception work, the risk of early sexual activity and the link with the use of alcohol and other recreational drugs. Arguments around moral issues such as abortion, contraception and the age of consent will also be considered. Content of lessons also will reflect local trends and data with relation to teenage pregnancy rates.

In Key Stage 5 students will learn about the emotional, physical, social, and legal consequences of failing to respect others' right not to give or to withdraw consent. How to identify the signs of abuse, exploitation and assault or rape in relationships. To evaluate attitudes towards sexual assault and their impact; how to challenge victim-blaming, including when abuse occurs online. How to recognise manipulation and coercion and manage negative influence and persuasion, including exit strategies for unhealthy relationships. About rights in relation to harassment, including online, stalking and violence, how to respond and where to seek help exit strategies for pressurised or dangerous situations.

The content of lessons was decided upon after the consultation process involving students, parents/carers, staff, governors, Norfolk Police, Education Solutions PSHE & RSE adviser and Norfolk Healthy Schools Adviser. Documentation used to inform planning includes, the DfE's statutory RSE guidance and the PSHE Association's guidance and framework teaching PSHE/RSE, as well as various other quality marked resources. A more detailed scheme of work is available on request.

Materials used reflect the age and cultural backgrounds of the students in relation to images used. The range of material used is available to parents/carers and informative books are available to students in the library.

Visitors

Occasionally, appropriate and suitably experienced and/or knowledgeable visitors from outside School may be invited to contribute to the delivery of RSE in School. There is a code of practice for using visitors to support the delivery of PSHRE:

- Visitors are invited in to School because of the particular expertise or contribution they are able to make;
- All visitors are familiar with and understand the School's RSE policy and work within it;
- All input to PSHRE lessons is part of a planned programme and negotiated and agreed with staff in advance;
- All visitors are supervised/supported by a member of staff at all times;
- The input of visitors is monitored and evaluated by staff and students. This evaluation informs future planning.

Evaluation

Evaluation of the RSE Programme is conducted using a variety of quality assurance measures, which have been built into the programme. These include, but are not exclusive to: student, teacher and parent/carer voice; learning walks and lesson observations; work scrutiny and knowledge assessments. Teachers will also be required to keep their own personal evaluation of each lesson which may be used by the Head of Social Sciences (in charge of RSE) to inform future planning.

Liaison procedures are already in place with the schools safer schools office and main feeder schools in the area. Discussions on RSE are included.

CPD is delivered regularly in order to ensure consistent high-quality provision is delivered in all lessons. Staff are also encouraged to access appropriate training and support to help them deliver effective RSE.

Specific Issues within RSE

Withdrawal

Parents/Carers have the right to withdraw their children from all or part some or all of sex education delivered as part of statutory RSE. Those parents/carers wishing to exercise this right are invited to write to the Principals who will explore any concerns and discuss the impact that withdrawal may have on the child. Once a child has been withdrawn they cannot take part in the RSE Programme until the request for withdrawal has been removed.

Confidentiality

As a general rule a student's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the student is at risk or in danger, she/he talks to the named designated safeguarding lead who may confer with the Principals before any decision is made.

The student concerned will be informed that confidentiality is being breached and reasons why. The student will be supported throughout the process.

Child Protection

The School has a separate Safeguarding/Child Protection Policy. Effective RSE may bring about disclosures of child protection issues and staff should be aware of the procedures for reporting their concerns. All outside agencies are also aware of their responsibility with regard to disclosure and child protection.

Disclosures

If a member of staff learns that an under 16-year-old is sexually active or contemplating sexual activity the School will ensure that:

- The young person is persuaded to talk to their parent/Carer;
- Child Protection issues are addressed;
- The young person receives adequate counselling and information;
- The Principals will monitor the frequency of cases where they handle information without parental knowledge.

Controversial and Sensitive Issues

Staff are aware that views around RSE related issues are varied. However, while personal views are respected, all RSE issues will be taught without bias. Topics will be presented using a variety of views and beliefs so that students are able to form their own, informed opinions, but also respect others that may have a different opinion.

Dealing with Questions

Both formal and informal questions will be answered according to the age and maturity of the student concerned. 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 this area and refer to the designated safeguarding lead if they are concerned.

Sexual Identity and Sexual Orientation

Hellesdon High School believes that RSE should meet the needs of all students regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. HBT bullying will be dealt with strongly yet sensitively. The School will liaise with parents/carers on this issue to reassure them of the content and context.

Dissemination

All staff members, governors and PTA committee members will be made aware of this policy. Training will be regularly delivered to staff on the policy content. A copy is available on the School Website or from the School office on request of the Parent/Carer. A short summary of the policy is included in the school prospectus.