

# RELATIONSHIPS EDUCATION, SEX EDUCATION AND HEALTH EDUCATION (RSHE) POLICY

## SHERINGHAM AND STALHAM HIGH SCHOOLS



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## RELATIONSHIPS EDUCATION, SEX EDUCATION AND HEALTH EDUCATION (RSHE) POLICY

### Policy context and rationale

This relationships, sex and health education policy covers the approach to teaching relationships, sex and health education (RSHE) by Stalham and Sheringham High Schools.

This policy has been subject to thorough consultation with the school community including students, key staff, school governors, including parent governors, Trustees and, where relevant, appropriate members of the wider community such as medical professionals and faith leaders.

Student consultation has ensured that the needs of all students can be met through the delivery of an age and stage appropriate RSHE curriculum that addresses relevant issues in line with current government thinking. Consultation methods have included discussion with current Year 11 students about their past experience of RHSE in their high school career. Key needs identified were more regular opportunities to discuss a wider range of topics around RHSE. Students recognised that the current situation with pandemic has meant they have missed out on such opportunities. Student consultation has been used to inform the creation of the school's RSHE curriculum and this policy. We will explore further opportunities to discuss the RHSE curriculum with our students as we return to normal school life.

### Policy availability

Stakeholders can be informed about the policy by accessing a copy from the school website. The school will be happy to provide a hard copy of this policy upon request and will also work with any stakeholders that require the policy in an alternative format to meet their individual needs, ensuring equitable accessibility for all. The policy can be obtained in an alternative format by contacting Dr Richardson via the school email office. The Deputy Head teacher for Support and Guidance will also write to all parents/carers outlining the topics to be covered throughout a student's career at high school.

### Policy values, aims and objectives

*'Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy and how to manage their academic, personal and social lives in a positive way.'*

*'These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others', wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society.'*  
-Secretary of State Foreword

Our school's overarching aim and objective for students is 'Success for All'. RSHE is underpinned by a clear set of embedded values and principles that complement the school ethos and permeate the teaching practice, resources and classroom management of RSHE lessons. Our school values are that our students are safe, show respect for themselves and their environment, and are ready to learn.

RSHE is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health in an age and stage appropriate manner. RSHE equips young people with accurate information, positive values and the skills to enjoy healthy, safe and positive relationships, to celebrate their sexuality and to take responsibility for their health and wellbeing both now and in the future. We recognise the importance of RSHE in preparing young people to live safe, fulfilled and healthy lives. The overarching objective of RSHE is to support young people through a journey of physical, emotional and moral development via the teaching of essential

knowledge, skills and values within the framework of the law and provisions of the Equality Act, 2010. At Sheringham High School and Stalham High School, we aim to develop students' values, attitudes and personal skills to enable them to make informed choices so they are ready to face all of the challenges of modern life. We want to provide students with balanced factual information about human reproduction together with consideration of the broader emotional, ethical, religious and moral dimensions of sexual and physical health to prepare them for adult life.

Effective RSHE can make a significant contribution to the development of personal skills needed by students to establish and maintain relationships. RSHE will ensure young people are encouraged to understand the importance of stable, loving relationships, respect, love and care. It also enables young people to make responsible and informed decisions about their health and wellbeing.

RSHE will be approached through evidence-based, best practice principles to ensure the highest impact on improving student health, wellbeing, safeguarding and lifelong outcomes. The following principles are based on research evidence, supported by a wide range of leading organisations including the NSPCC, Barnardo's, The Children's Society and education unions. They are also supported by a number of MPs and Lords:

### **Principles of effective RHSE**

RSHE provision at Sheringham and Stalham High Schools;

- Is an identifiable part of our school curriculum, which has planned, timetabled lessons across all the Key Stages.
- Is taught by staff regularly trained in RSHE (with expert visitors invited in to enhance and supplement the programme, where appropriate).
- Works in partnership with parents and carers, informing them about what their children will be learning and how they can contribute at home.
- Delivers lessons where students feel safe and encourages participation by using a variety of teaching approaches with opportunities to develop critical thinking and relationship skills.
- Is based on reliable sources of information, including about the law and legal rights, and distinguishes between fact and opinion.
- Promotes safe, equal, caring and enjoyable relationships, and discusses real-life issues appropriate to the age and stage of students, including friendships, families, consent, relationship abuse, sexual exploitation and safe relationships online.
- Gives a positive view of human sexuality with honest and medically accurate information so that students can learn about their bodies and sexual and reproductive health in ways that are appropriate to their age and maturity.
- Gives students opportunities to reflect on their values and influences (such as from peers, media, faith and culture) that may shape their attitudes to relationships and sex and nurture respect for different views.
- Includes learning about how to get help and treatment from sources such as the School Health Service and other health and advice services including reliable information online.
- Fosters gender equality and LGBT+ (lesbian, gay, bisexual, trans) equality and challenges all forms of discrimination in RSHE lessons and in everyday school life.
- Meets the needs of all students with their diverse experiences including those with special educational needs and disabilities.
- Seeks students' views about RSHE so that teaching can be made relevant to their real lives and assessed and adapted as their needs change.

### **Entitlement and equality of opportunity**

All young people are entitled to access a broad and balanced curriculum delivered in an age and stage appropriate manner. Teachers will include a range of teaching styles and groupings to allow all students to make progress. Every student will be given opportunities to develop skills independently and in groups, enhancing their own confidence and self-esteem.

We actively celebrate the diversity of our students, their families and the wider whole-school community. RSHE will always be taught in a non-judgemental, non-biased and fully inclusive manner through clear, impartial, scientific information as well as covering the law to ensure all students have equal access to our RSHE curriculum. We do not use RSHE as a means of promoting any one form of sexual orientation over another.

Through consultation, continual assessment and regular reviews of the curriculum we ensure that we continually recognise and respect students' different abilities, levels of maturity, personal circumstances (including gender identity, faith or culture and that of their family, friends and the wider whole-school community) in accordance with the school's Equality and Information and Objectives Policy.

## Teaching and learning

The Deputy Headteacher for Support and Guidance will lead the RHSE programme in liaison with the Head of the Philosophy and Ethics Department. Philosophy and Ethics teachers, members of staff who express an interest and have an expertise in an aspect of this area, members of the Student Management Team, and our Personal Advisor will teach the lessons. We will seek support from a wide range of outside agencies, such as medical staff from the local Health Centres, our local Police, the Matthew Project and our school counsellors. Other teachers in subjects such PE, Technology and Science will deliver aspects of the wider Personal Development curriculum.

All staff involved in the delivery of RSHE have received specialist training to ensure that students receive clear and consistent approaches to RSHE throughout their time at Stalham and Sheringham High Schools. We will identify training needs through our whole school evaluation processes.

We will invite visitors to contribute to the delivery of RSHE at our schools to enhance delivery of these subjects. When this happens, our school will:

- Check the visitor or visiting organisation's credentials in line with safeguarding rules.
- Ensure the teaching delivered by the visitor fits with our planned programme and our published policy.
- Discuss the detail of how the visitor will deliver their sessions and ensure that the content is age-appropriate and accessible for the students.
- Ask to see in advance the materials visitors will use as well as a lesson plan so that collectively we can ensure it meets the full range of students' needs (e.g. special educational needs).
- Agree how confidentiality will work in any lesson and that the visitor understands how safeguarding reports should be dealt with in line with our school's policy.
- Arrange for the visitor to be supervised/supported by a member of school staff at all times.
- Monitor and evaluate the visitor input to inform future planning.

RSHE will be taught through a range of teaching methodologies, including story-telling, drama, discussions, individual private reflection, quizzes and fact finding, value spectrums, debating, independent research and artistic presentations etc. This wide range of teaching strategies promotes engagement by all students, irrespective of preferred 'learning styles'.

## Curriculum

The majority of elements of the RSHE curriculum are a statutory requirement to teach to meet the latest RSHE guidance published in July 2020 and The Equalities Act 2010. RSHE will be taught through a 'spiral curriculum'. This approach means that students will gain knowledge, develop values and acquire skills gradually by re-visiting core themes to build on prior learning. RSHE will support the school's commitment to safeguard students through an age-appropriate curriculum that prepares them to live safely in the modern world.

We have detailed our intended RSHE curriculum below but this may vary in response to emerging issues and to reflect the rapidly changing world in which our students are living and learning. If this is the case, parent/carers will be provided with appropriate notice before the amended programme is delivered. Where possible, the curriculum will be complemented by themed assemblies, topic days and cross curricular links. The High School curriculum builds on the themes already covered in Primary Schools.

<i>Relationships Education</i>	<i>Families and people who care for me. Caring friendships. Respectful relationships. Online relationships. Being safe.</i>
<i>Sex Education</i>	<i>How a baby is conceived and born.</i>

<i>Health Education</i>	<i>Mental wellbeing.  Internet safety and harms.  Physical health and fitness.  Healthy eating.  Drugs, alcohol and tobacco.  Health and prevention.  Basic first aid.  Changing adolescent body.</i>
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## Assessment

We will assess students' learning at the end of every topic as appropriate, to ensure that students are making sufficient progress to build on prior teaching and learning, and that teaching strategies and resources remain relevant and effective. Assessment activities will be implicit, forming part of a normal teaching activity to ensure that students do not feel under pressure and will include self-assessment tasks to confirm students' understanding of the topics. The evaluation of teaching and learning assessments will be shared with students and parents/carers through our normal assessment procedures.

The quality of RSHE teaching and learning will be monitored through the MER (Monitoring, Evaluation and Review) process.

## Responding to students' questions

There will always be sensitive and controversial issues within the subjects of RSHE. These may be a matter of age and stage appropriateness or contrasting personal beliefs including those originating from faith perspectives and culture. We believe that young people are best-educated and protected from harm when they are provided with a safe and supportive space to discuss issues openly within the framework of a class working agreement. We will provide students with an opportunity to ask questions in an open setting. We will also provide them with opportunities to raise questions anonymously. Teachers will answer questions as fully as they feel age and stage appropriate based on the level of knowledge demonstrated by students during the lesson. Teachers may delay answering a student's question if they need time to consult with a colleague or the school leadership team to construct an appropriate answer.

Teachers can refuse to answer a question that they feel is inappropriate and will never answer personal questions about their own body, personal circumstances or lifestyle choices. If a teacher does not answer a question, the student will have the reasons clearly explained and the teacher will work with the student to identify suitable sources of information where they can obtain an answer to their question. This may include encouraging the student to ask a parent/carer or trusted adult at home.

## Confidentiality, signposting and handling disclosures

The school's responsibility to safeguard students through a curriculum that prepares them to live safely in the modern world will remain central to our curriculum content, teaching methodologies and supporting resources.

At the beginning of RSHE teaching, the teacher and the class will establish the parameters for teaching and learning within these lessons. Teachers will discuss confidentiality so that students are clear of the limits that can be guaranteed.

Distancing techniques such as the use of characters within RSHE avoids students feeling under pressure to participate or disclose information beyond that which is appropriate or feels comfortable. This strategy makes RSHE more accessible to all students including those who may have experienced unhealthy relationships and/or abuse.

Teachers will signpost students to information relevant to the topic being taught to ensure safe sources of information, advice and guidance are provided. Teachers will

also work closely with the school's support and guidance system to advise on topic coverage so that the school can be responsive to student's needs and safeguarding arrangements can be actioned efficiently if required.

Teachers will conduct RSHE lessons in a sensitive manner and in confidence. However, if a student makes a reference to being involved (or being likely to be involved) in sexual activity, then the teacher will take the reference seriously, and deal with it as a matter of child protection. Teachers will respond in a similar way if a student indicates that they may have been a victim of abuse. They will immediately inform the named person for child protection issues about their concerns. The designated safeguarding lead will then deal with the matter in line with our school's safeguarding policy.

### **Involving parents and carers**

We believe that parents/carers are the primary educators of their children in RSHE and that RSHE is most effective when it is collaboration between school and home. We, therefore, wish to build a positive and supporting relationship with parents and carers of students at our school through mutual understanding, trust and cooperation.

The school will provide information on the website for parents and carers about RSHE to ensure they are aware of the topics we will cover. We will also ensure that parents and carers have access to the resources we are using and encourage them to discuss RSHE with their children. The school also operates an open-door policy enabling parents/carers to discuss RSHE at relevant times throughout the school year.

The vast majority of RSHE is compulsory. There is no right to withdraw from Relationships Education or Health Education. Parents and carers are only able to request that their child is excused from Sex Education, taught outside of the national curriculum for science. If a parent/carer wishes their child to be excused from some or all of the non-statutory Sex Education, they should discuss this with the headteacher, making clear which aspects of the programme they do not wish their child to participate in. The head teacher will outline to parents/carers the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded as well as the likelihood of the student hearing their peers' version of what was said in the classes rather than what was directly said by the teacher (although detrimental effects may be mitigated if the parents/carers propose to deliver sex education to their child at home instead). Once a decision has been made, parents/carers must inform the school in writing stating their reasons as to why they would like their child withdrawn.

Once these discussions have taken place, except in exceptional circumstances, our school will respect a parent/carers' request to have their child excused from non-statutory sex education 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 make arrangements to provide the child with sex education during one of those terms.

The school will document this process.

This process is the same for students with SEND. However, there may be exceptional circumstances where the headteacher may want to take a student's specific needs arising from their SEND into account when making this decision.

If a student is excused from sex education, the school will ensure that the student receives appropriate, purposeful education during the period of withdrawal.

### **Links to other school policies and curriculum**

This policy complements the following policies:

- Anti-bullying
- E-safety
- Equality Information and Objectives Policy

- Behaviour and Inclusion Policy
- PSHE
- Safeguarding
- Teaching and learning

### Review date

The local governing body monitors the impact of RSHE on an annual basis. The governors/Trustees give serious consideration to any comments, consultation and evidence of impact.

Consultation with students will be conducted on a regular basis to support with reviewing the curriculum to ensure it remains responsive to emerging needs and the policy updated accordingly.

This policy will be reviewed every 2 years or sooner if the RSHE curriculum is amended, for example in response to emerging themes, changing student needs or introduction of new legislation and guidance. The next review date of this policy is currently set for **May 2023**.