

# St Olave's Grammar School



## RELATIONSHIP, SEX AND HEALTH EDUCATION POLICY

Relationship, Sex and Health Education (RSHE) is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It should equip children and young people with the information, skills and values to have safe, fulfilling and enjoyable relationships and to take responsibility for their sexual health and wellbeing. In order 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. RSHE has been compulsory for pupils at maintained secondary schools since 1994.

### 1. AIMS

- To maintain a statutory obligation under the Children Act (2004) and Education Act (1996).
- To meet the requirements as outlined in the Relationship and Sex Education Guidance (2019)
- To ensure that 'Relationship and Sex Education (RSE) is an important part of PSHE education' (Guidance – PSHE education, DfE, 2019).
- To offer a curriculum (National Curriculum in England, DfE, 2013) which is balanced and broadly based and which:
  - promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society
  - prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

### 2. KEY REQUIREMENTS

Statutory requirements and guidance are set out in *Sex and Relationship Education Regulations (2019)* which states that:

- The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships.
- RSE will not encourage early sexual experimentation. It will teach young people to understand human sexuality and to respect themselves and others.
- Knowledge about safer sex and sexual health is important to ensure that young people are equipped to make safe, informed and healthy choices as they progress through adult life.
- Pupils should understand the benefits of healthy relationships to their mental wellbeing and self-respect.

- Pupils will be taught the facts and the law about sex, sexuality, sexual health and gender identity in an age-appropriate and inclusive way.
- Pupils should be well informed about the full range of perspectives and, within the law, should be well equipped to make decisions for themselves about how to live their own lives, whilst respecting the right of others to make their own decisions and hold their own beliefs.
- Grooming, sexual exploitation and domestic abuse, including coercive and controlling behaviour, will also be addressed sensitively and clearly.
- Internet safety will be addressed.

Schools have a clear duty under the Equality Act 2010 to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender (LGBT). Inclusive RSHE will foster good relations between pupils, tackle all types of prejudice – including homophobia – and promote understanding and respect, enabling schools to meet the requirements, and live the intended spirit, of the Equality Act 2010.

### **3. PROCEDURE**

The RSHE programme is delivered by the Form Tutor. This programme is supported by external agencies, as well as being covered within the science curriculum. The programme is reinforced by Bromley Healthcare with a health enrichment day for Year 9 and Year 10. Pupils will also be signposted to resources by Form Tutors and subject teachers as and when the need arises. The Police also speak to year groups about relationships, including the dangers of ‘sexting’ and the taking and distributing of sexual images.

### **4. PARENTS WHO WITHDRAW THEIR CHILDREN**

Parents do not have the right to withdraw pupils from relationships education. Parents have the right to withdraw their child from some aspects of sex education up until the third term before their 16<sup>th</sup> birthday. This does not include what is taught as part of the science curriculum.

### **5. MONITORING**

RSHE will be monitored and evaluated through year group reviews, feedback from year group councils, questionnaires and through dialogue with pupils and parents. HoY will monitor the programme and liaise with the School Nurse to ensure that the programme is current and meets the needs of our community.

## **6. CONFIDENTIALITY AND SAFEGUARDING**

The classroom is never a confidential place to talk, and that remains true in RSHE. Pupils must be reminded that lessons are not a place to discuss their personal experiences and issues – or to ask others to do so – through the establishment of ground rules or a working agreement.

Pupils will be kept informed about how any information they have disclosed will be treated by the school, and who will have access to it. Pupils will also be encouraged to involve their parents/carers if appropriate.

## **7. OUTSIDE AGENCIES**

The following agencies are used to assist with the delivery of SRE:

- The School Nurse
- Bromley Healthcare
- The Police
- A range of other relevant experts

The content of their delivery is always monitored by the teachers involved.

## Appendix 1

### By the end of secondary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families	<ul style="list-style-type: none"> <li>• That there are different types of committed, stable relationships</li> <li>• How these relationships might contribute to human happiness and their importance for bringing up children</li> <li>• 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</li> <li>• Why marriage is an important relationship choice for many couples and why it must be freely entered into</li> <li>• The characteristics and legal status of other types of long-term relationships</li> <li>• The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting</li> <li>• 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</li> </ul>
Respectful relationships, including friendships	<ul style="list-style-type: none"> <li>• 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</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• 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)</li> <li>• 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</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</li> <li>• That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</li> <li>• What constitutes sexual harassment and sexual violence and why these are always unacceptable</li> <li>• 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</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Online and media	<ul style="list-style-type: none"> <li>• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</li> <li>• 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</li> <li>• Not to provide material to others that they would not want shared further and not to share personal material which is sent to them</li> <li>• What to do and where to get support to report material or manage issues online</li> <li>• The impact of viewing harmful content</li> <li>• 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</li> <li>• That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</li> <li>• How information and data is generated, collected, shared and used online</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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)</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</li> <li>• That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</li> <li>• That they have a choice to delay sex or to enjoy intimacy without sex</li> <li>• The facts about the full range of contraceptive choices, efficacy and options available</li> <li>• The facts around pregnancy including miscarriage</li> <li>• 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)</li> <li>• 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</li> <li>• About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</li> <li>• How the use of alcohol and drugs can lead to risky sexual behaviour</li> <li>• How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</li> </ul>