

# **Relationships and Sexual Health Education Policy**

## **Context**

This policy meets our statutory requirement with regard to sexual health and relationship education.

## **Definition**

Relationships and Sexual Health Education (RSHE) is part of lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of family life, stable and loving relationships, respect, love and care. It is also about the teaching of sexual relationships, sexuality and sexual health.

## **Values and Ethos**

- We believe that effective RSHE is essential if students are to make responsible and informed decisions about their lives.
- Students need help and support through their physical, emotional and moral development.
- RSHE does not encourage early sexual experimentation. It teaches students to understand human sexuality and to respect themselves and others and move with confidence from childhood through adolescence into adulthood.
- RSHE builds up knowledge and skills that are particularly important today because of the many different and conflicting pressures on students.
- RSHE needs to be firmly embedded in PSHE.
- We ensure that RSHE is inclusive and meets the needs of all our pupils, including those with special educational needs and disabilities by making learning accessible and appropriate for individual age groups.

## **Role and Responsibilities**

- The RSHE programme will be led by the PSHE Co-ordinator
- It will be taught by form tutors and PSHE teachers that will be provided training by the PSHE Co-ordinator
- Teaching staff will receive training on RSHE to support pupils with feedback on any online/in-person training undertaken by the PSHE Co-Ordinator.
- Sexual Health sessions will be led by subject specialists from Chesterfield College

## **Aims and Objectives**

In sex and relationship education we aim to:

- Provide accurate information about, and increase the understanding of sex-related issues.
- Promote positive relationships with people of all backgrounds and communities.
- Explore a range of attitudes and values towards sex-related issues and help students to reach their own, informed opinions.
- Develop a sense of mutual respect and care of others.
- Foster self-esteem, self-awareness and confidence with regards to sex-related issues.
- Develop skills in communication, risk assessment, decision-making, assertiveness, conflict management, seeking help, helping others relevant to sex-related behaviours.
- Allow students to make informed decisions on what is appropriate to discuss and send over messaging sites.

- Provide students with an up-to-date understanding of the law and how it applies to them, in terms of social media and underage sex.
- Develop their understanding of contraception and sexually transmitted infections.

### **Parent's Rights to Withdraw Their Children**

Parents have the right to withdraw their child from all or part of the relationships and sexual health education programme, except for those parts which are in the statutory National Curriculum.

If a parent wishes to withdraw their child they should:

- Discuss this with The Head Teacher.
- Make it clear which aspects of the programme they do not wish their child to participate in.

### **Sexual Identity and Sexual Orientation**

Sex and Relationship Education will meet the needs of all students regardless of their developing sexuality. We will:

- Deal with questions honestly and sensitively.
- Answer appropriate questions and offer support.
- Liaise closely with parents to reassure them of the content and context.
- Challenge homophobic and/ or transgender (LGBT) bullying.
- Not directly promote any particular sexual orientation.

### **Confidentiality**

The key issues we wish to stress on confidentiality in sex and relationship education are:

- Students will be reassured that their sexual preference will be respected.
- Students will be encouraged to talk to parents/carers.
- Ensuring that students know that teachers cannot guarantee complete confidentiality but that they will know first if it must be broken.
- Ensuring that students are informed of sources of confidential advice.

### **Disclosures/Safeguarding**

If we learn that an under 16-year-old is sexually active or contemplating sexual activity (including issues involving the use of social media) we will ensure that:

- All child protection issues are addressed.
- The student receives adequate counselling and information or referral to an appropriate service.

### **Dealing with Questions**

We will deal with questions about sex and relationships education by:

- Setting clear parameters of what is appropriate and inappropriate within the ground rules set out at the start of the lesson or topic.
- Acknowledging if a teacher does not know the answer to a particular question, pupils will receive the specialist response at a later date.
- Acknowledging, that a teacher may receive a question which may be too explicit, is age inappropriate for the student or the whole class or raises concerns about sexual abuse. All issues surrounding this will be addressed at a suitable time and by the suitable professional.

### **Dealing with the Media**

When dealing with the media on issues related to sex and relationship education we will:

- Not respond on an individual basis - it is the responsibility of The Principal to liaise with the media.
- Inform Social Care.
- Take appropriate advice and guidance from Social Care to ensure that the interests of the student, their families or carers and the school are protected.

### **Wider Agencies**

We will involve the following external individuals/organisations in sex and relationship education, as appropriate:

- Banardos R U Safe service and other counselling services as necessary.
- Chesterfield College.
- Any other outside parties involved.

### **Monitoring and Evaluation**

We will specifically monitor sex and relationship education by:

- Surveying students' perceptions of RSHE.
- Monitoring coverage of RSHE in the taught curriculum.
- Teacher observations/self-evaluation.
- Records of any specialist training attended by staff.
- Records of any outside agencies brought in to work with students around RSHE.

Success indicators will include students' perceptions that:

- Information on sexual health and relationships provided at school is relevant and appropriate to their needs.
- Access is provided to confidential support in school if required.
- There is confidence in the confidential nature of such support.
- Information about specialist services is available if needed.

For specific themes and topics studied please refer to the PSHE Policy and the Program of Study on the school website.

