



## **Relationships and Sex Education and Health Education Policy**

Title	Relationships and Sex Education and Health Education Policy
Author/Owner	Deputy Headteacher – Student Wellbeing
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## Introduction

Since September 2020, all schools must have in place a written policy for Relationships and Sex Education (RSE) and Health Education. This policy sets out the framework for Relationships and Sex Education and Health Education at St. Martin's School (SMS), providing clarity on how the RSE curriculum is informed, organised and developed.

The policy was reviewed and developed in response to the following guidance:

- [Keeping Children Safe in Education \(KCSiE\) \(DfE September 2022\);](#)
- [Relationships, Education, Relationships and Sex Education \(RSE\) and Health Education \(ESFA 2019\);](#)
- [16 to 19 study programmes: guidance \(2022 to 2023 academic year\) \(DfE July 2022\);](#)
- [Preventing and tackling bullying \(DfE July 2017\);](#)
- [Sharing nudes and semi-nudes: how to respond to an incident \(overview\) \(DCMS December 2020\);](#)
- [The Equality Act 2010 and schools \(DfE May 2014\);](#)
- [National curriculum in England: framework for key stages 1 to 4 \(DfE December 2014\).](#)

## Aims

SMS has several aims, which it aspires to achieve through its RSE and Personal, Social, Health and Economic Education (PSHE) programme. The overall purpose of these aims is to enhance the holistic wellbeing of SMS pupils. The aims are:

- To stress the value of family life, relationships and proper care for all young life;
- To provide an atmosphere, where questions about reproduction and human behaviour, can be asked and answered without embarrassment;
- To provide an acceptable vocabulary for all parts of the body;
- To elucidate the nature of human reproduction;
- To counteract misunderstandings, by ensuring that pupils are given as much factual information as possible, relevant to their age group;
- To inform pupils about conception, the myths about when conception is possible and unwanted pregnancies;
- To aid communication about physical and emotional changes at puberty, to provide constant reassurance that these changes are normal and acceptable, and to give help in adjusting to them;
- To counter negative values presented by some parts of the media, and to promote a positive self-image in each child;
- To help protect children against pressure towards gender stereotyping;
- To understand the consequences of moving too early into the next stage of sexual maturity;
- To develop communication skills;
- To understand who to turn to for help;
- To complement and support the role of parents/carers;

- To encourage children to take responsibility for their own actions.

## **Principles and Values**

SMS RSE and PSHE programmes are based on the core principles and values, which are:

- Engage in good communication;
- Promote anti-discriminatory practice;
- Keep information confidential;
- Promote the child's rights;
- Acknowledge personal beliefs and identity;
- Protect from abuse;
- Provide individualised care.

By upholding these core principles and values, SMS is allowing its pupils to be safe, understanding of others, confident and respectful individuals, and, at the same time, teaching them about the diverse and multicultural society that they live in.

The School is also committed to:

- the importance of educating young people to reflect upon their own feelings and values, and to understand and respect the feelings and values of others;
- at Post-16, to empower individuals to take responsibility for their choices and decisions, and the associated consequences for their physical, emotional and mental health.

## **Organisation and Delivery**

The majority of RSE is delivered through the curriculum in accordance with the National Curriculum and Government statutory guidance (Religious Education/PSHE/Science), but also:

- in assemblies;
- via workshops (facilitated by outside providers, for example, theatre companies) and enhancement days;
- through interventions overseen by the Social and Emotional Aspects of Learning (SEAL) Coordinator including Risk Avert Healthy Relationships, or outside agencies such as the Children's Society and the Children at Risk of Exploitation (CARE) Programme. This work has a dedicated space in the SEAL Intervention Room (S001), where interventions are supported.

The SMS ethos is central to the delivery of the programme, which is designed to ensure that all pupils are aware of their role in society, the impact of their behaviour on others, and are mindful of their own physical and emotional wellbeing. The themes follow logically from one year to the next, so that pupils are constantly made aware of the importance of their health and wellbeing as they move through Key Stages 3, 4 and 5.

SMS aims to ensure that its curriculum fully prepares pupils to be employable, highly successful in their adult lives and able to engage in society as active citizens by developing each pupil's learner attributes via the PSHE programme. PSHE lessons are delivered by a chosen team of teachers and overseen by the Head of PSHE and Community Liaison, who quality assures this work and provides support for colleagues.

## **The Policy**

It is SMS policy that pupils in Years 7 to 13 receive, as part of their curriculum, lessons which foster a knowledge and understanding of:

- the clinical and emotional aspects of human sexuality and reproduction;
- relationships and the nature of marriage in family life and in respect of raising children;
- contraception and sexually transmitted infection.

SMS believes that it is appropriate that pupils of all genders consider these issues jointly in order to gain a more complete understanding of the processes, emotions and values involved.

It is also important that pupils are given the opportunity, from time to time, to explore and discuss the issues in same sex groups, especially the biological differences between boys and girls, in order to ensure that all pupils can access this important area of the curriculum.

## **Harmful Sexual Behaviour and Child-on-Child Sexual Abuse**

Sexual violence and sexual harassment can occur between two or more children of any age and sex, from primary through to secondary stage and into college. It can occur also through a group of children sexually assaulting or sexually harassing a single child or group of children. (KCSiE September 2022).

It can be harmful to the children, who display it, as well as to those, who experience it. Children can experience harmful sexual behaviour or child-on-child sexual abuse in a wide range of settings, including:

- at school;
- at home;
- in public spaces;
- online.

It can take place in spaces, which are supervised or unsupervised. Within a school context, for example, child-on-child sexual abuse may take place in spaces such as toilets, the playground, corridors, and when children are walking home.

It is important to recognise that, as children grow up, they may display sexualised behaviour. It is important that adults, who work with children, can identify if any sexualised behaviour has become abusive or harmful and respond proportionally to keep all children involved safe.

A referral to the SMS Designated Safeguarding Lead (DSL) through CPOMS should be made without delay. Any follow up investigations or actions are made in accordance with Discovery Educational Trust's (DET) Safeguarding and Child Protection Policy.

## **Inclusion**

SMS is highly inclusive and believes that all pupils should be given the same opportunities to grow and develop. No matter what ethnicity, culture, ability, or sexual orientation the SMS pupils have, they are all given the same chance to learn and progress. SMS also makes use of external agencies and outreach services for some of the more emotional needs of its pupils, while the SEAL Intervention Room ensures support for its more vulnerable pupils.

## **Equal Opportunities**

RSE at SMS is inclusive of all children and culturally appropriate. Boys and girls are taught together. Where issues arise involving children for whom it is culturally unacceptable to be taught in mixed gender classes, advice is taken to establish what is appropriate and acceptable. For children with learning difficulties, teachers ensure that lessons are accessible, and plan differentiated work to meet individual needs, which is monitored through learning walks and observations.

## **Menstruation**

Boys, as well as girls, are taught about menstruation. In addition, girls are sensitively informed about specific arrangements to help them cope with menstruation and the provision of sanitary protection.

## **Confidentiality**

As far as possible, discretion is maintained in the classroom. However, absolute confidentiality cannot be offered or guaranteed. SMS is responsible for the safety of all its pupils. Any fears and worries brought to the classroom cannot go unnoticed by staff. Effective RSE, which brings an understanding of what is and is not acceptable in a relationship, can lead to disclosure of a child protection issue. If any issues arise, the DSL is informed via CPOMS, and is followed up in accordance to the Discovery Educational Trust's (DET) Safeguarding and Child Protection Policy. It is the responsibility of the named person to act appropriate to the issues raised.

## **Legal Obligations**

The Relationship, Sex and Health Education Regulations (2019) made under the Children and Social Work Act (2017) brought some compulsory changes into effect in all schools from September 2020. Relationship Education is now compulsory for all pupils receiving secondary education. The regulation also makes Health Education compulsory in all schools. The focus of Relationship Education is to teach the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and

relationships with other children and adults. The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships.

## **Parent/Carer Engagement**

SMS continues to be committed to liaising with parents/carers about all aspects of their child's education. As such, the School understands the importance of the role of parents/carers in the development of their child's understanding of relationships, sex and health. From September 2020, the law requires schools to consult with parents/carers on their RSE Policy. Consultation must be carried out when the Policy is formed and, subsequently, whenever it is updated.

SMS consults with parents/carers each September and reviews its RSE Policy, and provides an opportunity for all parents/carers to respond with their views. The final version of the Policy is then made available on the SMS website from October for reference. SMS provides opportunities for parents/carers to be informed and ask questions about the delivery and content of the RSE curriculum by providing:

- Notification of when RSE topics are to be taught and a summary of content covered;
- Opportunities to view and discuss examples of RSE teaching and learning resources;
- Information about parent/carers rights to withdraw their child from non-statutory elements of RSE.

Parents/carers of new pupils are provided with all of the above information at the point of admission, regardless of the time they join the School.

SMS understands that parents/carers may have concerns about some aspects of RSE and all views are listened to and carefully considered. However, the School does ultimately make the final decision about what is taught and when; this is informed by the School's statutory obligation as well as the needs of its pupils.

Parents/carers are provided with the opportunities to find out about the progress of their children in RSE-related topics, for example, as part of the annual review of Education and Health Care Plans (EHCP), during parents' evenings and as part of progress updates.

## **Right to Withdraw**

RSE is an important part of the SMS curriculum, and it is hoped that all pupils will participate in all aspects of these lessons. However, the School acknowledges the legal rights of parents/ carers as described below:

From September 2020, parents/carers are unable to withdraw their children from any aspect of Relationship Education or Health Education, which includes learning about the changing adolescent body or puberty.

Parents/carers are unable to withdraw their child from any aspect of the National Curriculum for Science, which includes subjects such as reproduction in humans and plants, hormones in reproduction, hormone and non-hormone methods of contraception, communicable diseases, including sexually transmitted infections in humans.

Parents/carers are able to withdraw their child (following discussion with the School and providing notification to the Headteacher (HT) in writing) from any or all aspects of Sex Education (other than those listed above) up to and until three terms before the age of 16.

In line with statutory guidance, where pupils are withdrawn from Sex Education, SMS keeps a record of this (including discussions/requests from parents/carers) and ensures that the pupil receives appropriate, purposeful education during the period of withdrawal. In line with the statutory guidance, if any secondary-aged pupil wishes to receive Sex Education rather than be withdrawn, SMS arranges to provide the pupil with Sex Education during one of the three terms before the age of 16.

## **Monitoring and Evaluation**

The Subject Leader and Senior Leadership Team are responsible for monitoring the quality of teaching and learning in RSE. The quality of RSE provision is also subject to regular and effective self-evaluation as part of an annual subject report for PSHE. Information to be considered includes feedback from lesson visits and learning walks, work scrutiny, pupil and parent/carer feedback and pupil progress.

## **Related Documents**

- DET Safeguarding and Child Protection Policy – Policies page on DET website;
- SMS Anti-Bullying Policy – School Policies page on SMS website;
- SMS [Curriculum Intentions](#).

## **Review**

This policy is reviewed annually.

The RSE programme to be delivered in SMS is also reviewed on an annual basis to ensure compliance with national guidance for the forthcoming academic year.

**RSE Programme for SMS 2022/23 with links to RSE Statutory Requirements**

All lessons for all Year Groups begin with preparing the pupils for discussing sensitive issues by agreement of ground rules. These topics are subject to change due to current trends that may emerge.

<u>Year 7</u>	<u>Key Themes</u>	<u>Lesson 1</u>	<u>Lesson 2</u>	<u>Lesson 3</u>	<u>Lesson 4 (Extra)</u>
<b>Autumn 2</b>	<b>Engaging in Healthy Friendships and Managing Challenges in Friendships</b>	Healthy and Unhealthy Friendships – different types of friendships and the types of behaviour to look out for – both positive and negative.	Making and Managing Friendships (including managing conflict effectively and appropriately) – developing friendships and the challenges that come with them.	Dealing with Peer Pressure, Bullying and Emotional Changes – identifying and combating different societal pressures and learning how to manage these effectively.	Understanding our Personal Values – identifying our own morals and beliefs and how we can compromise and manage when these contrast with others.
<u>Year 7</u>	<u>Key Themes</u>	<u>Lesson 1</u>	<u>Lesson 2</u>	<u>Lesson 3</u>	<u>Lesson 4 (Extra)</u>

<p><b>Summer 1</b></p>	<p><b>Puberty, Menstruation and an Introduction to Consent</b></p>	<p>Puberty and Emotional Changes – looking at the changing of the body through puberty and how it can also affect us emotionally.</p>	<p>Menstrual Wellbeing – understanding the process of menstruation and the science behind it as well as how we can support ourselves and others during this time.</p>	<p>Introduction to Consent – an introduction to consent and what consent means and can look like. This also links to child-on-child abuse, which pupils have engaged with during a Year Group assembly.</p>	<p>Boundaries – respecting emotional and physical boundaries in friendships and relationships and what this can look like.</p>
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<u>Year 8</u>	<u>Key Themes</u>	<u>Lesson 1</u>	<u>Lesson 2</u>	<u>Lesson 3</u>	<u>Lesson 4 (Extra)</u>
<b>Autumn 1</b>	<b>Consent and Keeping Ourselves Safe</b>	Consent – a follow-up to the Year Group assembly focusing on respect, boundaries and appropriate behaviours.	Relationship Values – developing realistic and healthy relationship values and expectations, and identifying healthy relationship behaviours.	Introduction to Contraception – understanding how and why different contraceptives are used.	Influences on Relationship Expectations – how to challenge unrealistic relationship expectations with a link to ‘sexting’ and online safety.

<p><b>Spring 2</b></p>	<p><b>Identity, Culture and Avoiding Assumptions</b></p>	<p>Sexual Orientation and Gender Identity – an exploration into the different types of relationships held in the modern world and understanding the appropriate terminology.</p>	<p>Avoiding Assumptions – focusing on challenging relationship stereotypes and comments around intimacy and consent.</p>	<p>Relationships in Different Cultures – exploring the different relationships people have in a variety of cultures as well as other traditions that pupils need to be aware of such as Forced Marriages and Female Genital Mutilation.</p>	<p>An Introduction to Sexual Health and Puberty – a refresher on puberty and how it can change the body physically and emotionally as we continue to develop and also how this can link to our own health and sexual health.</p>
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<b><u>Year 9</u></b>	<b><u>Key Themes</u></b>	<b><u>Lesson 1</u></b>	<b><u>Lesson 2</u></b>	<b><u>Lesson 3</u></b>	<b><u>Lesson 4 (Extra)</u></b>
<b>Autumn 1</b>	<b>Relationships and Keeping Safe</b>	Respectful Relationship Behaviours – identifying healthy and safe behaviours in relationships and managing challenging situations.	Sexual Health – understanding sexual health and the potential consequences of sex and ways to reduce risk.	Contraception – understanding different types of contraception and how they work.	Freedom and Capacity to Consent – understanding the concept of consent and what ‘freedom’ and ‘capacity to consent’ can mean in different contexts. This links to the assembly pupils had.
<b>Spring 2</b>	<b>Challenges in Relationships</b>	Managing the Ending of Relationships – exploring how to manage the end of an intimate relationship safely.	Gender Roles and Stereotypes – identifying and challenging gender stereotypes and roles within relationships and families in order to build secure relationships.	Effective Management of Relationships and Friendship Challenges – identifying and utilising conflict management strategies and understanding where other issues may arise (link to online safety).	Social Influence and Peer Pressure – identifying how societal views can impact our relationships and choices.

<b><u>Year 10</u></b>	<b><u>Key Themes</u></b>	<b><u>Lesson 1</u></b>	<b><u>Lesson 2</u></b>	<b><u>Lesson 3</u></b>	<b><u>Lesson 4 (Extra)</u></b>
<b>Autumn 1</b>	<b>Relationship Conflict and Challenges</b>	Managing Relationship Conflict and Breakups – identifying healthy and unhealthy conflict strategies and utilising these effectively.	Pressure, Persuasion and Coercion – understanding dangerous relationship behaviour in relation to consent (link to lead assembly).	Addressing Relationship Abuse – identifying different types of abuse and how to end and get support.	The Impact of Pornography – understanding about pornography and the impact it can have on understanding consent and relationship expectations.
<b>Summer 1</b>	<b>Safety in Relationships</b>	Contraception and Sexual Health Refresher – identifying and understanding how to keep ourselves safe in relationship and during intimacy linking to sexual health and contraception.	Discrimination in Different Forms – Identifying different forms of discrimination in relationships, friendships and society, and how to find support when experiencing or witnessing it.	Online Safety – understanding and exploring how modern technology can impact relationships and how we can keep ourselves safe online ('sexting').	The Role of Intimacy and Pleasure – understanding the role of intimacy in a relationship and knowing how to assess our own readiness and boundaries in consenting relationships.

<u>Year 11</u>	<u>Key Themes</u>	<u>Lesson 1</u>	<u>Lesson 2</u>	<u>Lesson 3</u>	<u>Lesson 4 (Extra)</u>
<b>Autumn 1</b>	<b>Conflict, Consent and Relationship Issues</b>	Family Conflict – managing conflict with appropriate and healthy behaviours in a range of relationship and family scenarios.	The Role of Intimacy and Pleasure – understanding the role of intimacy in a relationship and knowing how to assess our own readiness and boundaries in consenting relationships. Also, to look for potential dangers when it comes to consent, including not authentic consent.	Contraception and Sexual Health – Identifying different forms of contraception and how these can be used and obtained. Also, how we can look after our own sexual health.	Long Term Commitments – identifying different types of commitment and why many people value commitment in relationships.
<b>Spring 2</b>	<b>Pregnancy and Parenthood</b>	Sexual Health, Fertility and Routes to Parenthood – understanding how to promote sexual health and how to prevent unplanned pregnancies. Also, how fertility changes over time and the different routes to becoming a parent.	Pregnancy Outcomes – identifying the possible outcomes in the event of an unplanned pregnancy and the different agencies available to support.	Pregnancy Choices: Abortion – understanding the laws related to abortion and the support available.	Changing Relationships – understanding how relationships can change at different milestones in our lives.