



# Relationships and Sex Education and Health Education Policy Statement

<b>Policy Review</b>	
Review Schedule	Annual
Reviewed by:	Local Governing Body
Accepted by:	Local Governing Body
Reviewed:	May 2021
Date of Next Review:	May 2022

Tring School is committed to equality of opportunity for all students, staff, parents and carers. Policies have been written and reviewed with due regard to the Equalities Act 2010.

Mandatory Sexual Health and Relationships Education to be implemented by September 2020

## Scope

The aim of this policy is to support the students through their spiritual, moral, social, emotional and physical development and prepare them for the opportunities, responsibilities and experiences of life. To set out the ways in which the school's provision for relationships and sex education (RSE) does this, enabling all our children to make responsible and well informed decisions about their lives.

## Introduction

We believe that students thrive in a happy, secure and caring environment. It is an essential part of a school ethos that the values of peace, love and caring for others should be core values that we respect and agree.

## For Church Schools in the Ridgeway Learning Partnership the following biblical narrative applies:

*'Lead a life worthy of the calling to which you have been called, with all humility and gentleness, with patience, bearing with one another in love, making every effort to maintain the unity of the Spirit in the bond of peace.'* Ephesians 4.1-3

## Linked Policies - these can be found on the RLP schools' websites:

- eg: Lifeskills Policy

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## **Policy Statement**

Relationships and Sex Education (RSE) is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage and civil partnerships for 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 this would be inappropriate teaching. It has three main elements:

- **attitudes and values**
  - learning the importance of values and individual conscience and moral considerations;
  - learning the value of family life, marriage, civil partnerships, and stable and loving relationships for the nurture of children;
  - learning the value of respect, love and care;
  - exploring, considering and understanding moral dilemmas; and
  - developing critical thinking as part of decision-making.
  
- **personal and social skills**
  - learning to manage emotions and relationships confidently and sensitively;
  - developing self-respect, empathy and tolerance for others;
  - learning to make choices based on an understanding of difference and with an absence of prejudice;
  - developing an appreciation of the consequences of choices made;
  - managing conflict; and
  - learning how to recognise and avoid exploitation and abuse.
  
- **knowledge and understanding**
  - learning and understanding physical development at appropriate stages;
  - understanding human sexuality, reproduction, sexual health, emotions and relationships;
  - learning about contraception and the range of local and national sexual health advice, contraception and support services;
  - learning the reasons for delaying sexual activity, and the benefits to be gained from such delay; and
  - the avoidance of unplanned pregnancy.

**(Relationships Education, Relationships and Sex Education (RSE) and Health Guidance DfEE September 2020)**

## **Aims**

- To provide a framework for delivery of relationships and sex education.
- To ensure an equality of delivery for all students. Students should feel able to ask difficult questions and should feel able to talk to their parents/carers about RSE (Relationships and Sex Education Guidance DfEE September 2020). Students with special needs should also have access to RSE and not be withdrawn from RSE in order to catch up with National Curriculum

subjects (Relationships and Sex Education Guidance DfEE September 2020). Finally all sexual identities and orientations need to feel that RSE is relevant to them and is sensitive to their needs.

- To ensure communication with parents/carers concerning all aspects of the relationship, sex and education in the school.
- To develop students moral, social and cultural education

**a) *Values and beliefs***

As well as knowledge and information students will be encouraged to consider the importance of the following values, which are derived from the school's value system:

- Respect and valuing of themselves and others.
- Understanding and sensitivity towards the needs and views of others.
- Responsibility for their own actions.
- Responsibility to the school, their parents/carers and the wider community.

**b) *Skills and abilities***

Students will be helped to develop the following skills:

- Ability to cope with loss and change of relationships
- Communication including the making and keeping of relationships.
- Assertiveness.
- Decision-making.
- Recognising and using opportunities to develop a healthy lifestyle.

**c) *Knowledge and Information (Life Skills, PRS, science)***

## **Roles & Responsibilities**

The trustees and governing bodies will establish in consultation with the Head of School, staff and parents, the policy of promotion of current advice and guidance and keep it under review. They will monitor the behaviour policy through the Local Governing Body meetings, and work with the Head of School/AHT responsible for Student Support Services, to look at data and spot trends.

The Head of School will be responsible for the implementation and the day-to-day management of the policy.

Staff, including teachers, support staff and volunteers, will be responsible for ensuring that the policy and procedures are followed and consistently and fairly applied.

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## **Appendix A - Programme of study**

### **Key Stage 3**

#### **Life Skills:**

Puberty and personal hygiene, anti-bullying, healthy active lifestyle, friendship and peer relationships, coping with loss and grief, inappropriate language, drugs, wellbeing, mental health, relationships, disability awareness, dangers of safety, family breakdown, e-safety, sexting, pornography, LGBTQ+, homophobia and including tolerance and considerations for schools, dysfunctional relationships including grooming, female genital mutilation including forced marriage.

## **ELD Year 9 Relationships and Sexual Health**

An off-timetable morning dedicated to relationships and sexual health specifically including sexually transmitted infections, contraception methods, consent including sex and the law, strategies to manage risk, helpful agencies.

### **YC Hertfordshire lunchtime drop-in sessions**

We have youth workers from YC Herts as guest speakers for assemblies. Such topics have included body image, exam pressure, smoking and vaping, mental health and Christmas, firework and Halloween safety

**Science:** Reproduction in humans, the structure of male/female reproductive organs, fertilisation, gestation and birth, menstrual cycle

## **Key Stage 4**

**Life Skills:** Mental health, sexually transmitted infections including HIV and AIDS, sexual lifestyles, sexuality, breast and testicular cancer, teenage pregnancy, marriage and relationships, media portrayal of sexualisation, relationships, personal safety (festivals and holidays) helping agencies, prejudice and stereotyping, alcohol and legal highs

Mental health, social media and keeping safe online, alcohol and putting yourself in unsafe situations. Drug education- psychoactive substances, vulnerable situations, county lines including grooming, drug trends and keeping safe at festivals/parties/holidays.

Relationships - healthy and nurturing relationships; LGBTQ+ relationships.

Sexual health including sexually transmitted infections, contraception methods, consent and the law, sexual lifestyles and modern family planning including breast and testicular monitoring, IVF and fertility, marriage

**Science:** Sexual hormones, menstrual cycle, artificial control of fertility, types of reproduction and cloning, pathogens including sexually transmitted diseases, meiosis, sexual reproductions, inheritance of genetic conditions.

**PRS:** Matters of life and death including abortion, ethical decisions, including different views of different faiths (Christian, Muslim views).

## **Key Stage 5**

**Life Skills:** Relationships, general sexual health awareness, personal safety and relationships, mental health and effects on relationships., sexual consent, rape on trial, party first aid, dysfunctional families, drink and driving, personal safety (festivals and holidays), LGBTQ+

### **New school LGBTQ+ club entitled 'Just Be You'**

This club meets monthly to discuss topics pertaining to those who attend. The club is run by a teacher and supported by Sixth Form students. It is overseen by the Assistant Head with responsibility for behaviour and has been advertised in assemblies.

## **B - Implementation**

### **Organisation**

a) *Relationships and Sex Education* is jointly coordinated by the Enhancement Leader, Subject Leaders for Science and PRS, who are responsible for the overall planning, implementation and review of the programme.

b) *Delivery is through*

- Planned aspects within the Life Skills, Science and the PRS curriculum.
- Addressing moral and ethical issues which may arise from apparently unrelated topics in all National Curriculum subjects. Within this category, as long as any discussion takes place within the context of the subject it will not be deemed to be part of the relationships and sex education programme and therefore not subject to the parental right of withdrawal.
- Extended Learning Days, COOL Time, Tutor Time

c) *Teaching approaches*

Lessons are planned in line with the expectations of the teaching and learning policy. It is important that the atmosphere in the classroom is appropriate for SRE; ground rules can be used to help establish this. A variety of approaches are used to give students relevant information; to enable moral issues to be explored through discussion, and to acquire appropriate skills. The use of correct terminology is encouraged in all students to ensure that they have appropriate vocabulary available to them and to avoid confusion that may be caused by slang terms.

d) *Student groupings*

In Science, KS3 is taught in mixed ability groups and KS4 groups are banded mixed (top sets - Separate science and trilogy is mixed. Synergy course lower ability and these are mixed groups). PRS is taught in mixed ability in KS3 and from September 2021 in KS4. Life Skills sessions are mixed groups at both key stages and all lessons remain mixed gender. Students are taught in mixed ability groups for PRS at Key stage 4. When there is a specific need (e.g. members of faith groups), arrangements will be made to teach pupils in appropriate groupings.

e) *Professional Development*

- Materials – A wide range of teaching resources are available to teachers and for inspection by parents/carers through the Enhancement Leader, Subject Leaders for Science and Religious Education.
- Staff – With regard to relationships and sex education it is important that staff feel comfortable with the subject matter, Lifeskills is taught by a specialist team of teachers in order to help facilitate this. There are many specialist guest speakers that are brought in to deliver more specific subjects (STI's, contraception, media portrayal). The programme is also enhanced by the use of supervised, outside speakers, who are health care workers or appropriate speakers with relevant knowledge and experience. Support for Life Skills teachers will be offered through an in-service training programme. All staff are asked to teach within the school's value framework.

f) *Confidentiality and advice*

Students will be made aware that some information cannot be held confidential, and made to understand that if certain disclosures are made certain actions will ensue. At the same time, students will be offered sensitive and appropriate support. The following procedures will be adhered to by all adults.

- i) Disclosure or suspicion of possible abuse – the school's child protection procedures will be invoked. (See relevant policy).
- ii) Disclosure of pregnancy or advice on contraception – it is hoped that the following procedure will ensure that students who are in difficulty know that they can talk to an adult in the school and that they will be supported.

Professional information and guidance will always be sought from a health professional. The school will always encourage students to talk with their parent(s)/carer(s) first:

- Students should be asked whether they can tell their parent(s)/carer(s) and whether they want help in doing so. If this takes place subsequent responsibility then lies with the parent(s)/carer(s). This will need to be checked.
- If students refuse to tell their parent(s)/carer(s) the adult should refer them to a health professional.
- The adult should report the incident to the Head of School who will consult with the health professional about informing the parent(s)/carer(s).

*g) Parental partnership*

Under the Education Act 1993, parents have the right to withdraw their children from all or part of the sex education programme except in statutory national curriculum subjects. Parent(s)/carer(s) wishing to exercise that right are asked to put this in writing to the Headteacher.

## **C - Monitoring and Evaluation**

Monitoring and evaluation of RSE actively involves students in a number of ways. There are both student and teacher google evaluation forms that are completed annually. For example, students have a dedicated feedback session at the end of the year that they can feedback into Life Skills lessons. Students also have student voice opportunities in a school-wide setting. For ELDs/RSE they are asked for feedback in an evaluation form. re. Letters pertaining to sexual health lessons are sent to parents well in advance of the sessions commence.

The content of the RSE programme is regularly monitored and evaluated in response to national and local concerns, eg Hertfordshire Teenage Pregnancy Strategy (2001 -10).

The Policy will be monitored through regular reports to the LGB. These reports will cover both content and delivery.