



Relationships, Sex and Health Education Policy 2023

Context

In order to embrace the challenges of creating a happy, healthy and successful adult life, students need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships to build their self-efficacy. High quality, evidence-based and age-appropriate teaching of relationships, sex and health education can help prepare students for the responsibilities and experiences of adult life. The curriculum should promote the spiritual, moral, social, cultural, mental and physical development of students both at school and in society. The Relationships Education, Relationships and Sex Education and Health Education (England) regulations 2019, make Relationships and Sex Education compulsory for all secondary school students.

1. Aims

The aims of Relationships, Sex and Health Education, (RSHE), at The Radclyffe School are to:

- Meet the statutory obligations to the Guidance on Relationships Education, RSE and Health Education (England) Regulations (9 July 2020).
- To comply with the Equality Act 2010 and ensure that the needs of all students are appropriately met and that all students understand the importance of equality and respect;
- Provide a framework in which discussions can take place sensitively and inclusively, with respect to the background and beliefs of students and parents always with the aim of providing students with the knowledge they need of the law;
- Prepare students for puberty, and give them an understanding of sexual development and the importance of health and hygiene;
- Build on the knowledge acquired at primary school and develop further students' understanding of health, with an increased focus on risk areas such as drugs and alcohol and the impact this can have on consent and decision making in relation to relationships and sexual health as well as introducing knowledge about intimate relationships and sex;
- Help students develop feelings of self-respect, self-worth, confidence and empathy;
- Create and maintain a positive culture around issues of sexuality and relationships;



- Teach students the correct vocabulary to describe themselves and their bodies;
- Create a culture where students know what is right and when and how to report when it is not;
- To support students to develop resilience and to know how and when to ask for help and to know where to access support;
- Teach about mental wellbeing, as we know that children are increasingly experiencing challenges both in person and online, and that young people are at particular risk of feeling lonely;
- Give students the knowledge and capability to take care of themselves and each other and seek out and receive support if problems arise;
- Ensure that the compulsory content is taught within the wider programme of Personal, Social, Health and Education;
- Provide an opportunity for children to gain the knowledge and attributes to support their own, and others' wellbeing and attainment and help them become successful and happy adults who make a meaningful contribution to society.

2. Statutory requirements

The Relationships Education, Relationships and Sex Education (RSE), and Health Education (England) Regulations 2019 are made under sections 34 and 35 of the Children and Social Work Act 2017, and provide that pupils receiving primary education must be taught Relationships Education, students receiving secondary education must be taught RSE and all primary and secondary pupils/students must be taught Health Education. The new subjects of Relationships Education and RSE must be taught in all maintained schools, academies and independent schools. The new provisions include a requirement for the Secretary of State to publish guidance on Relationships Education, RSE and Health Education and require schools to make a statement of policy on their provision of Relationship Education and RSE; and set out the circumstances in which a student is to be excused from RSE.

At The Radclyffe School we teach Relationships Education, RSE and Health Education as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, students and parents and replaces the Sex and Relationship Policy 2018 following the update to Relationships Education, Relationships and Sex Education (RSE) and Health Education published in July 2020.



The consultation and policy development process involved the following steps:

1. Review – designated staff pulled together all relevant information including relevant national and local guidance;
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations;
3. Student consultation – students were given the opportunity to look at the policy and make recommendations to ensure it meets the needs of all students;
4. Parent/Carers – all parents/carers were given the opportunity to look at the policy and make any comments or recommendations
5. Ratification – once amendments were made, the policy was shared with governors and ratified;

4. Relationships and Sex Education (RSE) Secondary Education

The aim of RSE is to give students the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It is about the emotional, social and cultural development of students, and involves learning about relationships, consent, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

It should enable them 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. It will cover contraception and sexually transmitted infections, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It will teach what is acceptable and not acceptable behaviour in relationships.

RSE does not encourage early sexual experimentation. It teaches young people to understand human sexuality and to respect themselves and others. It enables young people to mature, build their confidence and self-esteem and understand the reasons for delaying sexual activity.

RSE provides knowledge about sex and sexual health so young people can make healthy choices as they progress through adult life

RSE involves a combination of sharing information, and exploring issues, beliefs and values within a safe environment. RSE is delivered in a non-judgemental, factual way and allows scope for students to ask questions in a safe environment.

RSE provides students with the understanding of the benefits of healthy relationships to their mental wellbeing and self-respect.



To be mindful that for some students who are or have experienced unhealthy or unsafe relationships at home or socially, staff have an important role in being there to listen and signpost accordingly.

RSE is not about the promotion of sexual activity. It is about enabling young people to make healthy and informed choices about their relationships (both sexual and non-sexual) to keep themselves and others safe and healthy.

5. Delivery of RSE

RSE is taught within the Personal, Social, Health and Economic (PSHE) education curriculum at The Radclyffe School:(see KS3/KS4 'Personal Development' long-term plans).

Topics at Key Stage 3 include friendships; leading a healthy active lifestyle including personal health and safety/including substance abuse; puberty and personal hygiene; identifying and developing healthy relationships; peer pressure; consent; the law; LGBTQ+. These topics will be revisited at Key Stage 4 with age appropriate development and adaptation to include learning around sexually transmitted disease, contraception, HIV and AIDS, understanding sexual violence and sexual harassment, domestic abuse and how to report it, exploitative relationships, forced marriage and Female Genital Mutilation (FGM). Students will develop knowledge and understanding around a wide-range of issue including sexting, sexual-consent, rape and the impact of pornography on developing and maintaining respectful and healthy relationships with others.

Biological aspects of RSE are taught within the science curriculum, safety on the internet, inappropriate sharing of images and cyber safety are taught through the ICT curriculum including how to recognise risks, harmful content and contact and how to report issues. Other aspects, such as faith, or other perspectives are included in Religious Studies (RS) curriculum.

Students also receive stand-alone relationship, sex and health education sessions delivered by trained health professionals/outside agencies, for example professional visits from the Local Authority, Oldham Safeguarding Partnership, National Health Service and Brook Advisory Service.

Across all Key Stages, in keeping with 'Keeping Children Safe In Education 2023' part 5;child on child sexual harassment between children in schools and colleges' students will be supported with developing the following skills:

- Communication, including how to manage changing relationships and emotions
- Knowledge of what sexual violence and sexual harassment are
- Recognising and assessing potential risks



- Any report of sexual violence or sexual harassment should always be reported
- Both males and females can be victims
- The impact of victim blaming
- All students understand the importance of equality and respect
- Assertiveness
- Seeking help and support when required
- Informed decision-making and consent
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Recognising and maximising healthy relationships
- Managing conflict

These skills are taught within the context of family life or reflect modern day families.

6.Roles and responsibilities

6.1 The Governing Body

The governing body, as well as fulfilling their legal obligations, should also make sure that they approve the RSE policy, and hold the Headteacher to account for its implementation;

The governing body should ensure that subjects are well lead, effectively managed and well-planned; the quality of provision is subject to regular and effective self-evaluation;

The governing body should ensure that subjects in this area are resourced, staffed and timetabled in a way that ensures that the school fulfils its legal obligation;

The governing body should ensure that clear information is provided for parents/carers on the subject content and the right to request that their child is withdrawn;

The governing body should understand that teaching is delivered in ways that are accessible to all students including SEND.

6.2 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 (see section 7).



6.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive and factually correct way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual students
- Responding appropriately to students whose parents wish them to be withdrawn from the non-statutory components of RSE
- Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with their Head of PHSE/and or SLMT liaison.

Support for staff new to delivering RSE will be provided with training by LA (Oldham Safeguarding Partnership). There will also be opportunities to shadow a more experienced member of staff should this be requested.

6.4 Working with parents/carers and the wider community

- The role of parent and carers in the development of their child's understanding of relationships is vital.
- Parents and carers are the first teachers of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships.
- The Radclyffe School will ensure that parents and carers know what will be taught and when as part of the curriculum long-term plans.
- Our RSE Policy has been developed through consultation with parents and carers.
- The policy will be made available to all parents/carers so they are given every opportunity to understand the purpose and content of Relationship Sex Education.
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6.5 Students

- Students are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity and in accordance with the 5 Respects.

7. Parents' right to withdraw

Parents have the right to withdraw their children from some or all of sex education delivered as part of statutory RSE. There is no right to withdraw from Relationships Education or Health Education.

Requests for withdrawal should be put in writing and addressed to the Headteacher. A copy of withdrawal requests will be placed in the student's educational file. The Headteacher, or their delegate, will discuss the request with parents listening to their



reasons for withdrawing their child and supporting that parent to make a final decision on withdrawal or not, take appropriate action if necessary, also ensuring that the parent understanding that withdrawal from sex education can be reversed at any point. Alternative work will be given to students who are withdrawn from RSE.

Once discussions have taken place, except in exceptional circumstances, the school should respect the parents' or carers' request to withdraw the child, 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 will provide the child with sex education during one of those terms.

The process is the same for SEND children. However, there may be exceptional circumstances where the head teacher may take a student's specific needs into account when making the decision.

8. Training

Staff are trained on the delivery of RSE prior to their being asked to teach it.

The PSHE co-ordinator, or their delegate, will invite visitors from outside the school, such as school nurses, safeguarding partnership or sexual health professionals, to provide support and training to staff teaching RSE whilst always adhering to safe external visitor speakers' policies to ensure the content is accurate and appropriate.

Staff must undertake this training and complete online modules on how to deliver RSE effectively. The PHSE co-ordinator will keep a record of completion of training.

9. Monitoring arrangements

The delivery of RSE is monitored by The Senior Leadership and Management Team (SLMT) through school monitoring and quality assurance procedures.

Students' development in RSE is monitored by class teachers as part of the internal assessment systems.

This policy will be reviewed annually and approved by the governing body.

10. Safeguarding and confidentiality

During RSE lessons students may disclose information which lead us to believe that they themselves and/or others may be a risk of harm. It is therefore important that teachers, students and parents/carers know and understand our school's confidentiality policy which is found in our Safeguarding and Child Protection Policy.



This defines what teachers and other adults working in the school can and cannot keep confidential. It is essential that confidentiality is discussed with students so that everyone understands these boundaries. No one working with children can agree confidentiality if a child is thought to be at risk.

Any 'visitor' to the classroom will be bound to our school's policy on confidentiality, regardless of whether they or their organisation has a different policy. We will ensure that visitors are aware of this and ensure that there are appropriate opportunities for students to access confidential support after the lesson if this is needed through our pastoral systems.

We will ensure that students know where to get help on personal concerns such as abuse and sexual health both inside and outside the school. Our RSE policy is therefore closely aligned to the school's safeguarding and child protection policy and adheres to statutory guidance Keeping Children Safe in Education.

11. Students with Special Educational Needs and Disabilities (SEND)

It is important that RSE is differentiated and accessible for all students. The Radclyffe School recognises that this is particularly important when planning teaching for students with special educational needs and disabilities. The school will ensure that high quality teaching that is differentiated and personalised to the individual needs of the students will be in place to ensure accessibility.

The Radclyffe School will refer to, and be mindful of, the preparing for adulthood outcomes as set out in the SEND code of practice, when preparing and teaching these subjects to those students with SEND.

Policy Review Requirements	Annually
Date Policy Last Reviewed	September 2023
Signed (Chair of Governors)



The Radclyffe School
“Working Together for Excellence”

Next Review

September 2024



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