

McKee College House

Relationships, Sex and Health Education Policy



Rationale and Ethos

At the heart of our values are relationships and it is relationships which underpin the ethos of our school. Therefore, Relationships, Sex and Health Education (RSHE) plays a central part within our whole school approach and curriculum. It is our belief that it will help to support our young people to become well informed, resilient, and successful adults. Our school's overarching aims for our students are to be able to confidently make decisions about their wellbeing, health and relationships which will impact positively on their lives, based on accurate information and the opportunities to reflect on the consequences of these decisions.

We fully appreciate the sensitive nature of this curriculum area and as such consult and work closely with our parents/carers and wider community to ensure that it meets with their needs and approval. We hope to work as partners to our parents and aim to both support and complement the work that they do at home with their child in this area.

Aims

The aims of our policy are:

- To help students make good decisions about their own health and wellbeing and to make them appreciate that there is a link between health and wellbeing.
- To equip students with the necessary strategies to deal with life's challenges.
- To encourage openness and reduce the stigma attached to issues around health, sex and relationships.
- To give young people the information they need to help them know and develop healthy, nurturing relationships of all kinds, not just intimate relationships.
- To enable students to identify what is acceptable and unacceptable behaviour within a relationship and understand the lasting, negative impact of unhealthy relationships on mental wellbeing.

- To equip students with the necessary knowledge about safer sex and sexual health to encourage them to make informed choices.
- To provide students with information on the law about sex, sexuality, sexual health, gender identity and sexual relationships which includes facts and rules regarding sharing personal information, pictures, videos and other material using technology.
- To explore different perspectives, including faith perspectives, on some of these issues.
- To foster healthy and respectful communication and behaviour towards their peers.
- To provide an environment which challenges perceived limits on pupils based on their gender or any other characteristic.

Inclusivity

We ensure that RSHE is inclusive and work hard to tailor the curriculum content to meet the specific needs of all young people including those with special educational needs and disabilities (SEND). Our teaching is age appropriate and builds on prior learning in Key stage 1 and 2.

We take care that RSHE lessons are mindful of the protected characteristics of age, sex, race, disability, religion and belief, marriage or civil partnership, or sexual orientation (Equality Act 2010) and as such the RSHE programme challenges all forms of discrimination and bullying and respects how people choose to identify themselves.

We make certain that RSHE fosters gender equality and LGBT+ equality and we are sensitive to the range of religious and cultural views about sexual behaviour whilst still ensuring that pupils have access to the learning they need to stay safe, healthy and understand their rights as individuals. This includes the law in relation to, for example, forced marriage and female genital mutilation (FGM).

Roles and Responsibilities

Responsibility for the policy ultimately lies with the Management Committee who are responsible for the quality of the curriculum, its delivery and pupils' outcomes. Along

with the PSHE Lead and the Deputy Headteacher, the Management Committee is responsible for reviewing this curriculum area.

The RSHE programme will be led by the PSHE Lead and taught by a carefully selected team of staff who receive regular RSHE training to support them with the successful delivery of the programme.

Legislation and Statutory Guidance

We are required to teach Relationships and Sex Education (RSE) as part of the new DfE statutory content for RSHE 2020 and this informs our curriculum content.

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
- Children and Social Work Act (2017)

Curriculum

RSHE will be taught as part of the planned PSHE curriculum in 1 lesson per week, to all pupils on all pathways. The programme will be led by Mrs Kirsty Kaye-Field (RS and PSHE Lead) alongside other members of the teaching staff.

Students are taught in mixed ability and mixed gender tutor groups. Time has been taken to try and ensure that it is inclusive in terms of age and stage (including emotional maturity), gender identity, sexual orientation, disability, diversity, ethnicity, culture, age, religion or belief or other life experience. Resources are carefully planned and cross-curricular links with other subjects are capitalised upon. There is clear progression in what is taught in primary schools in Relationships Education.

Subjects are well resources and topics such as grooming, sexual exploitation and domestic abuse, including coercive and controlling behaviour, are taught sensitively in the classroom along with topics like FGM. Students are taught where to find support and see school as a safe place where they can speak to trusted adults. The schools Keyworkers are seen as key figures when signposting students for extra support and the students greatly respect and appreciate their involvement.

Some resources have been written by the PSHE Lead or other associated staff, but resources are also used from trusted organisations such as, but not limited to:

- PSHE Association
- Public Health England – Rise Above
- The Sex Education Forum
- CEOP
- Stonewall
- LGBT Youth

A range of teaching methods and interactive activities are used to support learning and resources are often differentiated to meet the needs of all. Pupils are encouraged to reflect on their learning and progress with the use of academic trackers. Assessment is RSHE reflects that at a whole school level.

NB. Further details can be accessed in the Appendices.

Safe and Effective Practice

We will ensure a safe learning environment through the following methods:

- Teachers and students will agree ground rules before starting RSE topics.
- Distancing techniques such as case studies are used to protect students and to allow them to explore other opinions and outcomes.
- Students' questions will be answered by staff immediately where possible, unless staff
- require support to answer, in which case the following lesson would be appropriate.

- Sensitive issues will be handled by initially establishing a safe classroom environment, with signposting to further support for students who may need or want it.
- Students will be able to raise questions anonymously by using the “secret box posts” or by speaking to the school nurse.

All staff teaching RSE will be supported by the PSHE Lead and the Deputy Headteacher, through PSHE staff training, team teaching and sharing best practice.

Resources are age appropriate and sensitive to meet the needs of our students, many of whom are vulnerable and prone to exploitation, bullying and other issues due to the nature of their SEND and childhood traumas.

Safeguarding

Teachers are aware that effective RSE can lead to safeguarding disclosures by students. If this happens staff know to follow the policy for reporting safeguarding issues and consult with the designated safeguarding staff or in their absences a member of SLT. Visitors/external agencies who support the delivery of RSHE will be required to produce their DBS document and full details before entry. They will be accompanied by a member of staff at all times and not left alone with students.

Parents and carers

Parents will be consulted over the RSHE policy and curriculum. They will be actively encouraged to discuss their thoughts and concerns with us by email, phone or by visiting the school. Parents are made aware of their legal right to withdraw their child from sex education (see below).

Paper copies of this policy are available from school reception upon request.

Withdrawal from Sex Education

The Department for Education’s 2019 guidance makes it clear that parents/carers have the legal right to withdraw their child from dedicated ‘Sex Education’ lessons but not from Relationships and Health Education. They do not have the right to withdraw their child from those aspects of RSE that are taught in National Curriculum subjects

such as Science or where RSE issues arise incidentally in other subject areas. We ensure that parents know what will be taught and when (via the school website and parent information letters) and clearly communicate the fact that parents/carers have the right to request that their child be withdrawn.

If a parent/carer has any concerns about RSE provision, we will take time to address their concerns and allay any fears they may have. If any parents/carers request to withdraw their child, the Headteacher or Deputy Headteacher alongside the PSHE Lead will discuss this with the parents.

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 turns 16. After this point, if the child wishes to receive sex education rather than be withdrawn, the school will arrange to provide the child with sex education during one of those terms.

Monitoring, Reporting and Evaluation

The programme is regularly evaluated by the PSHE Lead, SLT and Management Committee. Teachers will critically reflect on their work and the impact of visiting speakers in delivering RSHE. Pupil voice will be used to review and tailor our RSHE programme to match the different needs of pupils. Parental involvement on evaluation is welcomed and taken into consideration for future planning.

Policy Review Date

The policy will be reviewed every 18 months-2 years to ensure that it continues to meet the needs of pupils, staff and parents and that it is in line with the current Department for Education advice and guidance.

This policy was written in January 2021 by Mrs Kirsty Kaye-Field (Religious Studies and PSHE Lead).

This policy will be reviewed in July 2022. This will ensure that the provision of Relationships, Sex and Health Education remains compliant, appropriate and inclusive.

COVID-19 Addendum

With the updated government guidelines, students who are self-isolating will be sent a home learning pack. However, not all resources sent home will be in line with what is being taught in school, as some curriculum content is sensitive and must be taught in a safe environment; the classroom. The RSHE programme of study will also be adapted in line with this during any periods of full remote learning.

Appendices

- Appendix 1: Programme of study for KS3
- Appendix 2: Programme of study for KS4

Named Owner:	Mrs Kirsty Kaye-Field (Religious Studies and PSHE Lead).
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