



**YARROW
HEIGHTS
SCHOOL**

RELATIONSHIPS, SEX and HEALTH EDUCATION POLICY

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Responsible Person:	Sarah Moxham - Head of Education
Ratified by:	Liam Gaster- Head Teacher

The purpose of the plan is to:

- Learning the importance of values and individual conscience and moral considerations.
- Learning the value of family life, marriage and stable and loving relationships for the nurture of children.
- Learning the value of respect, love and care.
- Exploring, considering and understanding of moral dilemmas.
- Developing critical thinking as part of decision making.

Linked Policies

- Safeguarding & Child Protection Policy YH0041
- Anti-Bullying Policy YH004
- Positive Behaviour Support Policy YH026
- Online Safety Policy YH0041
- Peer-on-Peer Abuse Policy

This policy is one of a series of school policies that, taken together, are designed to form a comprehensive statement of the school's aspiration to provide an outstanding education for each of its students and of the mechanisms and procedures in place to achieve this. Accordingly, this policy should be read alongside these policies. In particular it should be read in conjunction with the policies covering equality and diversity, Health and Safety, safeguarding and child protection.

All of these policies have been written, not simply to meet statutory and other requirements, but to enable and evidence the work that the whole school is undertaking to ensure the implementation of its core values.

While this current policy document may be referred to elsewhere in Yarrow Heights School documentation, including particulars of employment, it is non-contractual.

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1. Statement of intent

Yarrow Heights School believes that to embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils need to be able to put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Our support in these areas will help young people develop resilience, to know how and when to ask for help and to know where to access support.

2. Legal Requirements

Our RSE programme meets the legal requirements outlined within the following;

- ✓ Duty to promote well-being (Children's 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).
- ✓ Teach statutory RSE elements in the Science National Curriculum.
- ✓ Meet the School's safeguarding obligations.
- ✓ Make the policy available to pupils and parents (Education Act 2011).
- ✓ Right of parental withdrawal from all or part of RSE, except those parts included in the National Curriculum (Education Act 2011).
- ✓ Improve support for looked after children as per the Children and Social Work Act 2017.
- ✓ Prevent discrimination, advance equality of opportunity and foster good relations between different groups (Equality Act 2010).

3. Process of developing the policy

Our policy has been developed in response to the Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance. In creating this policy, the Lead of PSHE has consulted with the PSHE Association and other local schools.

In order to ensure full coverage of all the statutory RSE-related content, Yarrow Heights School currently employs an adapted version of the Jigsaw PSHE curriculum, within which the full suite of RSE statutory topics are contained. The curriculum is fully sequenced to allow pupils to build on prior knowledge and to develop their awareness and understanding of the key issues over time.

4. Aims and Objectives of our Relationship, Sex and Health Education Programme (RSE)

Our RSE programme aims to ensure that our pupils are given information that will enable them to make informed, safe and responsible choices in life.

There are three main elements; Attitudes and Values

- ✓ Learning the importance of values and individual conscience and moral considerations.
- ✓ Learning the value of family life, marriage and stable and loving relationships for the nurture of children.
- ✓ Learning the value of respect, love and care.
- ✓ Exploring, considering and understanding of moral dilemmas.
- ✓ Developing critical thinking as part of decision making.

Personal and Social Skills

- ✓ Learning to manage emotions and relationships confidently and sensitively.
- ✓ Developing self-respect and empathy for others.
- ✓ Learning to make choices based on an understanding of differences and with the absence of prejudice.
- ✓ Developing an appreciation of choices made.
- ✓ Managing conflict.
- ✓ Learning how to recognise and avoid exploitation and abuse.

Knowledge and Understanding

- ✓ Learning and understanding physical development at appropriate stages.
- ✓ Understanding human sexuality, reproduction, sexual health, emotions and relationships.
- ✓ Learning about contraception and the range of local and national sexual health advice, contraception and support services.

5. Equal Opportunities

Within this framework the School is ensuring that the following equal opportunities are clear to our pupils:

- ✓ We expect everyone to show respect for other people. We expect people to treat everyone as having the right to human dignity.
- ✓ We will not accept the use of language that abuses, degrades or demeans another person's race, class, gender, sexual orientation, religion or belief, ability, appearance, age or disabilities. We all have the right to self-esteem.
- ✓ We will not tolerate the promotion of ideas or materials that degrade or exploit other people's race, gender, sexual orientation, regional or belief, ability, appearance, age or disabilities. We all have the right to self-respect.

6. Key Roles and Responsibilities

- ✓ The Head Teacher has overall responsibility for the implementation of the School's RSE policy.
- ✓ The Head Teacher has overall responsibility for ensuring that the RSE policy, as written does not discriminate, including but not limited to ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- ✓ The Head Teacher has overall responsibility for reviewing the RSE policy annually.
- ✓ The Headteacher has responsibility for handling complaints regarding this policy as outlined in the School's complaints policy.
- ✓ The Headteacher will be responsible for the day to day implementation and management of the RSE policy.
- ✓ The Lead for PSHE is responsible for liaising with other staff and professional agencies to devise a suitable programme to ensure a comprehensive RSE education that achieves the aims laid out in this policy.

7. Confidentiality and safeguarding

The RSE programme is monitored and evaluated in line with the School's self-evaluation programme. In addition, the policy and programme is monitored and evaluated at regular intervals in partnership with pupils, staff, parents, and directors, to ensure the programme

is appropriately set for the age and maturity of the pupils as well as reflecting their views and responding to issues raised.

Teachers and all those who contribute to RSE are expected to work within the principles outlined in this policy and in line with current legislation.

- ✓ Staff will be given regular support and training in RSE to ensure a consistent approach, when dealing with sensitive and controversial issues.
- ✓ Staff will undertake regular training to ensure knowledge is secure and teaching and learning is appropriate.

Young people need to develop their confidence in talking, listening and thinking about sex and relationships, so the teaching of the RSE programme should:

- ✓ Set ground rules to create a safe environment for all to feel included in discussions.
- ✓ De-personalise discussions.
- ✓ Establish clear parameters of what is appropriate and inappropriate discussion points.
- ✓ Recognise when a pupil may need further support and arrange for this support to be made available.
- ✓ Teachers should be sensitive to pupils' questions about their own sexuality or sexual orientation. Teachers should not allow homophobic attitudes to go unchallenged.
- ✓ Staff teaching RSE need to be clear on the boundaries of their legal and professional roles and responsibilities. Absolute confidentiality cannot be offered or guaranteed.
- ✓ Pupils need to know that teachers or other adults cannot offer complete confidentiality but also be reassured that, if confidentiality has to be broken, they will be informed first and supported as appropriate – pupils' best interests will be maintained.
- ✓ If staff have any suspicion of suspected abuse, or they have reason to believe the child is at risk of abuse, the School's safeguarding procedures must be followed, and the designated Safeguarding Officer must be informed.
- ✓ Health professionals are bound by their professional code of conduct with individual pupils, but in a classroom situation they must follow the School's confidentiality policy.

If a member of staff learns from an under 16 year old that they are having, or contemplating having, sexual intercourse then:

- ✓ Staff should attempt to persuade the young person to talk to their parent or carer.
- ✓ Any child protection issues should be addressed.
- ✓ Ensure the young person has been adequately counselled and informed about contraception by passing on details to the named senior member of staff.
- ✓ It is only in the most exceptional circumstances that the School should be in the position of having to handle information without parental knowledge.
- ✓ Staff should be aware that some pupils with special needs may need more explicit teaching on some aspects of sex education.
- ✓ All staff must be made aware of the School's Relationships, Sex and Health Education Policy via the induction programme given to all new teaching staff. It is the responsibility of all staff to take a proactive approach to sex and relationship education and to tackle/deal with issues as and when they arise. If staff feel unsure or anxious at any stage, they must discuss their concerns with a senior member of staff.

Peer on Peer Abuse / Harmful Sexual Behaviour

Sexual violence and sexual abuse can happen anywhere, and all staff working with children are advised to maintain an attitude of 'it could happen here'. Schools and colleges should be aware of, and respond appropriately to all reports and concerns, including those outside the school or college, and or online. For information of how we deal with incidents of peer-on-peer abuse, please see our peer- on-peer abuse policy.

8. Programmes of study

RSE (Relationship Education only for KS2) is delivered primarily in the pupils' weekly PSHE lessons. Some of the topics are also covered in KS3 and 4 Science. Furthermore, to reflect the status of PSHE as one of Yarrow Heights' Golden Threads, RSE topics may be the focus of one of the weekly assemblies. The RSE topic dealt with in an assembly will then become the "PSHE Theme of the Week", and tutors will discuss the issue with their tutees in a dedicated "PSHE Tutor Time Discussion". Tutors keep a record of these discussions in a centralised and secure folder on the Yarrow Heights central server.

Key Stage 3 Areas of study	Key Stage 4 Areas of study
Types of relationships Sexual consent Boundaries Sexting LGBT Puberty Contraception Understanding parenthood Mental Health and Wellbeing Sexually Transmitted Diseases. Online safety	Mental Health Self esteem and personal value Consent Positive relationships Peer pressure Contraception Sexually Transmitted diseases. Sexting LGBT Tackling homophobia, transphobia and sexism The Media Body image Relationship myths Relationship challenges Understanding parenthood Domestic abuse Forced marriage

9. Assessment

The design of our PSHE curriculum incorporates half-termly assessments that are used by PSHE teachers to ascertain the extent of the pupils' learning and the effectiveness of the design of the PSHE curriculum. These assessments are less formal than a traditional summative assessment, and allow pupils to give their responses verbally. As well as assessment data, the extent of pupils' learning is assessed by way of half-termly subjective judgement made by PSHE teachers. This judgement is reached after taking a holistic approach to pupils' progress, which brings to bear evidence such as: pupils' books, their participation in lessons and their general level of engagement and attendance.

10. Right to withdraw

As of September 2020, The Relationships Education, Relationships and Sex Education, and Health Education (England) Regulations make it clear that pupils receiving secondary education must be taught RSE (Relationships, Sex and Health Education). Under DFE

guidance, parents will continue to have a right to request to withdraw their child from sex education delivered as part of RSE in secondary schools. There is no right to withdraw from the elements covered in the National Curriculum e.g. in Science. From three terms before a child turns 16 (i.e. in year 10), if the child themselves wishes to receive sex education rather than be withdrawn, the School will make arrangements for this to happen in one of the three terms before the child turns 16; the legal age of sexual consent. There is no right to withdraw from Relationships Education as the contents of these subjects, such as family, friendship, safety (including online safety), are important for all children to be taught.

Parents and carers who wish to withdraw their child should inform the Headteacher, in writing, of their decision and will be asked to meet with the Head to discuss their concerns. In such cases the school will endeavour to make alternative arrangements. At all stages, parents and carers are very welcome to meet staff to discuss and view materials which they are concerned about.

11. Additional Support (external agencies)

- ✓ Guidance from the DFE Relationships education document.
- ✓ PSHE association.
- ✓ Research indicated within the legal requirements section.

12. Policy Review

This policy will be reviewed again by the PSHE lead in July 2022.

13. References

Education Act 2011

<http://www.legislation.gov.uk/ukpga/2011/21/contents/enacted>

Education and Inspections Act 2006

<https://www.legislation.gov.uk/ukpga/2006/40/contents> Children Act

2004 <https://www.legislation.gov.uk/ukpga/2004/31/contents>

14. PSHE Curriculum Intent

Our PSHE curriculum is designed to equip pupils with the information to support them through the challenges of their formative years, as well as encouraging them to be open-minded global citizens, fully prepared for life in modern Britain. The information provided and nature of the delivery will allow pupils to make informed decisions about their well-being, relationships and health.

With every aspect of PSHE, we tailor our content to suit the age of learners, whilst ensuring they have the necessary information to be prepared for the next stage of their lives. Pupil and parental feedback is sought to ensure the provision matches the emerging needs of our cohort.

We believe that truly effective PSHE provision will be seen across the range of lessons, developing pupils' Spiritual, Moral, Social and Cultural development (SMSC). For example, e-safety is covered through KS3 ICT lessons, but expanded through the PSHE curriculum, looking at issues relating to relationships and the dangers online. PSHE also explicitly cover the benefits of a healthy lifestyle, and food lessons look at a healthy diet. The PSHE

provision focuses therefore on how these elements can impact mental health, and at KS4 will focus on how pupils can make these healthy choices for themselves.

For all year groups, we utilise weekly assemblies and Thought for the Week tutor activities to deliver key information and develop pupils' discussion skills in the safe environment of their tutor groups. These topics are calendared for the year to tie-in with national events and key dates to increase awareness and support within their local and national communities.

At Key Stage 3, all elements of PSHE are also covered through weekly PSHE lessons. At KS4, we cover additional content across drop-down day and cross-curricular lessons to increase engagement through themed units, as well as allowing us to be more creative in terms of delivery. KS3 pupils may be included in this additional provision when relevant. Starting in Yr9, some pupils follow our Active Learner Pathway, or our Steps to Success Pathways; these lessons offer additional time for PSHE elements for those pupils who would benefit from the additional support.

Parents are encouraged to engage with our PSHE programme through information provided in the parental bulletin. We also hold events to support parents with emerging issues affecting pupils, such as e-safety evenings, and Partnership with Parents Evenings with specific foci.

Our careers provision follows the Gatsby benchmarks, demonstrating our commitment to provide excellent preparation for pupils' working lives. Pupils receive impartial careers advice to cover all the different pathways pupils may take, including higher education, apprenticeships, and vocational courses. This is delivered through presentations, interviews, as well as providing online resources for pupils to use independently. All pupils also develop key skills through mock interviews, work experience and CV writing sessions. This ensures that our core value of developing a passion for life-long learning is embedded.

Our curriculum is also designed to explicitly cover all elements of the statutory Sex and Relationships curriculum, creating a supportive culture where pupils feel able to ask questions. Pupils will look at how to stay safe and healthy.

Staff are supported through regular training, with resources prepared by specialist staff or sourced through institutions with relevant specialisms. Staff are asked for feedback in order to ensure they are part of the ever-developing PSHE curriculum, and that they feel confidence with the delivery of themes. Their feedback also enables us to constantly evolve our delivery and provision to reflect the complexities of the modern world.

The core values of the school complement the PSHE programme in that they encourage our School community to be open-minded, respectful citizens who have resilience and high aspirations. These are personal qualities we aim to constantly foster and promote across the whole school. We are recognised as a Rights Respecting School and our provision ensures we support pupils with an awareness of the rights of children, allowing them to access the necessary information and encouraging them to support others access to their rights.

15. Review of implementation

The implementation of this Policy is reviewed annually by the school's Senior Leadership Team in consultation with staff and a report is made to the Governance Body.

The school may submit to Cavendish Education proposals for amendments to this Policy.