

# TCS Relationships, Sex and Health Education Policy

**Policy responsible:** Deputy Headteacher

**Approved by:** Curriculum, Standards and Welfare

**Statutory/Discretionary:** Statutory

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## 1. Aims

At Testbourne Community School the wellbeing of our students is a fundamental part of our values. We aim to ensure that students have the confidence, skills and knowledge to be able to make safe and responsible choices about their health and relationships, both now and in the future. The aim of our Relationships, Sex and Health education (RSHE) provision includes:

- Equipping students with the information they need to help them develop healthy, nurturing relationships of all kinds. This could include exploring healthy and unhealthy relationships in terms of friendships, relationships with future colleagues and consideration of what would make a successful marriage/ civil partnership or other committed relationship, as well as considering the positive impact of healthy relationships in terms of wellbeing
- Preparing students for puberty and sexual development, including an understanding of the importance of health and hygiene. Students will be taught the correct vocabulary to describe themselves and their bodies
- Providing a framework in which sensitive discussions can take place and creating a positive culture around issues of sexuality and relationships

- Developing students' awareness of the law surrounding sex and relationships including laws on consent, female genital mutilation, forced marriage, abortion, abuse and discrimination of any kind, including signposting sources of support. Students will also explore definitions of grooming, sexual exploitation and domestic abuse
- Equipping students with information regarding methods of contraception, sexually transmitted infections and disease, including discussions around risk and prevention. Particular attention will be paid to strategies to resist pressure to have sex and ensuring that students do not exert pressure on others.
- Developing feelings of self-respect, confidence and empathy.

Developing students' awareness of the law surrounding improper use of the internet and social media, including staying safe online and how to minimise risk.

## **2. Statutory requirements**

2.1 *Relationships Education, Relationships and Sex Education (RSE) and Health Education: Guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers (Department for Education, July 2018 updated in February 2019)*

- Although this statutory guidance is currently in draft form, with the final draft expected later in 2019, this publication makes clear the intention that all schools providing secondary education must provide relationships, sex and health education, in-line with statutory guidance, by September 2020. See appendix 1 for prescribed content

2.2 The Education Act 1996, as amended by the Learning and Skills Act 2000, requires all maintained schools to provide a sex education programme that includes the teaching of HIV/AIDS and other STIs, in addition to the biological aspects relating to puberty and reproduction required under the National Curriculum for Science.

## **3. Delivery of Relationships, Sex and Health Education at TCS**

3.1 The biological aspects of relationships, sex and health education are delivered by specialist teachers through the Science curriculum, in-line with the National Curriculum.

3.2 A significant proportion of the relationships, sex and health education provision is delivered through discrete Life Skills sessions (one lesson per fortnight at key stage 4) and tutorial sessions with the personal tutor (25 mins per week at key stage 3 and 4). All resources are created and provided by the PSHE subject leader.

3.3 Provisional curriculum planning for 2019-2020 includes an intention to provide discreet PSHE lessons at key stage 3 (one lesson per fortnight) and to increase the key stage 4 Life Skills provision to 2 periods per fortnight.

3.4 In addition to timetabled lessons, the relationships, sex and health education provision is supplemented by sessions from external companies such as CRUSH and theatre companies.

3.5 Across all 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
- Assertiveness
- Seeking help and support when required
- Informed decision-making
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict
- Discussion and group work

These skills are taught within the context of family life.

#### **4. Roles and responsibilities**

##### **4.1 The governing body**

The Curriculum, Standards and Welfare committee will approve the RSH policy, and hold the Headteacher to account for its implementation.

##### **4.2 The Senior Leadership Team**

The Deputy Headteacher, through line management of the PSHE subject leader, is responsible for ensuring that RSHE complies with all statutory requirements, is taught consistently across the school, and for managing requests to withdraw students from relevant components (see section 5).

##### **4.3 Staff**

Staff are responsible for:

- Delivering RSHE in a sensitive and non-discriminatory manner
- Modelling positive attitudes to RHSE
- Monitoring progress
- Responding to the needs of individual students

Staff do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching SRE are encouraged to discuss this with the headteacher.

##### **4.4 Students**

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

#### **5. Right to be excused from sex education**

Parents' have the right to request that their child is excused from some or all aspects of sex education delivered through the RSHE provision. This right does not extend to relationships or health education or the biological elements contained within the National Curriculum for Science.

Requests for excusal should be put in writing and addressed to the Deputy Headteacher for consideration. The Deputy Headteacher will discuss the request with parents and take appropriate action. A copy of withdrawal requests will be placed in the student's educational record. It remains the school's responsibility to provide suitable alternative work for students if they are withdrawn from sex education.

In-line with the latest statutory guidance, students have the right to override a parental request for withdrawal from sex education if made within three terms of the child turning 16.

## **6. Inclusion**

### **6.1 Religion**

Testbourne school recognises that different religious, ethnic and cultural groups may have different views on RSHE. Every attempt has been made to ensure that the provision is sensitive and respectful to all views, while promoting tolerance and understanding.

### **6.2 Sexuality**

RSHE should meet the needs of all students regardless of their sexual orientation. Some of our students will define themselves as lesbian, gay, bisexual or transgender (LGBT) or may have parents or carers that define themselves as such. It is important that all forms of discrimination including homophobic bullying are challenged and dealt with effectively. All lessons focusing on relationships should use non-gendered language (other than those referring to conception) and should acknowledge that relationships can be between couples of the same sex. Staff will be briefed on the importance of delivering the content in an inclusive manner.

### **6.3 SEND**

RSHE must be accessible for all students and teaching will be differentiated and personalised in order to ensure accessibility. Some students may be more vulnerable to exploitation, bullying and other issues due to their special educational need and such factors will be taken into consideration in designing and teaching these subjects.

A child's special educational need or disability is unlikely to be a consideration when deciding whether to grant a parental request for excusal from sex education, except in exceptional

## **Appendix 1 - Secondary Statutory Content for Relationships and Sex Education**

### **Families**

Pupils should know

- 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**

Pupils should know

- 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.

### **Online and media**

Pupils should know

- 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**

Pupils should know

- 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).

### **Intimate and sexual relationships, including sexual health**

Pupils should know

- 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 - Secondary Statutory Content for Health Education**

### **Mental wellbeing**

Pupils should know

- how to talk about their emotions accurately and sensitively, using appropriate vocabulary.
- that happiness is linked to being connected to others.
- how to recognise the early signs of mental wellbeing concerns.
- common types of mental ill health (e.g. anxiety and depression).
- how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.
- the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.

### **Internet safety and harms**

Pupils should know

- the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image, how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online.
- how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.

### **Physical health and fitness**

Pupils should know

- the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.
- the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardio-vascular ill-health.
- about the science relating to blood, organ and stem cell donation.

### **Healthy eating**

Pupils should know

- how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.

### **Drugs, alcohol and tobacco**

Pupils should know

- the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions.
- the law relating to the supply and possession of illegal substances.
- the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.
- the physical and psychological consequences of addiction, including alcohol dependency.
- awareness of the dangers of drugs which are prescribed but still present serious health risks.
- the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.

### **Health and prevention**

Pupils should know

- about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.
- about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.
- (late secondary) the benefits of regular self-examination and screening.
- the facts and science relating to immunisation and vaccination.
- the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.

### **Basic first aid**

Pupils should know

- basic treatment for common injuries.



- life-saving skills, including how to administer CPR.
- the purpose of defibrillators and when one might be needed.

### **Changing adolescent body**

Pupils should know

- key facts about puberty, the changing adolescent body and menstrual wellbeing.
- the main changes which take place in males and females, and the implications for emotional and physical health.