



MAIDENHILL SCHOOL

RELATIONSHIPS EDUCATION, RELATIONSHIPS AND SEX EDUCATION (RSE) AND HEALTH EDUCATION POLICY

MANAGEMENT RESPONSIBILITY: Assistant Headteacher
(Student Welfare & Guidance)

RATIFIED: 21st June 2022

AUTHORISED SIGNATORY: Eric Dawson
Chair of Governors

REVIEW DUE: June 2024

This policy should be read in conjunction with:

- **Safeguarding Policy**
- **Behaviour Policy**
- **Special Educational Needs and Disabilities Policy**
- **ICT Acceptable Use Policy**
- **Equality and Diversity Policy**

AIMS AND OBJECTIVES

1. The Department for Education (Dfe) has provided statutory guidance for the teaching of Relationships Education, Relationships and Sex Education (RSE) and Health Education. It is to be provided in a way that encourages students to embrace the challenges of creating a happy and successful adult life with the knowledge that enables them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. This knowledge can then be put into practice as students develop the capacity to make sound decisions when facing risks, challenges and complex contexts. The teaching of these subjects can help prepare students for the opportunities, responsibilities and experiences of adult life. (Dfe Guidance, 2020). Maidenhill wholeheartedly supports this philosophy and believes it is best taught as part of its Personal Social and Health Education (PSHE) provided through Learning for Life lessons and Religious Studies in KS3 and in KS4 Philosophy and Ethics.

2. Maidenhill believes in a whole school approach, where contributions can be made by different curricular areas and that teaching can be reinforced by the general ethos of the school in creating a caring and supportive environment for all students.

3. In planning the relationships education, RSE and health education programme, consideration has been given to the needs of students, parental attitudes and needs, LA guidelines and the recommendations of governors, health authority and sex education

advisory groups. Content and its delivery will be made accessible to all students, including those with SEND.

MORAL AND VALUES FRAMEWORK

4. The aim of RSE at Maidenhill is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It aims to enable students to know what healthy relationships look like. RSE at Maidenhill contributes to promoting the spiritual, moral, cultural, mental and physical development of students and includes a focus on the UK's dominant social model, emphasising the value of family life, stable and loving relationships, marriage, respect, love and care, whilst recognising individuals' right to make their own choices. It is also about the teaching of sex, sexuality and sexual health.

We will take positive action to build a culture where things such as sexism, misogyny, homophobia and gender stereotypes are not tolerated and any occurrences are identified and tackled.

Students will be taught to understand the importance of equality and respect. Maidenhill recognises the requirements in law of the Equality Act 2010 and schools: Departmental advice. We fully uphold this act and we will not unlawfully discriminate against students because of their sex, race, disability, religion or belief or sexual orientation.

Maidenhill believes that all students have the right of access to the same quantity and quality of sex and relationship education. We actively encourage healthy and respectful peer-to-peer communication and behaviour between all genders. We will challenge the perceived limits on students based on their gender or any other characteristic.

The aim of teaching students about physical health and mental wellbeing is to give them the information needed to make good decisions about their own health and wellbeing. The curriculum is designed to support students to know what is normal and what an issue is, and how to seek support. Openness will be encouraged and every effort made to reduce the stigma of health issues, particularly those associated with mental wellbeing.

Contraceptive advice and referral to under 16s

5. Information about different types of contraception, including emergency contraception and their effectiveness, is provided within the RSE programme. This also includes knowledge of safer sex and sexual health. Students seeking advice are referred to the school nurse or other relevant health professionals, where they can obtain confidential advice, counselling and, where necessary, treatment. The school nurse can meet students for pre-arranged appointments and is a source of further advice for students and staff.

Sexual orientation

6. Sexual orientation will be dealt with honestly and sensitively and appropriate questions answered and support offered. The needs of all students will be appropriately met and teaching will be sensitive and age appropriate both in approach and content. At the appropriate time the teaching about LGBTQ+ will be integrated into schemes of learning.

Confidentiality

7. Maidenhill will provide support for students experiencing difficulties but cannot guarantee confidentiality. Students are told that teachers cannot offer unconditional confidentiality but are reassured that if the confidentiality has to be broken, they will be informed first and then appropriately supported. Students are encouraged to talk to their parents/carers and staff may offer them support to achieve that. At all times, staff aim to maintain students' best interests. If there is any concern, Maidenhill's child protection procedures will be followed.

8. Students will be given information about sources of confidential help - for example, the school nurse, GP or advice services. Health professionals are bound by their own professional codes of conduct to maintain confidentiality.

9. This section should be read in conjunction with the school's Safeguarding policy.

Safeguarding procedures

10. Effective RSE which raises awareness of what is and is not acceptable in a relationship may lead to disclosure of a child protection issue. The procedures for dealing with this are covered in the school's safeguarding policy.

Right to withdraw

11. Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019) states that parents/carers have the right to request that their child is withdrawn from all or part of the sex education programme. They may do this by writing to the Head teacher. It may not be possible for a student to abstain from exactly and only the parts of the curriculum to which parents/carers object, and in this case the student is withdrawn from more of the content. We will respect the parents'/carers' request to withdraw the child, up to and until three terms before the child turns 16.

12. Presumptive consent is applied, i.e. all parents/carers are presumed to agree to their child receiving the full and balanced RSE programme unless they notify the school otherwise.

13. Governors will receive and take account of representations or advice from religious groups and ethnic minority communities where appropriate.

Working with external agencies

14. Maidenhill may choose to work with external agencies to enhance the delivery of these subjects. In all circumstances all content will be checked to ensure it is age appropriate.

SOCIAL INCLUSION

15. The Home and Hospital Service supports pregnant students and young mothers. This support, which is co-ordinated by the Learning Community Leader, gives these students the opportunity to continue their studies. In the event of a student pregnancy, there are regular meetings between the school, the pregnant student and their parents/carers. Other support agencies are involved as appropriate. A relevant risk assessment will be conducted.

REFERENCES

16. In preparing this policy, reference has been made to the following: Relationships Education, Relationships and Sex Education (RSE) and Health Education (DfE 2019);

Relationship and sex education: A guide for teachers (Gloucestershire Healthy Living and Learning)

DfE Government Response: Life Lessons: PSHE and SRE in School (2015 last updated 2016)

Relationships Education, Relationships and Sex Education (RSE) and Health Education (Published 2019 Last updated 2021)

POLICY REVIEW

This policy will be reviewed by the Governors and Senior Leadership Team every two years

ANNEX

RELATIONSHIPS AND SEX EDUCATION - TEACHING GUIDELINES

1. Relationships Education, RSE and Health education aims to:

- promote a positive self-image and so respect for self and others;
- present sexual activity as a natural part of a fulfilling human relationship;
- encourage young people to view sexual activity primarily in the context of a responsible, loving relationship;
- develop self-esteem, self-confidence and an understanding of students' own sexuality;
- explore issues around sexuality, sexual activity and personal relationships;
- place sexual activity in a social, moral and legal context;
- provide knowledge and understanding of:
 - the functions and development of the human body
 - various methods of contraception
 - sexually transmitted infections (STI)
 - HIV and AIDS
 - pregnancy and abortion
 - violent and abusive sexual behaviour
 - the danger of misrepresenting sexual or alleged sexual activity in a manner that may harm or cause prejudice against another person
 - feelings and self-perception associated with sexual choices
 - different expressions of opinion related to sex and relationships
 - the dangers of judgemental behaviour regarding others' choices
- help students make positive health choices;
- help students to be able to be assertive and able to discuss with partners the reciprocal needs within a relationship context;
- make students aware of the variety of lifestyles experienced by individuals and groups, and encourage acceptance of these multiple possible value sets, and of every individual's rights to choice and an expectation of tolerance;
- make students aware of local confidential services and their legal rights (and the limits of those rights) to confidence;
- enable students to take a view point on the prevalent political and social views about RSE, to be able to identify and respond to different philosophies of what students should encounter in SRE, and to judge critically competing viewpoints as to the appropriateness of this form of education.

2. Schemes of learning are prepared by the leader of Learning for Life/Ethics & Philosophy. They are reviewed annually and updated and modified in light of feedback, Local Authority advice, National legislation and local safeguarding context.

3. The Science range of content at KS3 includes:

Organisms, behaviour and health:

- a) the human reproductive cycle including adolescence, fertilisation and foetal development;

- b) conception, growth, development, behaviour and health which can be affected by diet, drugs and disease.

4. The PSHE curriculum range and content includes:

- a) examples of diverse values encountered in society and the clarification of personal values;
- b) the knowledge and skills needed for setting realistic targets and personal goals;
- c) physical and emotional change and puberty;
- d) sexual activity, human reproduction, contraception, pregnancy, and sexually transmitted infections and HIV and how high-risk behaviours affect the health and wellbeing of individuals, families and communities;
- e) facts and laws about drug, alcohol and tobacco use and misuse, and the personal and social consequences of misuse for themselves and others;
- f) how a balanced diet and making choices for being healthy contribute to personal wellbeing, and the importance of balance between work, leisure and exercise;
- g) ways of recognising and reducing risk, minimising harm and getting help in emergency and risky situations;
- h) the features of positive and stable relationships, how to deal with a breakdown in a relationship and the effects of loss and bereavement;
- i) different types of relationships, including those within families and between older and young people, boys and girls, and people of the same sex, including civil partnerships;
- j) the nature and importance of marriage and of stable relationships for family life and bringing up children;
- k) the roles and responsibilities of parents, carers and children in families;
- l) the similarities, differences and diversity among people of different race, culture, ability, disability, gender, age and sexual orientation and the impact of prejudice, bullying, discrimination and racism on individuals and communities.
- m) Gender and sexual orientation workshops
- n) Sex in a digital world workshops
- o) Physical and mental wellbeing. Supporting yourself and others as well as where to go for support
- p) Consent, grooming, sexual exploitation.
- q) Internet safety and keeping safe on line.

5. A variety of teaching and learning strategies are used in Learning for Life/Ethics & Philosophy, including: discussion; group work; questionnaires; role play; talks; reflection; video; information quiz. Teaching and learning methods in RSE education are discursive and meant to prompt an atmosphere of healthy debate. Students are strongly discouraged from disclosing personal information in group discussion contexts, and not permitted to present information relating to others and which might embarrass them.

6. Appropriate, relevant and up-to-date resources in terms of materials and equipment are used. Resource materials are available for parents/carers to view upon request. Parents/carers are also invited to attend workshops to learn about specific issues/elements of the curriculum as and when planned or arranged. The Head teacher and governors are responsible for ensuring that suitable materials are used in RSE. Students with special needs are included in all sessions. Special materials are available for learning support assistants to allow further discussion.

7. In its RSE teaching, Maidenhill aims to create an atmosphere where questions about personal relationships and sex can be asked and answered without embarrassment. The language used is appropriate to the topic discussed and the age and maturity of the

students. Following discussion between staff and students, agreements about the appropriateness of certain words is reached. Controversial topics are dealt with in a manner appropriate to the age and maturity of the students. In some cases, this means questions asked in class are deferred for separate discussion outside of class; in other cases, students who may feel uncomfortable with certain discussions are entitled to limit participation where suitable. Students are encouraged to talk to parents/carers about all aspects of SRE, both with regard to their own thoughts/circumstances, and also in terms of classroom material.

8. The science sex and relationships content is taught by science specialists. The PSHE content is largely taught by Learning for Life and Philosophy and Ethics staff with specialist input by the, police and other agencies.

9. The RSE programme is taught within mixed gender groups and draws on the “Pink Curriculum” material provided by the Local Authority.

10. The effectiveness of the programme is monitored through group and classroom observations and through discussions with students, parents/carers and tutors.

DEALING WITH QUESTIONS

11. The following ground rules for dealing with questions apply:

- no individual (teacher or student) will have to answer a personal question;
- no individual will be forced to take part in any discussion relating to personal experiences, preferences, or self-perception;
- language relating to body parts will, whilst addressing the use of colloquial terms and the reasons for their use, be focused predominantly on appropriate technical terms; at no point will use of colloquial language be allowed to derail meaningful educational discussion;
- meanings of words will be explained in a sensible and factual way.

12. If students need further support, they can be directed to, for example, the school nurse, a school Counsellor or another external agency. Students are encouraged to talk to parents/carers.