



Relationships, Sex and Health Education Policy

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| Status | Recommended |
| Audience | Governors, Head teachers, Teachers |
| Issued | Summer 2021 |
| Reviewed | September 2023 |

THE PRESCOT SCHOOL

RELATIONSHIPS, SEX AND HEALTH EDUCATION POLICY

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| Policy Approved: Summer 2021 |
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| Implementation Date: Summer 2021 |

INTRODUCTION

The Prescott School Sex and Relationship Policy is an important part of the school's overall aim to maximise the potential of each pupil and to educate them for life in the 21st century. It contributes to promoting the spiritual, moral, cultural, mental and physical development of students and prepares them for the opportunities, responsibilities and experiences of adult life.

RSHE is predominantly taught within the schools PSHCE programme. This programme develops year-by-year, considering the students' stages of development and needs at that time. The purpose of the programme is to provide all students with education that aims to help them to learn to respect themselves and others and move with confidence from childhood, through adolescence, into adulthood.

The partnership between home and school is crucially important in the context of our rapidly changing, complex world, as we feel that parents and carers are the prime educators on these matters. The schools role must then be to compliment and reinforce this education and therefore develop the programme in consultation with the parents.

THE POLICY – OVERVIEW

Relationships, sex and health education is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health. It is not about the promotion of sexual orientation or sexual activity.

Our Programme Aims To:

- Teach about relationships, love and care and the responsibilities of parenthood as well as sex.
- Focus on boys as much as girls.
- Build self-esteem.
- Teach the taking on of responsibility and the consequences of one's actions in relation to sexual activity and parenthood.
- Provide young people with information about different types of contraception, safe sex and how they can access local sources of further advice and treatment.

- Use young people as peer educators.
- Give young people a clear understanding of the arguments for delaying sexual activity and resisting pressure.
- Link sex and relationship education with issues of peer pressure and other risk taking behaviour, such as drugs, smoking and alcohol.
- Ensure young people understand how the law applies to sexual relationships.

Parents will be consulted about the context of the Relationships, Sex and Health Education Policy and will be informed prior to the programmes commencement each year as to the contents of the programme and their right to consultation and withdrawal. (see below)

Organisation and Delivery of the Programme

The RSHE programme will be led by Mrs C Haigh, who will have responsibility for providing resources, training and advice where appropriate.

It will be delivered by form tutors, in their PSHCE lessons and complemented by professionals and other staff in Learn for Life days. As the form tutors have a strong knowledge of their forms, they are in the best position to differentiate and consider the personal history of students in their method of delivery.

Mrs C Haigh will provide advice on the delivery method and will monitor the quality of delivery. Form tutors will be offered training in delivering sensitive material to support this.

The governing board will approve the RSHE policy, and hold the headteacher/head of school to account for its implementation.

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

Legislation (Statutory Regulations and Guidance)

The Relationships Education, Relationships and Sex Education, and Health Education (England) Regulations 2019 are made under sections 34 and 35 of the Children and Social Work Act 2017, and provide that pupils receiving secondary education must be taught RSE and Health Education.

The new provisions include a requirement for the Secretary of State to publish guidance on Relationships Education, RSE, and Health Education; require schools to have regard to that guidance; require schools to make a statement of policy on their provision of Relationships Education and RSE; and set out the circumstances in which a pupil is to be excused from RSE.

Documents that inform the school's RSHE policy include:

- Education Act 1996
- Learning and Skills Act 2000
- Education and Inspections Act 2006
- Equality Act 2010
- Supplementary Guidance SRE for the 21st Century 2014
- Keeping Children Safe In Education – Statutory safeguarding guidance 2016

- Children and Social Work Act 2017

Curriculum Design

The PSHCE programme dovetails with the school's Learn for Life days to ensure comprehensive coverage of the curriculum, with many topics revisited in greater depth as part of a spiral curriculum as age and maturity dictates.

High quality resources, the vast majority of which have been endorsed by the PSHE Association, are used to deliver the programme objectives. These involve a range of teaching methods and interactive activities and are reviewed regularly to ensure their continued relevance. Students will be encouraged to share and develop their ideas with each other and reflect on their learning in a timely manner.

The programme recognises, values and celebrates cultural and religious diversity.

Assessment

Assessment in RSHE is not by exam, but by a combination of students' reflection on their own learning and teacher judgement. Although it is important that students learn facts about the subjects covered, particularly with respect to the law, the development of softer skills such as discussion, reflection and empathy can be carried forward into all aspects of their futures and as such are also measured.

Safe and Effective Practice

A safe learning environment is set early in PSHCE with a discussion and agreement of ground rules at the start of each topic.

Distancing techniques are modelled by staff and used by students in discussion to avoid the learning becoming unnecessarily personal.

Pastoral briefings will be used to discuss any potential difficulties in forthcoming RSHE lessons, pre-empting any difficulties that may arise, with the pastoral team in the strongest position to make informed choices regarding this.

Safeguarding

Teachers are aware that effective RSHE, which brings in an understanding of what is and what is not appropriate in a relationship, can lead to disclosures of a child protection nature. Staff have been trained in how to deal with issues of this nature and are aware of safeguarding procedures in the school.

Visitors/ external agencies which support the delivery of RSHE are accompanied by regular members of staff to ensure compliance with school policy and routines.

Lessons containing sensitive material also signpost students to a range of support services.

Engaging Stakeholders

The policy is available on the school website. A hard copy can be requested through the school office.

Pupil voice will be used to review and tailor our RSHE programme to match the different needs of students. This will be done by questionnaire response and as part of the

assessment process. Students will also be able to communicate this through their form tutor.

Right of Withdrawal

Parents have the legal right to withdraw their children from all or part of any RSHE provided, with the exception of the biological aspects included in national curriculum science. If a student is withdrawn from RSHE, the school will provide a space for the student to work on other curriculum content. However, students who have been withdrawn can choose to opt back in to RSHE three terms before their 16th birthday.

Monitoring, reporting and evaluation

Teachers will critically reflect on their work in delivering RSHE as part of pastoral briefings and meetings throughout the year.

Students will have opportunities to review and reflect on their learning during lessons, and will evidence this in their class books, particularly where lessons are predominately discussion based. The following form period could also be used to explore subjects further.

RSHE provision will be monitored and evaluated by twice yearly book reviews, learning walks and student and staff voice exercises.

RSHE policy review date

This policy will be reviewed in July 2022 to ensure that it continues to meet the needs of students, staff and parents and that it is in line with current Department for Education advice and guidance.

Special Educational Needs and Learning Difficulties

The school has a duty to ensure that students with special educational needs and learning difficulties are properly included in sex and relationship education. Relationship, Sex and Health Education should help all pupils understand their physical and emotional development and enable them to make positive decisions in their lives.