

Pol 52 – Relationship, Sex and Health Education Policy



1. Aims

The aims of relationships and sex education (RSE) at our school are to:

Enable pupils to learn about what makes healthy relationships with family, friends and online, how to recognise unhealthy behaviour in relationships and how to seek help if they feel unsafe.

Support pupils to develop self-respect, higher self-esteem and confidence whilst observing empathy and sensitive attitudes.

Provide a framework in which sensitive discussions can take place.

Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene.

Teach pupils the correct vocabulary to describe themselves and their bodies.

Teaching will be age appropriate and will respect the diversity of families and faith in our community and rooted in an Islamic perspective. Balanced debates may take place in classes to understand the views of other religions.

RSE is not about the promotion of sexual activity.

2. Policy development

This policy has been prepared based on the template provided by BSO and in accordance to the statutory guidance on RSE, it has also been developed in consultation with parents as required by the Department for Education. We are committed to on-going consultation with families throughout the evolution of our school's relationships and sex education programme. The consultation and policy development process involved a letter sent out to all parents including the purpose and content of RSE. If parents had any concerns, they were invited into school to discuss their thoughts and attached to the letter was a slip where parents were given the chance to opt out of the Sex Education component of RSE. See Appendix 1 – Letter to parents.

3. Statutory requirements

From September 2020, there is a new statutory curriculum for Relationship, Sex and Health Education to be taught in school. Parents can ask for their child to be withdrawn from sex education but not relationship/health education.

Observing the Equality Act 2010, Olive Secondary will ensure that our school does not discriminate against pupils due to age, race, disability, religion, gender identity or sexual orientation.

4. Links to other policies and curriculum subjects

The science curriculum includes teaching about reproduction in humans including the male and female reproductive systems, menstrual cycle, gametes, fertilisation, gestation, birth and HIV/AIDS.

Religious education looks at family's values and morals, and the celebration of marriage in different traditions.

Health education via PE/ PSHE lessons can complement the importance of a healthy lifestyle by developing a broader understanding of maintaining physically active and how to lead a healthy life. PSHE also requires pupils to learn about the main changes which take place in adolescence, and implications for emotional and physical health as briefly mentioned in policy 10 on Curriculum. The curriculum for computing covers e-safety (please see policy 35 on E-safety.) This includes how to use technology responsibly, respectfully and securely, how to keep personal information private and where to go for help and support.

In accordance with the Equality Act 2010 – Policy 48 ensures all students are treated equally and understand diversity as is supported by Policy 4 – Anti bullying which also promotes fairness for students.

Policy 7 – Home and school agreement - encourages students to be healthy, stay safe and making a positive contribution to society by abstaining Anti-social or offending behaviour.

There continues to be no right of withdrawal from any part of the school curriculum except for sex education.

5. Delivery of RSE

RSE will be inclusive for all pupils - sensitive to all family and faith backgrounds - the pupil's own identities and in respect to the pupil's age. It will be respectful of all protected characteristics under the equality Act 2010. The school environment reflects, values and celebrates the diversity of our community whilst explaining the view from an Islamic ethos.

Across all key stages, pupils will be supported with in developing the following skills:

- Communication skills
- Forming positive relationships including self-respect as well as respect and empathy for others
- Recognising and assessing potential risks
- Assertiveness and managing conflict and difficult emotions

Skills and knowledge will be taught in an age-appropriate way. Teaching methods are a combination of sharing information, facilitating discussions and exploring issues and values. Lessons will be delivered by teaching staff within the school.

The Department for Education has set out guidance on what children should learn by the end of secondary school, under a series of themes which are set out below. Some themes will recur throughout key stages 3 and 4, others will be delivered in the most appropriate year only. Parents have the right to withdraw their children from lessons on sexual intimacy, sexualised behaviour and sexual health, as detailed in section 7.

Families

- There are different types of committed and stable relationships.
- How these relationships contribute to happiness and their importance for bringing up children.
- What is marriage? Including their legal status compared to other types of long-term relationships.
- The characteristics and legal status of other types of long-term relationships.
- The roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting
- 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.

Respectful relationships

- Characteristics of positive and healthy friendships (including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent, management of conflict, reconciliation and ending (non-sexual) relationships.
- Practical steps for a range of contexts to improve or support respectful relationships

- How stereotypes and domestic violence based on sex, gender, race, religion, sexual orientation or disability can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).
- In school and in wider society young people can expect to be treated with respect by others, and that in turn they should show due respect to others (including people in positions of authority) and due tolerance of other people's beliefs.
- Different types of abuse and bullying (including cyber bullying), its impact, responsibilities of bystanders to report bullying/abuse and how and where to get help.
- Some types of behaviour within relationships are criminal, including violent behaviour and coercive control.
- What constitutes sexual harassment and sexual violence and why these are always unacceptable.
- Legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.

Online and media

- Rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts including online
- Online risks, including that any material one provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.
- What to do and where to get support to report material or manage issues online.
- Sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.
- Sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.
- How information and data is generated, collected, shared and used online.

Being safe

- The concepts and effects of laws relating to sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM.
- How people can actively communicate and recognise consent and how it may be withdrawn in any context.

Intimate and sexual relationships, including sexual health

- How to recognise the characteristics of healthy one-to-one intimate relationships.
- All aspects of health can be affected by choices related to sex and relationships, positively or negatively.
- Strategies for identifying and managing sexual pressure including understanding peer pressure, resisting pressure and not pressurising others.
- Facts about the full range of contraceptive choices, efficacy and options available.
- Facts around pregnancy including miscarriage.
- Choices in relation to pregnancy /abortion (with medically and legally accurate, impartial information on all options).
- Sexually Transmitted Infections (STIs), the impact they can have on those who contract them and key facts about prevention and treatment.
- How the use of alcohol and drugs can lead to risky sexual behaviour.
- Sources of advice, including how to access confidential sexual health advice and treatment.

6. Roles and responsibilities

The head teacher

The Head teacher will ensure that the policy is in accordance with other school policies and the ethos of the school.

The head teacher is responsible for ensuring that RSE is taught consistently across the school, and for managing any requests to withdraw pupils from sex education component of RSE (see section 7). The head teacher is also responsible for ensuring that any young person who was previously withdrawn from sex education but wishes to receive it during the 3 terms before they turn 16 is provided with sex education. Parents will have a choice about whether their child is taught sex education until they reach the age of 15. Once the child is 15 they can decide to attend sex education lessons, even if parents have previously withdrawn them.

6.1 Staff

Staff are responsible for:

Delivering RSE in a sensitive way, taking account of pupils' cultural and faith backgrounds

Modelling positive attitudes to RSE, as with any other subject.

Monitoring children's learning in order to ensure they make progress.

Responding to the needs of individual pupils.

Responding appropriately to pupils whose parents wish them to be withdrawn from the sex education component of RSE.

Staff will be expected to teach RSE in accordance with the ethos of the school.

6.2 Pupils

Pupils are expected to engage fully in RSE and when discussing issues related to RSE, treat others with respect and sensitivity, as they would be expected to in any other lesson.

7. Parents' right to withdraw

Parents have the right to withdraw their children from the sex education component of RSE. This means the lessons that cover physical aspects of sexual development and intimate relationships, and sexual health. Requests for withdrawal should be put in writing and addressed to the head teacher. A copy of withdrawal requests will be placed in the pupil's file. The head teacher will discuss any such request with parents and take appropriate action. Alternative work will be given to pupils who are withdrawn from sex education. Parents will have a choice about whether their child is taught sex education until they reach the age of 15. Once the child is 15 they can decide to attend sex education lessons, even if parents have previously withdrawn them.

8. Training

Staff are trained on the delivery of RSE and is included in our continuing professional development. The head teacher may also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

9. Monitoring arrangements

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems including written assignments or self-evaluations to capture progress.