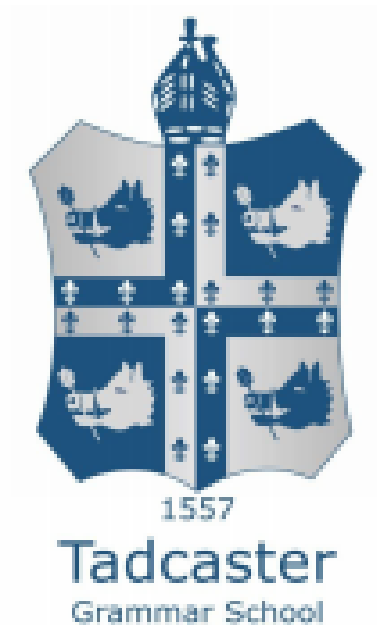


TADCASTER GRAMMAR SCHOOL



Relationships, Sex & Health Education (RSHE) Policy

Adopted by the TGS Governing Body	NOV 20
Interim review following the Ofsted Review of Sexual Abuse in School & Colleges (JUN 21)	JUN 21
Review Date	NOV 23

Introduction

Relationships, Sex & Health Education (RSHE) is delivered as part of the Life Skills Curriculum, the Science curriculum and tutorial programme at Key Stage 3 & 4 and as complementary sessions to the tutor programme at Key Stage 5.

What is Relationships, Sex & Health Education?

The term RSHE is used in this policy rather than Sex Education. This is to stress that the approach goes beyond the provision of biological information and addresses the emotional, social and physical aspects of growing up (relationships, sex, human sexuality and sexual health).

A comprehensive programme of RSHE provides accurate information about the body, reproduction, sex and sexual health. It also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline.

RSHE allows students to 'embrace the challenges of creating a happy and successful adult life, [by enabling students] to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy.' (Relationships Education, Relationships and Sex Education (RSE) and Health Education, DfE, July 2020).

Aims

The RSE programme at Tadcaster Grammar School reflects the school core student values:

- Respecting self
- Respecting others
- Responsibility for own actions
- Responsibility for others

In addition, RSHE is planned and sensitively delivered to:

- Be an integral part of the lifelong learning process.
- Be an entitlement for all young people.
- Encourage every student to contribute.
- Encourage students to share and respect each other's views.
- Generate an atmosphere where questions and discussion on sexual matters can take place without stigma or embarrassment.
- Recognise that parents/carers are the key people in teaching their children about sex, relationships and growing up.
- Recognise that the wider community has much to offer and we aim to work in partnership with other health and education professionals.

The overall aims of the RSHE programme at Tadcaster Grammar School are to provide balanced, factual information about human reproduction, together with consideration of the broader emotional, ethical, religious, and moral dimensions of sexual health.

The Three Core Elements Of RSHE

Knowledge and Understanding

- Learning and understanding physical development at appropriate stages.
- Understanding human sexuality, sexual health, emotions and relationships.
- Learning about contraception and a range of local and national sexual health advice, contraception and support services.
- Learning the reasons for delaying sexual activity, the benefits to be gained from such delay.
- The avoidance of unplanned pregnancy.

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 moral dilemmas.
- Developing critical thinking as part of decision making.
- Challenging myths, misconceptions and false assumptions about normal behaviour.

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 difference and with an absence of prejudice.
- Developing an appreciation of the consequences of choices made.
- Managing conflict.
- Learning how to recognise and avoid exploitation and abuse.

Our RSHE programme aims to prepare students for an adult life in which they can:

1. Dispel myths.
2. Explore a range of attitudes towards RSHE issues and reach their own informed views and choices for a healthier lifestyle.
3. Develop respect and care for others.
4. Develop skills relevant to the effective management of healthy relationships and sexual situations.
5. Understand the consequences of their actions and behave responsibly within sexual and pastoral relationships.
6. Avoid being exploited or exploiting others or being pressured into unwanted or unprotected sex.
7. Communicate effectively by developing appropriate terminology for sex and relationship issues.
8. Develop awareness of their sexuality and understand human sexuality; challenge sexism and prejudice, and promote equality and diversity.
9. Understand the arguments for delaying sexual activity and the reasons for having protected sex.
10. Have sufficient information and skills to protect themselves and, where they have one, their partner from uninvited/unwanted conceptions and sexually transmitted infections.
11. Be aware of sources of help and acquire the skills and confidence to access confidential health advice, support and treatment if necessary.
12. Know how the law applies to sexual relationships.
13. Consider the definitions of, and actions associated with, peer-on-peer abuse and how to recognise, react and report such behaviours

Content and Delivery

The programme at Tadcaster Grammar School is based on national guidelines provided by the DfE and the North Yorkshire Entitlement Framework and is sensitive to the age of our students. This includes recommendations following the Review of Sexual Abuse in Schools and Colleges (Ofsted, June 2021).

We will offer a carefully sequenced RSHE curriculum, based on the DfE's statutory guidance, that specifically includes sexual harassment and sexual violence, including online. This includes time for open discussion of topics that children and young people tell us they find particularly difficult, such as consent and the sending of 'nudes'.

Teaching RSHE will be by a variety of interactive and participatory teaching methods to ensure all students are fully involved.

Please click on the link below to find out more about the Schemes of Learning in the TGS Life Skills curriculum (<https://tgs.starmat.uk/curriculum-overview/life-skills/>)

Outside agencies

Outside agencies are used to complement the RSHE programme, following the guidelines for working with visitors in schools.

Staff training

Training is regularly provided to ensure that all staff (and governors, where relevant) are able to:

- better understand the definitions of sexual harassment and sexual violence, including online sexual abuse;
- identify early signs of peer-on-peer sexual abuse;
- consistently uphold standards in their responses to sexual harassment and online sexual abuse.

Partnership with parents/carers and the right to withdraw

Most of a student's informal RSHE occurs within the family and the school's programme will complement and build on this. We will share responsibility for the education of students with parents, who will be kept informed via publication of the RSHE policy as well as any relevant letters and website links on the school website.

Some parents prefer to take the responsibility for aspects of this element of education. Parents have a legal right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSHE. Parents are encouraged to discuss their decisions with the senior leader in school with oversight for RSHE (Ms M Carroll, Assistant Headteacher) at the earliest opportunity and, as appropriate, with the child to ensure that their wishes are understood.

Inclusion of all students

'Relationships Education, RSE and Health Education must be accessible for all students. This is particularly important when planning teaching for students with special educational needs and disabilities. High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility. Schools should also be mindful of preparing for adulthood outcomes, as set out in the SEND Code of Practice, when teaching these subjects to those with SEND.' *DfE SRE Guidance, 2019*

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, transgender and questioning (LGBTQ+). Inclusive RSE will foster good relations between students, tackle all types of prejudice –including homophobia – and promote understanding and respect, enabling schools to meet the requirements of the Equality Act 2010.

All children and young people – whatever their experience, background and identity – are entitled to quality relationships and sex education that helps them build confidence and a positive sense of self, and to stay healthy. All classes include students with different abilities and disabilities, experiences and backgrounds, gender and sexual identities. To encourage students to participate in lessons, teachers should ensure content, approach, and use of inclusive language reflects the diversity of the school community, and helps each and every student to feel valued and included in the classroom.

Monitoring and Evaluation of RSHE

It is the responsibility of the curriculum leader for Life Skills and the school Senior Leadership Team to oversee and organise the monitoring and evaluation of RSHE, in the context of the overall school plans for monitoring the quality of teaching and learning.

School governors are responsible for overseeing, reviewing and organising the revision of the RSHE Policy.

Local and National Guidance

This policy and the RSHE programmes of study have been written in consultation with the following guidance:

- Review of sexual abuse in schools and colleges (Ofsted, June 2021)
- Relationships Education, Relationships and Sex Education (RSE) and Health Education (DfE, July 2020)
- National Curriculum in England (DfE, updated July 2014)
- Keeping Children Safe in Education (DfE, updated January 2020)
- Respectful School Communities: Self Review and Signposting Tool (DfE, November 2018)
- Behaviour and Discipline in Schools (DfE, 2012)
- Equality Act 2010 and Schools (Gov. Equalities Office & Equality and Human Rights Commission, April 2010)
- SEND Code of Practice: 0 to 25 years (DfE & DfHSC, updated May 2015)
- Mental Health and Behaviour in Schools (DfE, updated November 2018)
- Preventing and Tackling Bullying (advice for schools) (DfE, updated July 2017)
- Sexual violence and sexual harassment between children in schools (DfE, updated May 2018)
- Promoting Fundamental British Values as part of SMSC in schools (DfE, Nov. 2014)
- National Citizen Service guidance for schools
- PSHE Association published guidance on teaching about consent