

## Hungerhill School: Relationship Education, Sex Education and Health Education Policy



Responsible Committee/Individual	Headteacher
Author	Assistant Headteacher
Target Audience	All Stakeholders
Date Policy Agreed	Summer 2023
Review Date	Summer 2024



## Contents

1. Rationale and Ethos
2. Aims
3. Objectives
4. Definition
5. Statutory Requirements
6. Policy Development
7. Delivery of RSE
8. Roles and Responsibilities
9. Parents' right to withdraw
10. Training
11. Monitoring arrangements



## 1. Rationale and ethos

*"Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way."* DfE, 2019.

The quote above embodies why we value Relationships, Sex and Health Education very highly at Hungerhill and endeavour to support all our students with navigating some challenging yet vital issues and topics. Parents and carers are the prime educators for children on many of these matters: our aim at Hungerhill is to complement and reinforce this role, building on what students learn at home to give them the tools to stay safe and prepare for life in modern Britain.

The compulsory parts of the RSE curriculum are taught as part of a wider programme of Personal, Social, Health and Economic Education at Hungerhill: all of this content supports our wider work in fostering student wellbeing and developing resilience and character through our core values that we know are fundamental to pupils being happy, successful and productive members of society.

## 2. Aims

The aims of Relationship, Sex and Health Education at Hungerhill are to:

- Create a positive culture around issues of sexuality and relationships.
- Build a strong awareness of the Protected Characteristics (Equality Act, 2010) in students and a confidence to correct and report prejudice, unsound information and misunderstandings.
- Ensure that students know where and how to seek appropriate advice, about personal or sexual problems, from reliable sources.
- Encourage students to appreciate the value of stable family life, of loyal partnership and the responsibilities of parenthood.
- Provide information, encourage and equip students to take personal responsibility and make rational, responsible decisions regarding sexual behaviour.
- Encourage self-respect, respect for others, self-restraint and an awareness that both sexes have responsibilities in these matters.
- Emphasise the physical, emotional and moral implications of sexual behaviour.

## 3. Objectives

The objectives of Relationship, Sex and Health Education are that students will understand:

- The way our bodies work, change and the emotional and physiological differences between the sexes, menstruation and reproduction.
- The nature and transmission of sexually transmitted infections
- The range, operation and effectiveness of contraceptive strategies.
- The nature and implications of abortion.
- The need to become skilful in the communication of sexual matters, resisting unwanted pressures, negotiating safe behaviour and thinking beyond the immediate consequences of their actions.



- How to avoid exploitation and abuse.
- The availability of statutory and voluntary organisations that can offer support in human relationships.

#### 4. Definition

RSE is about the emotional, social and cultural development of students, and involves learning about families, relationships, sexual health, sexuality, healthy lifestyles including mental health, diversity, personal identity; being safe online and internet safety.

RSE involves a combination of sharing information and exploring issues and values. RSE is not about the promotion of sexual activity.

#### 5. Statutory Requirements

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all students receiving primary education and Relationships and Sex Education (RSE) compulsory for all students receiving secondary education. The new subjects of Relationships Education and RSE must be taught in all maintained schools, academies and independent schools. They also make Health Education compulsory in all schools except independent schools.

In teaching RSE, we are required by our funding agreements to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

Schools are required to comply with relevant requirements of the Equality Act 2010. Further guidance is available for schools in The Equality Act 2010 and Schools Advice. Schools should pay particular attention to the Public sector equality duty (PSED) (s.149 of the Equality Act).

Under the provisions of the Equality Act, schools must not unlawfully discriminate against students because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics). Schools must also make reasonable adjustments to alleviate disadvantage and be mindful of the SEND Code of Practice when planning for these subjects.

This policy also sets out both the rights of parents/carers to withdraw students from sex (but not relationships) education and the process that the Headteacher should follow in considering a request from a parent. Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE up until the third term before their 16<sup>th</sup> birthday.



## 6. Policy Development

This policy has been developed in consultation with staff, students and parents. The consultation and policy development process involved the following steps:

1. Review – a working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – key staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy through the HPAG group
4. Student consultation – we investigated what exactly students want from their RSE education and through the school nursing service
5. Ratification – once amendments were made, the policy was shared with governors and ratified.
6. This policy is reviewed and amended yearly by the Assistant Headteacher responsible for personal development

## 7. Delivery of RSE

RSE is taught within the Personal, Social and Health Education (PSHE) curriculum which is delivered to every year group as either curriculum lessons or drop-down days. Other aspects of RSE are taught within many other subject curricula such as citizenship, science, ICT, P.E. and RE/ Ethics and Philosophy. The wider curriculum including our assembly and form time programme also addresses issues linked to relationships and health, diversity and e-safety.

Across both Key Stages, students will be supported with developing the following skills:

- Communication, including how to manage changing relationships and emotions
- Recognising and assessing potential risks, including online risks, to young people
- Self-confidence
- Informed decision-making, including a deep understanding of the concept of consent
- Self-respect and empathy for others, including an appreciation of diversity within relationships
- Recognising and maximising a healthy lifestyle and how to recognise an unhealthy relationship
- Managing conflict
- Sensitivity and respect for others through group work



These skills will allow students to manage their lives in a responsible and healthy way both in the short term and in the context of any future family life.

RSE will often address aspects of relationships and sex education in an integrated way within a single topic. Hungerhill School aims to develop programmes of teaching which prioritise effective delivery of the content, and do not intend to separate Relationships Education and Sex Education.

## **8. Roles and responsibilities**

### **a. The Governing Body**

The Governing Body has delegated the approval of this policy to the Headteacher and the Senior Leadership Team.

### **b. The Head Teacher**

The Headteacher is responsible for ensuring that RSE is taught consistently across the school and for managing requests to withdraw students from [non-statutory/non-science] components of RSE (see section 7).

### **c. The Curriculum Leader and SLT line manager**

The Curriculum Leader and SLT Line Manager are responsible for ensuring effective delivery of the RSE curriculum and monitoring its strengths and areas for development through rigorous QA. They will also communicate with parents when sensitive issues are being covered through RSE, providing parents with the information they need to discuss issues with their child along with links to resources and support.

### **d. Staff**

Staff are responsible for:

- i. Delivering RSE in a sensitive way
- ii. Modelling positive attitudes to RSE
- iii. Monitoring progress
- iv. Responding to the needs of individual students
- v. Responding appropriately to students whose parents wish them to be withdrawn from the [non-statutory/non-science] 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 the Headteacher.

### **e. Students**

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



## **9. Parents' right to withdraw**

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.

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 record. The Headteacher will discuss the request with parents and take appropriate action.

Alternative work will be given to students who are withdrawn from RSE.

Hungerhill School is also required by law to teach the national curriculum for science. At Key stage 3 and 4 this includes teaching about reproduction in humans, for example the structure and function of the male and female reproductive systems, menstrual cycles, gametes, fertilisation, gestation, birth, STIs/STDs (sexually transmitted infections/diseases) and contraception. There continues to be **no** right of withdrawal from any part of the national curriculum for science.

Whilst academies are not required to teach the national curriculum for PE and sport and computing, Hungerhill must provide a broad and balanced curriculum and chooses to include these subjects as part of the curriculum. Through these subjects, Hungerhill is able to integrate education about physical health and safety to meet the RSE needs of their students.

## **10. Training**

Staff are trained on the delivery of RSE through our continuing professional development calendar.

Senior Leaders will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

## **11. Monitoring Arrangements**

The delivery of RSE is monitored by the Curriculum Leader for PSHE and Senior Leader with responsibility for Personal Development through Line Management, learning walks, QA of lessons and student voice.

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

This policy will be reviewed by the Headteacher every three years and approved by the Governing Body.

