





## RELATIONSHIP, SEX AND HEALTH EDUCATION

### SCHOOL POLICY

2021-2022

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## **1. DEFINITION OF RELATIONSHIP AND SEX EDUCATION**

It is the intention of this policy to inform parents of the school's aims in relation to relationship, sex and health education.

Relationship, sex and health education is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of 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. It is divided into three main parts:

- Attitudes and values
- Personal and social skills
- Knowledge and understanding.

## **2. PRINCIPLES AND VALUES**

Young people today are subjected to many explicit references to sex, which is usually not put in a moral context. They need guidance and information if their sexual development is to take place within a structure of British morality. Home and school are the major influences on our pupils. In the home, children have their first experience of love and relationships. They should learn to feel acknowledged, wanted and appreciated. Parents and carers are their children's first teachers and the school aims to support parents and carers to enable each pupil to develop character, values and beliefs.

Relationship, Sex and Health Education at Dean Trust Ardwick is firmly rooted in the framework for PSHE (Personal, Social and Health Education), alongside the Science National Curriculum. The RSE curriculum is delivered through the IMatter programme, created by Manchester City Council and the NHS. It is designed as a safeguarding strategy and aims to 'develop young people's knowledge, skills and attributes to identify and manage risk to keep themselves and others safe.'

The programme covers 5 main areas: wellbeing, relationships, online pressures, sexual health and current issues. The content of each theme changes depending on the year group it is being delivered in order to ensure all material is age appropriate and relevant.

## **3. AIMS**

Within the school, as within the home we aim to provide a security of environment in which pupils can express their concerns and seek support during their physical development, sexual development and relationship issues.

In school we aim to develop the appropriate skills and knowledge essential for positive personal relationships without in any way replacing the home in these matters. Through discussion and direction, we aim to encourage the development of British moral values among all our young people:

- To help and support young people through their physical, emotional and moral development.
- To help them learn to respect themselves and others more, with confidence, from childhood through adolescence into adulthood.
- To promote a sensitive, caring and knowledgeable attitude towards sex education within the context of family life and loving relationships.
- To encourage our pupils to have high regard for personal, social and moral relationships.

#### **4. PROVISION**

The provision of relationship, sex and health education is undertaken within the Personal, Social, Health and Citizenship Education curriculum and the Science Faculty. The Science Faculty teaches the biological elements of sex education and the PSHCE curriculum concentrates on placing sex education within the context of loving and safe relationships of all kinds. The school has a clear duty under the Equality Act 2010 to ensure that the RSE curriculum promotes understanding and respect; pupils are taught not to judge those who do not appear to follow certain social or cultural norms

##### **4.1 By the end of Key Stage Three the pupils will have studied:**

- Wellbeing including self-esteem, assertiveness including the consequences of one's actions and emotional health.
- Online pressures including cyberbullying, online relationships and pressures and sexting.
- Relationships including healthy relationships, consent, gender and sexuality including lesbian, gay, bisexual and transgender relationships, and different family structures.
- Sexual health including puberty and reproduction, pregnancy and pregnancy options, and contraceptives and sexually transmitted infections.
- Current issues including forced marriage and honour-based violence, female genital mutilation and grooming and child exploitation.

##### **4.2 By the end of Key Stage four pupils should have a fuller understanding of the issues learned at KS3 but with the addition of the following topics:**

- Wellbeing including mental health and understanding anxiety and depression.
- Online pressures including gender and the media and pornography.
- Relationships including relationship abuse and sexual consent and the law.
- Sexual health, including reasons for sex and reflecting upon when a person is ready and the benefits of delaying such activity, for heterosexual and LGBT+ relationships.
- Current issues including online vulnerability and online propaganda and extremist groups.

##### **4.3 Roles and responsibility of staff**

- The staff responsible for coordinating the delivery of RSHE at Dean Trust Ardwick is Miss Philippa Bostock (Head of RSHE / PHSCE and Mrs Lisa Hardman (Assistant Head Teacher).

- The staff that deliver RSHE will predominantly be Miss Philippa Bostock and Ms Naseem Ashraf as well as other members of the school teaching staff. Mrs Hannah Yuille (Assistant SEN Coordinator) will also deliver adapted lessons.
- It is the responsibility of all delivering RSHE to ensure safeguarding protocols are adhered to and the material is delivered with sensitivity and at an age-appropriate level.
- Staff delivering the programme are all safeguarding trained and have had guidance from the head of subject

## **5. METHODOLOGY AND APPROACH**

Sex education will be placed in the context of the teaching of British values and will thus help pupils to make informed choices, establish a healthy lifestyle and build up a system of values. The teaching methods used are as important as the content of lessons.

A wide range of teaching methods are used including video materials, printed materials, discussions and other active and creative ways of involving pupils in understanding the issues, such as role play, group work and outside speakers. Some pupils may receive personalised tuition/intervention on topics that they are more affected by; this is arranged with the help of safeguarding and outside agencies. Some pupils with special educational needs will receive an adapted version of RSHE provision depending on the learning requirements. This ensures RSE is made accessible to all pupils.

### **5.1 Curriculum entitlement for pupils**

The Department for Education has passed legislation making RSHE compulsory in secondary schools from September 2020.

#### **Right to withdraw**

Parents and carers have the right to withdraw their children from any or all parts of the school's programme of sex education up until September 2020, apart from the biological aspects covered in National Curriculum Science. If a pupil is withdrawn from aspects of sex education, they have the right to opt back in to the sex education provision from their 15<sup>th</sup> birthday, specifically 3 academic terms before they turn 16.

Parents and carers will have no right to withdraw their child from relationship education as of September 2020, as the subjects taught- such as family, friendship, safety (including online safety) are important for all children to be taught.

Parents and carers are not obliged to give their reasons for withdrawal and they do not have to commit themselves to educating their children in sexuality anywhere else. If parents and carers are unhappy and have any questions about the school's programme of sex education contact via a letter should be made to the school and forwarded to the Assistant Headteacher, Mrs Lisa Hardman in the first instance. Parents and carers will receive a letter back inviting them to discuss this further with the Headteacher and referred to governors if deemed necessary.

Withdrawn pupils will be provided with work from the National Curriculum of Science to further their understanding of the biological aspects of sex education.

## **5.2 Visiting speakers**

Where it is relevant and necessary to invite speakers into school to speak to the pupils on sexual matters then they are likely to be representatives of the community and Health Service Professionals whose attitudes concur with the ethos and values of the school.

## **5.3 Monitoring and Evaluation**

Monitoring and evaluation of the relationship, sex and health education curriculum is through a mixture of formative assessment, teacher assessment through lessons and discussion with pupils, as well as summative assessments at the end of each unit in order to measure pupil knowledge and understanding of the key topics. Formative and summative assessments may come in the form of test papers, pupil presentations, groups, projects or role-plays. Pupils and parent views are obtained periodically through parent voice, coffee mornings and online forums to evaluate the impact of the PSHE curriculum which in turn informs the future change and development of the RSHE curriculum. The relationship, sex and health education will be adapted to follow future government guidelines and changes and with regards to the PSHE association.