



## Relationships Sex, Health Education Policy

Last Review:	September 2020
Committee:	CC
Date Ratified:	23/09/2020
Next Review:	July 2022

### 1. Context

1.1. The Relationships and Sex (RSE) sets out a framework and ensures that all students develop the knowledge, understanding, skills and attitudes that enable them to make responsible and well-informed decisions about their lives. Relationship and Sex Education as defined within this policy will:

- help and support our students through their physical, emotional, spiritual, cultural and moral development;
- help students develop the skills and understanding they need to live confident, healthy and independent lives, build positive, enjoyable, respectful and non-exploitative relationships and to stay safe both on and off line;
- ensure that all students are taught to recognise stable relationships are key building blocks of community and society;
- provide accurate information to enable students to understand difference and to respect themselves and others, preventing and removing prejudice;
- teach young people to understand human sexuality and how to obtain appropriate advice about the body, reproduction, sex and sexual health;
- enable students to mature and build their confidence and self-esteem and understand the reasons for delaying sexual activity.

### 2. Aims and objectives

2.1. The aim of this policy is to communicate to staff, governors, parents and carers, visitors and students the way in which RSE is delivered at Oldfield School. As a result we aim to –

- enable students to make informed decisions to develop healthy relationships and protect themselves against harmful and exploitative situations;
- help students develop a positive self-image and self-esteem, respect and care for themselves and others and understand their sexual feelings and behaviour, so they can lead fulfilling and enjoyable lives.
- help students gain access to information and support;
- develop students' knowledge, skills and understanding of the nature and diversity of relationships and sexuality.

2.2. This policy should be read in conjunction with the following school policies -

- Safeguarding and Child Protection
- Behaviour for Learning
- Online Safety and Acceptable Uses
- Anti-Bullying
- Single Equalities Scheme
- Staff Code of Conduct
- Home-School Links
- SEND
- Drugs

2.3 This policy has been written following the Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance (September 2020).

### **3. Provision**

3.1. The RSE curriculum is designed by the PSHE co-ordinator and includes coverage by teachers.

3.2. The PSHE co-ordinator is responsible for;

3.2.1.the development of the programme including the delivery and teaching resources;

3.2.2.ensuring that students are protected from teaching and materials which are inappropriate, having a regard to the age and cultural background of the students concerned;

3.2.3. ensuring that all teaching and resources are in line with current legislation;

3.2.4.school based training. This will be provided for teachers when required;

3.2.5.ensuring the correct terminology is used throughout the curriculum (e.g. for parts of the body) and to provide staff with the expertise to challenge students' use of slang/nicknames in differing contexts;

3.2.6.ensuring that students are involved in the planning and review of resources and approaches when appropriate.

3.2.7.liaising with the Leader of Learning for Science to ensure that staff within their this Learning Area are delivering this curriculum and are familiar with this policy.

3.3. The Governing Body is responsible for monitoring the evaluation of this policy with students/staff/ parents and carers.

3.4. The curriculum includes opportunities for students to develop the skills they need to stay safe from all forms of abuse, "teen" pregnancy and risks to sexual health. Representatives of relevant external agencies (such as the School Nursing Service) are also involved in delivering parts of the programme.

- 3.5. The School Nurse also offers a sexual health service once a week. This service operates as a drop-in service during lunchtime to provide students with confidential support and advice about sexual health and contraception. In this capacity, the School Nurse will follow their own professional codes of conduct. This is in particular reference to their provision of contraception.

#### **4. Delivery and Content**

- 4.1. Students in Years 7-10 receive the RSE and Health curriculum as timetabled one-hour lessons every fortnight. Aspects of the PSHE curriculum are also delivered during weekly tutor time activities for Year 7 to Year 13. Appropriate Year assemblies are also delivered in response to student/school needs.
- 4.2. Elements of the RSE programme are also delivered through the science, physical education, ICT and religious studies curriculum.
- 4.2.1. The Curriculum in Science at Key Stage 3 introduces sex education in Year 7 addressing the biological aspects of sexual reproduction and menstruation. In addition, KS3 students are taught about the physical and emotional changes that take place during adolescence, how the foetus develops in the uterus and how the growth and reproduction of bacteria can affect health.
- 4.2.2. At Key Stage 4 this understanding is extended to include an understanding of hormone control and how sex is determined in humans.
- 4.3. Materials used in schools are prepared in accordance with the PSHE Association Key Themes and Guidance framework and the law. This is also in consultation with the School Nursing Service and the Local Authority's PSHE co-ordinator (Appendix 1).
- 4.4. Care is taken to ensure that students are protected from teaching and materials, which are inappropriate, having regard to the age and cultural background of the students. The school recognises the need to begin with students' own experiences, beliefs and values and, therefore, places a high importance on creating a supportive and secure atmosphere where they can develop the confidence needed to talk, listen and think about sex and relationships. In order to do this, teachers work within the current code of conduct within Teacher Standards DfE, which states that teachers must not undermine certain values, including "mutual respect" and "tolerance of those with different faiths and beliefs".
- 4.5. During lessons teachers:
- establish ground rules with students
  - emphasise the importance of mutual respect
  - require no open personal disclosures in a class setting
  - use distancing techniques
  - encourage reflection
- 4.6. The RSE curriculum focuses on the importance of love, care and responsibilities as well as sex. The school provides students with information about different types of contraception, safe sex and how they can access local sources of further advice and treatment. Students are made aware of personal responsibility and the consequences of one's actions in relation to sexual activity and parenthood. The arguments for delaying sexual activity and resisting

pressure (including peer pressure) and other risk-taking behaviour, such as drugs, smoking and alcohol are presented to students.

4.7. Through RSE the school addresses -

4.7.1. **Attitudes and values:** Students are helped to examine their own and other people's attitudes and values, particularly related to sexual matters, and to respect the rights of others to their own opinions. RSE helps students to develop a good self-image and high self-esteem, responsibility and the ability to make informed decisions. The role of sex in the media and the difference between sex, gender identity and sexual orientation is also discussed.

4.7.2. **Personal and Social skills:** RSE encourages the acquisition of skills so that students' relationships with others may be positive, fulfilling, consensual and respectful. It helps them explore how to be themselves in terms of beliefs, culture and traditions and to respect others. It provides opportunities to develop communication, assertiveness and negotiation skills within a range of different situations and recognise opportunities to develop a healthy lifestyle and highlight the issues of being online. They are taught how to recognise and reduce risk, to understand consent and recognise bullying and abuse in all its forms, how to respond and how to seek help.

4.7.3. **Knowledge and Understanding:** RSE provides information on puberty, personal safety, friendship and love, family life and relationships, gender issues, conception and birth processes, contraception, sexually transmitted infections, prejudice and stereotyping and sex and the law including online/social media activity. Students are also taught the risks associated with Female Genital Mutilation, the consequences of teenage pregnancy, child sexual exploitation, abortion and the range of beliefs and opinions about it, infertility and the options open to people who are not able to conceive and where to access help in and out of school.

4.7.4. The school exercises sensitivity and tolerance towards the diverse background and beliefs of our students and parents with regard to religion, sexuality, sexual orientation and the legislation of same sex marriage.

## 5. Inclusion and equalities

5.1. We ensure that we do our best to meet the needs of all students taking account of the Equality Act 2010 and the need to be mindful and inclusive of the following :-

- Sexuality / sexual orientation (avoiding heteronormative assumptions and attitudes)
- Gender identity
- Home background (e.g. different family make-up)
- Ethnicity
- Gender
- Special educational needs and disability

## 6. Confidentiality

6.1. We ensure that ground rules are established before RSE lessons are delivered and that students are reminded not to discuss personal experiences and issues in class. Case studies and role-play are used where possible to enable students to explore issues safely.

- 6.2. Students are informed that teachers cannot offer unconditional confidentiality but they are reassured that their best interests will be maintained and that if confidentiality has to be broken, they will be informed first and then supported as appropriate.
- 6.3. Students are encouraged to talk to their parents or carers and if required give them the support to do so.
- 6.4. Visitors to the classroom are aware of our Safeguarding and Child Protection policy and what to do in an event of a disclosure.
- 6.5. Students are made aware of how to access confidential information and support after the lesson, should they need it. This information is included in the students' work booklet for reference.
- 6.6. The law allows health professionals such as School Nurses to see and in some circumstances to treat young people confidentially and part of this process can include counselling and discussion about talking to parents (the criteria for making such a decision are based on the 'Fraser guidelines').
- 6.7. If a student discloses something of a personal nature, the Designated Safeguarding Lead (DSL) will be consulted. The DSL may seek appropriate external agency advice, decide whether parents/carers need to be informed and keep the student/s informed about how the disclosure is being treated and who will have access to the information. If necessary, outside agencies (e.g. social care /police) will be contacted if the student/s is at risk of significant harm or has been a victim of child abuse following the school's Safeguarding and Child Protection policy.

## 7. Parents

- 7.1. **The right to withdraw from sex education (commonly referred to as the right to withdraw)** states that parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of the statutory RSE education however the hope is that all students will participate. The school acknowledges that, under section 405 of the Education Act 1996, parents have the right to withdraw their children from all or part of the RSE programme except for that part which occurs in the National Science Curriculum.
- 7.2. The statutory guidance from September 2020, states that the school should respect the parents' request to withdraw the child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school should arrange to provide the child with sex education during one of those terms. This process is the same for pupils with SEND. However, there may be exceptional circumstances where the Headteacher may want to take a pupil's specific needs arising from their SEND into account when making this decision.
- 7.3. Parents wishing to withdraw their child/ren from PHSE lessons when RSE is being considered are asked to contact the Headteacher in writing. Parents are written to annually to explain their right to withdraw (see Appendix 3).
- 7.4. Parents need to be aware, however, that RSE can occur at any time if it arises naturally from class discussion.

- 7.5. The DfE now offer a standard pack of information for parents who withdraw their child/ren from RSE. These will be provided to parents.
- 7.6. Parents and carers have an important role in RSE by instilling values, providing a framework for relationships and arranging structures for support. This RSE policy is made available to parents online via the school website.
- 7.7. There is no right to withdraw from Relationships Education or Health Education.

## **8. Monitoring and Evaluation**

- 8.1 The Head of PSHE will monitor this policy by;
- regularly reviewing all schemes of work on a regular basis to assess the content and to check its content is in line with DfE guidance;
  - requesting that all staff teaching any part of this programme review the content and delivery.
- 8.2 The outcomes of this evaluation are used to inform future amendments to the teaching programme and any training and development needs.
- 8.3 The content of all outside agencies' presentations is evaluated to ensure that it is in line with this policy and DfE guidance.
- 8.4 This policy is evaluated and reviewed in consultation with parents, students, the governing body and school staff.

## Appendix 1 : Outside Agencies

The school is supported by the following agencies:

Who	Nature of provision
<b>School Nursing Service</b>	Years 7 – 10 programme support in class during RSE lessons as well as age appropriate assemblies for Y7 – Y11 and specific RSE workshops for Sixth Form students.
<b>Outside Agencies</b>  Avon and Somerset Police - TOPAZ  Kooth  TENDER  Project 28  Off The Record	Outside agencies are approached by the PSHE lead on behalf of the school to inform Years 7-13 on age appropriate content based on topics such as sex education, drug education, alcohol, bullying,
PSHE & Drug Education Consultant (Local Authority advisor)	Support and Guidance for materials and approaches to teaching.

## Appendix 2 Relationships and Sex Education Curriculum Matrix

### Year 7

	<b>Relationships and Sex Education (RSE)</b>	<b>Physical Health and Mental Wellbeing (Health)</b>
<b>Puberty</b>	Key facts about puberty, the changing adolescent body and menstrual wellbeing. The main changes, which take place in males and females, and the implications for emotional and physical health. To consider the differences between a child and an adult.	
<b>Personal Hygiene</b>		About personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics. About dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.
<b>Peer Pressure</b>		The characteristics of positive and healthy friendships (in all contexts, including online) including trust, honesty, respects, honesty, kindness, generosity, boundaries and management of conflict. How to evaluate when something they do or are involved in has a positive or negative effect on their own or others mental health.
<b>Alcohol and The Law</b>		Look at the legal ages of buying alcohol and taking part in other activities alongside the differences between childhood and adulthood.
<b>Healthy Relationships</b>		How to determine whether other children, adults or sources of information are trustworthy; judge when a family, friend, intimate or other relationship is unsafe and how to seek help or advice, including reporting concerns about others, if needed.
<b>Diversity and Equality</b>		Understanding that relationships affect everything we do in our lives and that relationship skills have to be learned and practised. Understanding that relationships can cause strong feelings and emotions.
<b>Physical and Health and Fitness</b>		Know what a healthy lifestyle is and about the positive associations between physical activity and promotion of mental wellbeing.

### Year 8

	<b>Relationships and Sex Education (RSE)</b>	<b>Physical Health and Mental Wellbeing (Health)</b>
<b>First Aid</b>		Basic treatment for common injuries. Life-saving skills, including how to administer CPR.15 The purpose of defibrillators and when one might be needed.
<b>Healthy Lifestyles Physical and Mental Health</b>		Students look at what makes a healthy lifestyle; identifying healthy and unhealthy aspects of living and how it can harm our health. Considers the idea that everyone 'has mental health' which affects us positively and negatively at different times of our lives. Focus on barriers to good mental health and support networks. Students also look at the laws in relation to extremism and radicalisation this year.
<b>RSE</b>	Students understand the terms 'sex', 'sexuality' and 'relationships'. They consider the definition of biological sex, gender and sexuality with a focus on how sexuality forms part of our identity and issues	



	<p>based on sexual orientation. Look at gender and gender 'roles'. This includes different (non-sexual) relationships To understand feelings and influences on all relationships. Learning the term intersex and the variations of intersex conditions.</p> <p>They know the characteristics of positive and healthy relationships (in all contexts including online). They learn how to deal appropriately with emotions in regard to different relationships and assess and are aware of the consequences of their decisions.</p>	
<b>Drugs Education</b>		Students learn the facts about the harms of smoking tobacco, the benefits of quitting and how to access support. Students focus on the physical and psychological risks associated with alcohol consumption in adulthood and society.
<b>TOPAZ Outside Agency. Age appropriate delivery.</b>	Students learn about their rights, responsibilities, and opportunities on-line. About on-line risks, not to provide material to others that they would not want shared further, the impact of viewing harmful content, that sharing and viewing indecent images of children is a criminal offence, which carries severe penalties including jail.	

## Year 9

	<b>Relationships and Sex Education (RSE)</b>	<b>Physical Health and Mental Wellbeing (Health)</b>
<b>Drugs, Alcohol and Tobacco</b>		<p>The facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions.</p> <p>The law relating to the supply and possession of illegal substances. The physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.</p> <p>The physical and psychological consequences of addiction, including alcohol dependency. Awareness of the dangers of drugs, which are prescribed but still present serious health risks.</p> <p>The facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.</p>
<b>RSE</b>	How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship. To be aware of both the legal and emotional aspects of sexual relationships, to consider healthy relationships and look at consent. To identify and manage sexual pressure, including peer pressure, resisting pressure and not pressurising others. That they have a choice to delay sex. To be well informed about STI's and how to prevent, test and treat them. Students also consider access to different forms of contraception to protect against pregnancy as well as addressing misconceptions about pregnancy and where to gain support and advice.	
<b>Body Image</b>		To explore the impact of social media on ourselves. The similarities and differences between the online world and the physical world including the impact of unhealthy and/or obsessive comparison with others online.
<b>Tender Outside Agency</b>	Focus on healthy relationships and spotting signs of unhealthy relationships including coercion, and abusive behaviours.	

<p><b>TOPAZ</b>  <b>Outside Agency.</b>  <b>Age appropriate</b>  <b>delivery.</b></p>	<p>Students learn about their rights, responsibilities, and opportunities on-line. About on-line risks, not to provide material to others that they would not want shared further, the impact of viewing harmful content, that sharing and viewing indecent images of children is a criminal offence, which carries severe penalties including jail.</p>	
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## Year 10

	<b>Relationships and Sex Education (RSE)</b>	<b>Physical Health and Mental Wellbeing (Health)</b>
<p><b>Body Image</b></p>		<p>Similarities and differences between the online world and the physical world including the impact of unhealthy or obsessive comparisons to others online (including unrealistic expectations for body image). To explore body positivity. How information is generated, collected, shared and used online.</p>
<p><b>RSE</b></p>	<p>Students learn about the concepts of the law, consent, coercion, sexuality and protection from STI's and HIV. That all aspects of health can be affected by the choices they make. Students learn about making healthy and informed decisions about their current and future relationships. The facts about the full range of contraceptive choices, efficacy and options available. Choices around pregnancy, where to get access confidential sexual and reproductive advice and treatment. It is important to know what the law says about RSE as well as safeguarding issues relating to protecting themselves and pupils are made aware of relevant legal provisions in relation to marriage, consent, violence, pornography, abortion and FGM.</p>	
<p><b>Mental and Emotional Health</b></p>		<p>To consider the term 'healthy'. Is healthy just physical? Consider if our happiness is purely linked to us or our connections with others with an emphasis on spotting early signs of mental wellbeing concerns.</p>
<p><b>Mental Wellbeing</b></p>		<p>Focus on types of mental ill health and tackle the stigma of mental health issues. Students learn how to recognise early signs of mental wellbeing concerns in both themselves and others. To learn how to access relevant support for emotional and mental health services.</p>
<p><b>Equality and Diversity</b></p>		<p>To consider the Equality Act 2010 and define prejudice and equality. To discuss discrimination based on sex, gender, race, religion, sexual orientation or disability can cause damage to individuals' health and wellbeing. That in school and the wider society everyone can expect to be treated with respect, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other peoples beliefs.</p>

## **Year 11**

In Year 11 students have PSHE taught within their tutorial sessions led by tutors as well as specific sessions taught by the school nurse or workshops led by outside agencies on topics relevant to their age group. The following topics are revisited within the tutorial programme:

### **Relationships and Sex Education**

- Consent
- Sexual Health including signposting to clinics and other agencies for help and advice should they require it.
- School Nurse led sessions on sexual health and responsibilities.

### **Health and Wellbeing**

- Mindfulness
- Self Esteem and having a healthy concept of yourself.
- Managing exam anxiety
- First Aid reminders.
- Illnesses; minimizing risks.
- Looking at life choices; keeping safe and taking risks.
- Alcohol and Drug information.
- Signposting on where to get more help.

## **Year 12 and 13**

In Year 12 and 13 the PSHE curriculum revolves around preparing our young adults for the wider world. Key areas are focused on with the view to our students moving out of home and becoming more independent. The following topics are included within the Sixth form curriculum:

### **Relationships and Sex Education**

- Sessions on consent are led by the school nurse alongside the use of alcohol and drugs and how this can lead to risky sexual behaviour.
- Where to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.
- Students are taught how to recognize the characteristics and positive aspects of healthy one-to-one intimate relationships as well as having confirmation of the laws relating to marriage, FGM, sexuality and gender identity.

### **Health and Wellbeing**

- TOPAZ lead session on county lines, gangs and on-line awareness.
  - Online footprint is covered again.
- Up to date information on alcohol and drugs.
- Wellbeing and mental health
  - Self care techniques.
  - How to recognize signs of ill health and when to ask for help; where to get help.
  - Exam anxiety and managing stress

## Appendix 3 Copy of parent letter from September 2020

Dear Parents,

Like you, we want all our children to grow up healthy, happy, safe, and able to manage the challenges and opportunities of modern Britain. As part of Oldfield's Year 7 PSHE (Personal, Social and Health Education) Programme and in line with national guidelines, students will cover Relationships, Sex and Health Education (RSHE) within their PSHE curriculum lessons.

A team of staff, including our school nurse and other relevant outside agencies, will deliver these lessons. The aim is to provide our pupils with the information they need to be able to make informed choices on this topic, in a thoughtful and forthright manner. The sessions have been developed using government guidelines and involve various PSHE resources such as role-play scenarios, quizzes and short films in order to inspire discussions.

The topics addressed in Year 7 will concern physical and emotional changes during adolescence and menstruation. Following school closures, we are also including aspects of the Year 6 curriculum, as we understand that some of our new students may have not received the full content of the PSHE curriculum last academic year. Your child will have the opportunity to engage in age-appropriate discussion and ask questions. The materials used in schools have been prepared in accordance with the PSHE Association Key Themes and Guidance framework and the law. In our experience, your child will benefit from being a part of these lessons.

We firmly believe that parents and carers have an important role in RSHE, by instilling values, providing a framework for relationships and arranging structures for support. You will no doubt want to take the opportunity to talk to your child about the issues that have been discussed at school, such as puberty, relationships and emotional changes. You can look at the themes and subject content of Oldfield School's RSHE policy, which is available online via the school website.

Please note that from this September new parental rights legislation has come into effect with regard to sex education. The guidance states that *'parents have the right to request that their child is withdrawn from some or all of sex education delivered as part of statutory RSE.... There is no right to withdraw from Relationships Education or Health Education.'*

If you feel that your child needs to be excused from some or all of the sex education lessons delivered as part of RSHE, you must write to me via [enquiries@oldfieldschool.com](mailto:enquiries@oldfieldschool.com) requesting your child is withdrawn by Friday 2<sup>nd</sup> October. After this date, we will assume that you are giving your consent for this curriculum to be taught to your child. You must, however, be aware that class discussions based on RSHE sometimes occur naturally within lessons. The head teacher will consider your request to excuse your child and discuss it with you as parents, and grant this in all but exceptional circumstances, up until three school terms before your child turns 16. At this age, your child can choose to receive sex education if they would like to, and the school will make arrangements for this to take place in one of those three terms (again, unless there are exceptional circumstances why this would not occur).

If you have any queries about the content of the PSHE programme or resources used, please do not hesitate in contacting me, via [enquires@oldfieldschool.com](mailto:enquires@oldfieldschool.com).

Yours sincerely,

Mrs S Macnaughton,

Head of PSHE