

PINNER

HIGH SCHOOL

Policy	Relationships, Sex and Health Education Policy
Date of Review	November 2020
Reviewed By	Deputy Head Pastoral
Date of Approval	December 2020
Approved By	LGB
Date of Next Review	November 2022
Statutory/Non Statutory	Statutory
Website/Non Website	Non Website

What Is Relationships, Sex and Health Education?

RSHE is lifelong learning about physical, sexual, moral and emotional development. This involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

This policy takes into account Government statutory guidance from 2020 on relationships education, relationships and sex education and health education.

Principles and Values

Pinner High School believes that RSHE should:

- be an integral part of the lifelong learning process, beginning in early childhood and continue into adult life;
- be an entitlement for all young people;
- encourage every student to contribute to lessons and support each individual as they grow and learn;
- be set within the wider school context and support family commitment and love, respect and affection, knowledge and openness. Family is a broad concept; not just one model, e.g. the nuclear family. It includes a variety of types of family structure, and acceptance of different approaches;
- ensure awareness of different approaches to sexual orientation, without the promotion of any particular family structure. The important values are love, respect and care for each other;
- encourage students to have confidence in addressing issues such as sex, consent, harassment and sexual violence;
- generate an atmosphere where questions and discussion on sex and relationships matters can take place without any stigma or embarrassment;
- recognise that parents/carers are key partners when teaching their children about sex, relationships and growing up;
- recognise that the wider community has much to offer and work in partnership with health professionals, outside agencies and other mentors or advisers.

Sex and Relationship Education in this school has three main elements:

Attitudes and Values

- learning the importance of values, individual conscience and moral choices;
- learning the value of family life, stable and loving relationships in all their forms including marriage;

- learning about 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;
- understanding the importance of self-esteem and confidence in addressing issues of sexual harassment and sexual violence.

Personal and Social Skills

- learning to manage emotions and relationships confidently and sensitively;
- developing self-respect and empathy for others;
- learning to make choices with an absence of prejudice;
- developing an appreciation of the consequences of choices made including an awareness of the importance of understanding the impact of online choices;
- managing conflict;
- empowering students with the skills to be able to avoid inappropriate pressures or advances between peers (both as exploited or exploiter).

Knowledge and Understanding

- learning and understanding physical development at age appropriate stages;
- understanding human sexuality, reproduction, sexual health, emotions and relationships;
- learning about contraception and the range of local and national sexual health advice, contraception and support services;
- the avoidance of unplanned pregnancy.

Aims

The aim of RSHE is to provide balanced factual information about human reproduction, together with consideration of the broader emotional, ethical, religious, and moral dimensions of sexual health. RSHE provides information and guidance on mental and physical wellbeing, helping students build an understanding of the importance of health and hygiene.

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

- develop positive values and a moral framework that will guide their decisions, judgements and behaviour;
- have the confidence and self-esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationship they want;
- understand the consequences of their actions and behave responsibly within sexual and pastoral relationships;
- avoid being exploited or exploiting others or being pressured into unwanted or unprotected sex or sexual behaviour including an understanding of sexual harassment and sexual violence between peers.

- communicate effectively by developing appropriate terminology for sex and relationship issues;
- develop awareness of their sexuality and understand human sexuality;
- challenge sexism and prejudice, and promote equality and diversity;
- understand the reasons for having protected sex;
- have sufficient information and skills to protect themselves and, where they have one, their partner from uninvited/unwanted conceptions and sexually transmitted infections including HIV;
- be aware of sources of help and acquire the skills and confidence to access confidential health advice, support and treatment if necessary;
- know how the law applies to sexual relationships.

The school is committed to the provision of RSHE for all of its students. Our programme aims to respond to, and respect the diversity of, children's cultures, faiths and backgrounds. As in all our work, staff delivering RSHE will strive to ensure that all students listen to and respect each others' views and that there is no discrimination or bullying on the grounds of gender, race, religion, colour, language, culture, social circumstances, appearance, sexuality, ability or disability.

There may be occasions when students with special educational needs are given extra support in RSHE lessons from SEN staff.

Organisation and Content of Sex and Relationship Education

Pinner High School specifically delivers Sex and Relationship Education through its PCSHE Programme at KS3, 4 and 5 and in Science lessons at KS3 and 4 including themed Deep Learning Days. Parents will be informed of the content of RSE Deep Learning Days in advance of their delivery.

Much of the Sex and Relationship Education takes place within Deep Learning Days, however, elements of relationships education are also included in weekly tutor time sessions. Tutors generally deliver the PCSHE Curriculum with support from other professionals, internal and external, where appropriate. Form Tutors work closely with their tutees over a number of years and we believe that they are usually the best people to work with the students on many of the RSE topics as they are aware of each student's individual circumstances.

RSE lessons are set within the wider context of the PCSHE curriculum and focus more on the emotional aspects of development and relationships, although the physical aspects of puberty and reproduction are also included.

The Science National Curriculum is delivered by staff in the science department. These lessons are more concerned with the physical aspects of development and reproduction, although the importance of relationships is not forgotten.

Any RSE lesson may consider questions or issues that some students will find sensitive. Before embarking on these lessons ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson. When students ask questions, we aim to answer them honestly, within the ground rules established at the start of the sessions. When it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the students, the question may be dealt with individually at another time.

Support is offered to the year team by the Head of PCSHE who will help with planning or delivery lessons if required.

Monitoring and Evaluation of Sex and Relationship Education

RSE resources are planned, chosen and checked to ensure they are:

- up to date and in line with the latest government guidance;
- inclusive – including different types of sexuality;
- promote positive, healthy and unbiased messages;
- age appropriate;
- promote positive values;
- accurate.

Monitoring of the delivery, content, teaching and assessment of RSE is linked to the usual school monitoring procedures. It is the responsibility of the Head of PCSHE to oversee and organise the monitoring and evaluation of PCSHE, in the context of the overall school plans for monitoring the quality of teaching and learning.

Confidentiality

All staff are aware that effective sex and relationship education, which brings an understanding of what is and is not acceptable in a relationship, could lead to disclosure of a child protection issue. Staff cannot offer or guarantee absolute confidentiality if a student should disclose a matter which potentially could/ or is placing them at harm; this will be shared with the school's Designated Teacher for Safeguarding and Child Protection. Please refer to our separate Child Protection Policy on our website.

Students

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

Parents' right to withdraw

Parents have the right to withdraw their children from the non-science components of sex education within RSHE 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 and addressed to the headteacher. The headteacher will discuss the request with parents and take appropriate action, such as where the student goes for that session. Alternative work will be given to students who are withdrawn from sex education. Prior to making any decision, parents are encouraged to discuss their decisions with PCSHE staff at the earliest opportunity and they are welcome to review any RSE resources the school uses.

Monitoring and Review

This policy will be reviewed every 2 years by the Deputy Head, Pastoral, and the PSHE lead.

November 2020