

Relationships and Sex Education, and Health Education policy (from 2020)

FELIXSTOWE INTERNATIONAL COLLEGE



Approved by:	Governing Board	Date: September 2023
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Last reviewed on:	September 2022
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Next review due by:	September 2024
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1. Introduction

We want every child to feel loved, valued and welcome in our school. We see the teaching of Relationships and Sex Education, and Health Education (RSHE) as a vital part of the education of character and a way to live out our core values (honourable purpose, humility, compassion, integrity, courage, determination and resilience) in all we do. At Felixstowe International College we provide an education of character that is underpinned by our Christian ethos. Our students learn to practise mutual respect and tolerance, embodying the teaching that we should love one's neighbour as oneself. We believe that human beings are uniquely made in the image of God and therefore relationships are of central importance for us. Through our teaching of RSHE we hope to help students gain further ability and confidence to build positive, healthy relationships, respecting that parents are the 'first educators' of their children in matters of relationships and sex.

Whether our students are from the United Kingdom or welcomed from other countries, it is important that all our students are prepared for life in modern Britain and for the modern world in general, wherever their paths may take them. Modern societies comprise people with diverse views and identities - ethnic, cultural, religious, political and sexual - and widely varying practices. Students, therefore, learn to respect and live peaceably with those who hold different, even mutually exclusive, views and orientations. Throughout RSHE, we explore the healthy features of all relationships (such as mutual respect, trust, honesty, support, fairness, having one's own identity, good communication and enjoyment). We seek to help young people to think through the choices they face in the realm of their relationships. We want them to consider the differing perspectives about what is the best and the right way to live and we emphasise the importance of character and the need to take responsibility for others as well as for ourselves.

Furthermore, we are aware at our school that 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, young people need to know how to be safe and healthy, and how to manage their academic, emotional, moral and social lives in a positive way. Here we outline our RSHE policy and the purpose of delivery in our school.

Aims

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

- Provide a framework in which sensitive discussions can take place.
- Prepare pupils for puberty and give them an understanding of sexual development and the importance of health and hygiene, whilst also preparing students for the changes that occur to their bodies, minds and emotions.
- Help pupils to develop feelings of self-respect, confidence and empathy, and to understand that love and care is required in relationships.
- Create a positive culture around issues of sexuality and relationships, and to enable our students to better understand the nature of relationships, teaching sexuality in a moral framework which emphasises stable relationships and a healthy family life.
- Encourage students to develop a positive view of themselves and to respect others.
- Teach pupils the correct vocabulary to describe themselves and their bodies.
- Know about the risks of being online and how to stay safe.
- Know and understand about human reproduction.
- Know where and how to seek information and advice when they need help.
- Be able to recognise when something is risky or unsafe; to support all young people to stay safe.

2. Statutory requirements

As an independent secondary school we must provide Relationships and Sex Education to all pupils as per the [Children and Social work act 2017](#).

In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

In all schools, teaching should reflect the law, including the [Equality Act 2010](#), as it applies to relationships, so that young people clearly understand what the law allows and does not allow, and the wider implications of decisions they may make.

At Felixstowe International College we teach RSE as set out in this policy.

3. Policy development

Our RSHE policy is being developed in consultation with staff, pupils, governors and parents. The consultation and policy development process has involved the following steps:

1. Review – a member of 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. Parent consultation – parents and any interested parties were forwarded the policy and invited to make comments, ask questions or agree any recommendations
4. Ratification – once amendments were made, the policy was shared with governors and ratified
5. RSHE Action Group - it is proposed that this group, comprising a member of SLT, governor link, parent, student representative, religious leader and lead teacher meet termly from September 2021 to overview the continued development and review of this policy.

4. Definition

RSHE is about the understanding of the importance of a stable and loving relationship.

RSHE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSHE involves a combination of sharing information and exploring issues and values.

Our curriculum is designed to support young people growing up in an increasingly complex and digital world.

RSHE is about supporting young people to make the right decisions and to keep themselves safe and happy.

RSHE is not about the promotion of sexual activity.

5. Curriculum

Our curriculum is currently being developed and will be set out in the form of a curriculum map and attached to this document when finalised; we may need to adapt it as and when necessary.

The curriculum will be developed and reviewed in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

6. OUR VISION FOR SAFE AND EFFECTIVE DELIVERY OF RSHE

RSHE at Felixstowe International College is taught across our broad education curriculum; biological aspects are taught within the science curriculum, and other aspects are included in the Scholar, Careers, Conversation, and Sport curricula. There are a number of cross curricular links for RSHE, for example, in English and Sociology.

As a school, our RSE programme focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds, including:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

These areas of learning are taught within the context of family life, taking care to ensure that there is no stigmatisation of children based on their individual home circumstances.

7. Roles and responsibilities

The governing body will:

- Ensure all students make progress in achieving the expected educational outcomes
- Ensure the curriculum is well led, effectively managed and well planned
- Evaluate the quality of provision through regular and effective self-evaluation
- Ensure teaching is delivered in ways that are accessible to all students with SEND
- Provide clear information for parents on subject content and their rights to request that their children are withdrawn
- Ensure that subjects are resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations

The Principal will:

- Oversee the overall implementation of this policy
- Ensure that staff are suitably trained to deliver the subjects
- Ensure that parents are fully informed of this policy
- Review and discuss requests from parents to withdraw their children from the subjects
- Report to the governing body on the effectiveness of this policy

Class teachers will:

- Deliver a high-quality and age-appropriate curriculum in line with statutory requirements
- Use a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all their students
- Ensure they do not express personal views or beliefs when delivering the programme
- Model positive attitudes to relationships, health and sex education
- Respond to any safeguarding concerns in line with the Safeguarding and Child Protection policy
- Act in accordance with planning, monitoring and assessment requirements for the subjects; this means that students will generally be assessed half-termly or at the end of each unit
- Liaise with the SENCO to identify and respond to individual needs of SEND students
- Work with SLT and curriculum leaders to evaluate the quality of provision

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 principal.

Pupils

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

Parents/cares will:

- Support school staff to shape the curriculum for relationships, health and sex education
- Communicate openly and constructively with school staff regarding RSHE education

8. Parents' right to withdraw

Parents have the right to withdraw their children from the components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing using the form found in Appendix 2 of this policy and addressed to the Principal.

A copy of withdrawal requests will be placed in the pupil's educational record. The Principal will discuss the request with parents and take appropriate action. Alternative work will be given to pupils who are withdrawn from sex education.

9. Safeguarding

- Prior to teaching RSHE, teachers should consult with the Designated Safeguarding Lead to ensure relevant issues can be addressed and student needs met
- In event of a disclosure, staff follow the school's safeguarding referral procedure
- While ground rules within a classroom may require students to keep lesson content confidential, this does not extend to staff, who must not promise confidentiality in the event of a disclosure
- Staff are trained in and have knowledge of specific safeguarding issues, including Prevent and FGM, and their professional responsibilities pertaining to these.

Visitors/outside agencies

There may be times when a suitably trained and/or experienced visitor may be invited to speak to students and contribute to the delivery of RSHE. The content of any such session will be discussed and agreed, with resources checked, in advance.

10. Monitoring arrangements

The delivery of RSE is monitored by Mrs Rebecca Mainprice through:

planning scrutinies, learning walks, action group meetings, observations, student feedback

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

This policy will be reviewed by Mrs Rebecca Mainprice annually. At every review, the policy will be approved by SLT and the relevant governor link.

Appendix 1: By the end of secondary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families	<ul style="list-style-type: none"> • That there are different types of committed, stable relationships • How these relationships might contribute to human happiness and their importance for bringing up children • What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony • Why marriage is an important relationship choice for many couples and why it must be freely entered into • The characteristics and legal status of other types of long-term relationships • The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting • How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed
Respectful relationships, including friendships	<ul style="list-style-type: none"> • The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship • Practical steps they can take in a range of different contexts to improve or support respectful relationships • How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice) • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help • That some types of behaviour within relationships are criminal, including violent behaviour and coercive control • What constitutes sexual harassment and sexual violence and why these are always unacceptable • The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal

TOPIC	PUPILS SHOULD KNOW
Online and media	<ul style="list-style-type: none"> • Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online • About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online • Not to provide material to others that they would not want shared further and not to share personal material which is sent to them • What to do and where to get support to report material or manage issues online • The impact of viewing harmful content • That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners • That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail • How information and data is generated, collected, shared and used online
Being safe	<ul style="list-style-type: none"> • The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships • How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)

TOPIC	PUPILS SHOULD KNOW
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> • How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship • That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing • The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women • That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others • That they have a choice to delay sex or to enjoy intimacy without sex • The facts about the full range of contraceptive choices, efficacy and options available • The facts around pregnancy including miscarriage • That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help) • How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing • About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment • How the use of alcohol and drugs can lead to risky sexual behaviour • How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment

Appendix 2: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	

APPENDIX 3: RSHE guidance in the UK

The following guidance was consulted in devising the policy:

Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers, Department for Education, July 2019

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rseand-health-education>

The Equality Act 2010 and schools: Departmental advice for school leaders, school staff, governing bodies and local authorities, Department for Education, May 2014:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf