

# **Thomas Telford School**



## **Relationships and Sex Education (RSE) and Health Education Policy**

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## **Rational and Ethos**

### **Purpose of the Relationships and Sex Education Policy**

This policy covers our school's approach to Relationships and Sex Education (RSE) and Health Education

Our school has a responsibility to provide all students with accurate information about relationship and health matters by promoting positive attitudes and values which influence healthy patterns of behaviour.

We believe that Relationships and Sex education and Health education should be part of the formal curriculum and something which permeates the ethos of the school.

Relationships and Sex Education (RSE) and Health Education helps children and young people deal with some of the issues they face as they grow up.

### **Aims**

The aims of this policy are to provide, through our broad and balanced curriculum, Relationships and Sex Education (RSE) and Health Education which:

- gives young people the kind of information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships.
- enables them to know what a healthy relationship looks like and what is acceptable and unacceptable behaviour in relationships.
- helps students understand the benefits of healthy relationships to their mental wellbeing and self-respect.
- gives them the information that they need to make good decisions about their own health and wellbeing.
- enables them to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible.
- achieves the aims of the whole curriculum.
- creates responsible young people who make a positive contribution to society.
- address the new mandatory teaching of Relationships Education and a Relationships and Sex Education (RSE) policy which is required in all schools from Summer 2021
- give information to staff, parents and carers, governors, pupils and outside visitors about the content, organisation, and approach to teaching RSE.
- enable parents and carers to support their children in learning about RSE.
- give a clear statement on what the school aims to achieve from RSE, the values underpinning it and why it is important for secondary school pupils.

## **Roles and Responsibilities**

At Thomas Telford we believe that:

- All students have access to high quality SRE to help create safe school communities in which pupils can grow, learn, and develop positive, healthy behaviour for life.
- Staff will promote within the RSE Programme, courtesy, respect, and acceptance of responsibility for self and for others and will develop a teaching approach which will be complementary and supportive to the role of parents.
- Staff that deliver the RSE Programme should receive continuing professional development to enhance their skills within this area of specialism.
- Parents will be informed of the content of the RSE and Health Education Programme, which will reflect parents' views in its content and presentation.
- The headmaster and teachers will ensure that the RSE and Health Education programme is delivered in accordance with the revised Department for Education statutory guidance.

## **Legislation**

The following sets out how the school meets legal requirements in respect of RSE:

- ✓ Duty to promote well-being (Children Act 2004)
- ✓ Duty to prepare children for the challenges, opportunities, and responsibilities of adult life (Education Act 2006)
- ✓ Ensure pupils learn about the nature of marriage and its importance for family life and bringing up of children (Learning and Skills Act 2006)
- ✓ Protect pupils from unsuitable teaching and materials (Learning and Skills Act 2006) to Teach statutory RSE elements in the Science National Curriculum
- ✓ Have an up-to-date policy developed in consultation with parents, staff and governors (Education Act 1996) to Meet the school's safeguarding obligations.
- ✓ Make the policy available to pupils and parents (Education Act 1996)
- ✓ Right of parental withdrawal from all or part of RSE except those parts included in the national curriculum (Education Act 1996)
- ✓ Take account of the DfE guidance on RSE (2019)
- ✓ DfE expects that all state schools "should make provision for personal, social, health and economic education (PSHE) and that "RSE is an important part of PSHE" (DfE guidance on PSHE 2013)
- ✓ Prevent discrimination, advance equality of opportunity and foster good relations between different groups (Equality Act 2010)

## **Curriculum Design how is RSE taught?**

Pupils are taught in mixed groups to ensure that boys and girls learn the same information. Most of the content is delivered in mixed sex groups of 12-15 that are extracted from science lessons.

The sessions will include videos, discussions, worksheets, online materials, and a wide variety of other teaching resources which promote understanding within a moral context and underpin the values and ethos of the school. Students consider equality of opportunity through their use of language, cultural attitudes, family make-up and images,

including body image, avoiding stereotyping, racism, and sexism. Each class will work on the same key theme at the same time.

Students are encouraged to reflect on their own learning and progress through discussion and the use of baseline and exit assessments of their own learning. We believe that the best practice in planning the curriculum is to take a spiral approach which gradually revisits and reintroduces topics at a more complex level for each year group. This allows students to embed the essential skills and attributes young people need to manage their lives – both now and in the future.

### **Safe and effective practice**

Teachers set a group agreement or ground rules with students to ensure that an atmosphere is created where students feel able to ask questions, discuss concerns, talk about feelings and relationships, but do not discuss or ask private information of each other or the teacher. Staff will devise an agreed protocol which they will follow to deal with potentially sensitive issues or use to seek support. Questions will be answered honestly and sensitively, appropriate to the age and maturity of the students. Some questions may be more appropriately answered on a one-to-one basis, rather than with the whole class.

Teachers are sensitive to the issues of different types of relationships. Promoting inclusion and reducing discrimination are part of RSE throughout the school and reflect our equality policy. When teaching about relationships and families we also include same sex relationships. Homophobic and transphobic references and homophobic and transphobic actions and bullying are not tolerated in school and are challenged and dealt with as part of our commitment to promoting inclusion, gender equality and preventing bullying. Developing the correct terminology will be a key part of teaching to make it clear that everybody uses common words and so avoid using prejudiced or offensive language. Teaching about different families is part of RSE and we aim to reflect the broad range of experiences amongst students and ensure all students feel their family is valued, such as: single parent families; recently divorced parents; parents who are married, parents who are not married, parents who have non-monogamous relationships; lesbian, gay or bisexual parents; children living between two homes; in foster homes; in residential homes and living with relations other than biological parents. We will emphasise the importance of strong and supportive relationships, including marriage (both heterosexual and gay) and civil partnerships, for family life and bringing up children. RSE lays the foundations for developing empathy and understanding between girls and boys, young men, and young women. Students should be encouraged to consider the importance of equality and respect within friendships and relationships, and to develop positive, non-violent behaviour.

There are six areas of the RSE curriculum:

- **Positive relationships**
- **Relationship values**
- **Forming and maintaining respectful relationships**
- **Contraception and parenthood**
- **Bullying, abuse, and discrimination**
- **Social influences**

There are eight area of the Health Education curriculum.

- **Self-concept**
- **Mental health and emotional wellbeing**
- **Healthy lifestyles**
- **Health related decision**
- **Drugs, alcohol and tobacco**
- **Managing risks and personal safety**
- **Puberty and sexual health**
- **Sexual health and fertility**

An overview of the learning in each year group can be found below:

**Coordinators:** J Morgan

**Teachers:** Health & Social Care Department

### **Year 7**

Lesson 1 Puberty & Menstrual Wellbeing

Lesson 2 Healthy Relationships

Lesson 3 Managing Conflict

### **Year 8**

Lesson 1 Relationship Values & Influences on Relationship Expectations

Lesson 2 Equal Identity

Lesson 3 Introduction to Consent & Avoiding Assumptions

Additional mental health & wellbeing session during Careers & Activity Week

### **Year 9**

Lesson 1: Respectful Relationship Behaviours & Capacity to Consent

Lesson 2: Contraception

Lesson 3: Sexual health, pregnancy & fertility

### **Year 10**

Lesson 1: Consent, Pressure, Persuasion and Coercion

Lesson 2: Internet safety

Lesson 3: Managing Conflict in Relationships & Addressing Relationship Abuse

For further information regarding content, see statutory guidance:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/805781/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

### **Monitoring and evaluation**

- Staff will promote within the RSE and Health Education Programme, courtesy, respect, and acceptance of responsibility for self and for others and will develop a teaching approach which will be complementary and supportive to the role of parents.
- Staff will critically reflect on their work in delivering RSE and Health education through lesson evaluation and meetings with the PSHE co-ordinators.
- Staff that deliver the RSE and Health Education Programme should receive continuing professional development to enhance their skills within this area of specialism.
- The delivery of RSE and Health Education will be monitored and evaluated in the same way as other subjects to ensure that the provision of RSE and Health education is consistently delivered to a high standard.
- All students have a right to be informed on matters of health and sexual development and that this should be delivered across the curriculum. Students will be given the opportunity to give their input on the content and quality of RSE and Health education using whole group surveys and student voice meetings.

### **Engaging Stakeholders**

- Parents will be informed of the content of the RSE and Health Education Programme, which will reflect parents' views in its content and presentation.
- We will notify parents when RSE and Health education will be taught in the form of a letter which will give parents the opportunity to ask questions or raise concerns.
- Parent information sessions and opportunities for parents to view the materials and resources will be made available if this is required.
- The policy will be available to parents through the school website.
- Parents/carers have the right to request that their child be withdrawn from some or all the sex education delivered as part of statutory RSE. There is no right to withdraw from Relationships Education or Health Education.
- If parents wish to withdraw their child from any part of the Sex Education Programme, they will be given the opportunity to do so by contacting Miss Emma Powell, Director of Science
- Governors will be informed of the RSE and Health Education policy and curriculum through meeting with Miss Emma Powell, Deputy Head with responsibility for the delivery of RSE and Health Education.

### **Curriculum accessibility (SEND)**

The RSE curriculum will be made accessible to all pupils including those with SEND through high quality teaching that is differentiated and personalised. When preparing these lessons for those with SEND, there will be consultation with the SENCO before delivering the RSE programme.

### **Review Date**

This policy will be reviewed in July 2025 to ensure that it continues to meet the needs of the students, staff, and parents.