

South Bromsgrove High

Relationships and Sexual Health Education Policy

Reviewed
Next review
Policy responsibility

October 2020
October 2021
Deputy Headteacher

South Bromsgrove High Academy Trust is a charity and a company limited by guarantee, registered in England and Wales with Company Number 8565135 whose Registered Office is at Charford Road, Bromsgrove, B60 3NL

South Bromsgrove High is committed at all times to the highest standards in protecting and safeguarding the welfare of the young people entrusted to its care, and aims always to realise its mission to provide a 'safe and supportive' environment where there is an expectation that students behave sensibly and safely.

The policy was drafted in consultation with senior staff, school nurse, parents, a governor and staff from Worcestershire's Integrated Sexual Health (WISH) service part of the local Health & Care NHS Trust. The Policy can be found on the school's website.

The aims of this policy are to:

- define Relationships and Sex Education
- set out the subject content, how it is taught and who is responsible for teaching it
- describe how the subject is monitored and evaluated
- include information about a parent's right to request that their child be excused from sex education within RSE only
- confirm the date by which the policy will be reviewed.

The key principles are to provide:

- objective factual information about the human body and its changes, including information about reproduction, control of fertility, sexuality, gender and sexual relationships
- information about contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure)
- the facts and the law about sex, sexuality, sexual health and gender identity in an age-appropriate and inclusive way. Sexual orientation and gender identity will be explored in a clear, sensitive and respectful manner. There will be opportunity to explore the features of stable and healthy same-sex relationships.
- the information students need to help them develop healthy, nurturing relationships of all kinds and what is acceptable and unacceptable behaviour in relationships (Grooming, sexual exploitation and domestic abuse, including coercive and controlling behaviour, will be addressed sensitively and clearly)
- a framework in which sensitive discussions can take place.
- an environment that helps students develop feelings of self-respect, confidence and empathy.
- opportunities for students to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship
- opportunities to discuss some moral issues – hearing and listening to the views and perspectives of others and respecting other peoples' decisions, rights and bodies.
- a chance to explore ideas about family, parenting and the ways in which people care for each other.

Framework for RSE Delivery

The personal beliefs and attitudes of those delivering Relationships and Sexual Health Education (RSE) material will not influence their teaching. Teachers will work within the framework set out below. RSE is delivered in a non-judgemental, factual way and allows scope for young people to ask questions in a safe environment.

Our framework of values for sex and relationships education attempts to foster:

1. A respect for self and others.
2. Non exploitation in sexual relationships.
3. A culture in which we explore rights, duties and responsibilities in relationships.
4. An acknowledgement and understanding of diversity regarding religion, culture, sexual orientation, gender choices, physical and mental ability and social class.
5. Realistic discussion about the effects of early sexual activity and society's attitude towards this.

Statutory requirements

Relationships and sex education (RSE) and health education became compulsory from September 2020. This policy has been written following the statutory guidance issued to schools from HM Government. The content of the South Bromsgrove High's RSE curriculum follows evidence based best practice and is reviewed regularly. (See appendix 1 for content guidance)

Definition

RSE is about the emotional, social and cultural development of students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

More information for parents can be found here:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/907640/RSE_secondary_schools_guide_for_parents.pdf

Organisation of RSE within the Personal Social Development (PSD) Curriculum

1. All tutors and classroom teachers are involved in the delivery of RSE both as part of PSD and as part of the everyday life of the school.
2. The content of the programme will vary slightly from year to year and the current material delivered in PSD forms only a part of the whole approach to advising and educating students.
3. All staff will be offered training to enable them to feel comfortable, confident and competent teaching their aspects of the programme. We utilise Worcestershire's Integrated Sexual Health Service (WISH) and other professionals to support this. If, after such training, a teacher still feels unable to deliver some aspects of the material, he/she may tell the appropriate Head of Year who will make an alternative arrangement.
4. RSE is delivered in two ways within each year groups PSD entitlement. Some topics are delivered in rotation by 'subject specialists' within the team of 12 tutors. This occurs during allocated rotational weeks and is delivered during two 20 minute sessions.
There may be a need to tailor content and teaching to meet the specific needs of pupils at different developmental stages including SEND students.
5. Any complaint about the content or delivery of the sex and relationships education programme should be addressed to Miss K Pascoe (Deputy Headteacher).

Advising Students

1. Students will be taught about controlling fertility as part of the sex and relationship education programme. It is not the role of teachers to advise on health issues in any detail.
2. Under the common law, young people are entitled to the same duty of confidence as adults. Personal information about them should not be shared without their permission except for the purposes of child protection / safeguarding.
3. The use of ground rules and distancing techniques in RSE should prevent the disclosure of personal information by students in the classroom. Students will be taught that teachers cannot guarantee confidentiality, but that the School Nurse and other health professionals can guarantee confidentiality, except in safeguarding cases of abuse or serious harm. This is to ensure the safety of individual students and other people.
4. The School Nurse and other health professionals follow guidelines which allow them to give advice and treatment to young people under 16 years old without the knowledge or consent of the parent/carer if that is in the young person's best interest and is not a safeguarding concern. They will, however, encourage the young person to talk to their parent/carer.
5. RSE lessons will inform students of their entitlement to seek confidential help, including contraceptive and sexual health advice and treatment, and they will be taught about how they can access local services for this both inside and outside school.

There may be occasions when a teacher learns that a student under 16 is having or contemplating having sexual intercourse. In this case the teacher should:

6. Make sure the student is aware of the need to seek contraceptive and sexual health advice and knows how to get this. Encourage the student to talk to a parent / carer.
7. Decide whether there are safeguarding issues: underage sex or a suspected pregnancy are not, in themselves, safeguarding issues unless there is coercion or abuse. A teacher who is concerned should discuss the case anonymously with the Designated Safeguarding Lead (DSL). The DSL can advise whether they need to know the name of the student and whether the safeguarding procedure needs to be followed.

Roles and responsibilities

The governing board

The governing board will hold the Headteacher to account for the implementation of this policy.

The governing board has delegated the approval of this policy to the Headteacher.

The Headteacher

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw students from non-statutory components of RSE

Staff

Staff are responsible for:

- Delivering RSE in a sensitive way

Appendix 1: Relationships and Sex Education (RSE) content guidance – Secondary

By the end of secondary school:

Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary:

Families	Pupils should know <ul style="list-style-type: none">• that there are different types of committed, stable relationships.• how these relationships might contribute to human happiness and their importance for bringing up children.• what marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.• why marriage is an important relationship choice for many couples and why it must be freely entered into.• the characteristics and legal status of other types of long-term relationships.• the roles and responsibilities of parents with respect to raising of 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 to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.
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<p>Respectful relationships, including friendships</p> <p>Online and media</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • how stereotypes, in particular stereotypes 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). • that in school and in wider society they 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. • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help. • that 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. • the 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. <p>Pupils should know</p> <ul style="list-style-type: none"> • their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. • about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online. • not to provide material to others that they would not want shared further and not to share personal material which is sent to them. • what to do and where to get support to report material or manage issues online. • the impact of viewing harmful content. • that specifically 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. • that 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.
<p>Being safe</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships. • how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).

<p>Intimate and sexual relationships, including sexual health</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship. • that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing. • the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause. • that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others. • that they have a choice to delay sex or to enjoy intimacy without sex. • the facts about the full range of contraceptive choices, efficacy and options available. • the facts around pregnancy including miscarriage. • that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help). • how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing. • about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment. • how the use of alcohol and drugs can lead to risky sexual behaviour. • how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment
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