



**George Stephenson**  
High School

# Relationships, Sex and Health Education Policy

<b>Governance</b>	Governing Body
<b>Policy Officer</b>	Deputy Headteacher
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## 1. Introduction

At George Stephenson High School, we strive to ensure that the support, care and welfare of our students are second to none. This school is, and will always be, fully inclusive and puts the students at the very centre of all that we do. We believe that the learning environment we provide allows students to grow and develop academically, socially and personally into responsible, caring and confident young people. All students in our school community are treated as individuals and the principles within this RSHE policy are in keeping with our school values of “Ready, Respectful Safe”.

We recognise that students are growing up in an increasingly complex world and face new challenges. This presents positive and exciting opportunities, but also risks and it is our role to educate and support students so that they can become happy, successful members of society. We want students to develop their character and resilience, but to also know how and when to ask for help and access support. We want students to be able to protect and support their own health and wellbeing in a safe, supportive community.

## 2. Definitions:

### What is Relationships, Sex and Health Education (RSHE)?

RSHE aims to inform children and young people about relationships and emotions as well as to provide lifelong learning about physical, moral and emotional development, and an understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It enables students to develop personal and social skills and a positive attitude to sexual health and well-being. It should also give students the information they need to make good decisions about their own health and wellbeing.

The topics and themes of RSHE and Citizenship also include healthy eating and exercise, drugs education, safety, citizenship, sex, sexuality and sexual health. There are three elements:

#### 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.

#### 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.

## Knowledge and Understanding

- Learning and understanding physical development at 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.
- Learning the reasons for delaying sexual activity, and the benefits to be gained from such delay.
- The avoidance of unplanned pregnancy.

### **3. Statutory guidance**

We must teach relationships and sex education (RSE) under the [Children and Social Work Act 2017](#), in line with the terms set out in [statutory guidance](#). These make Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. The regulations also make Health Education compulsory.

### **4. Aims of RSHE at GSHS**

All topics covered as part of RSHE are well embedded within our culture and very much at the heart of our school ethos and expectations, including being inclusive of difference. Our aim is to ensure that RSHE meets the needs of all students with their diverse experiences and needs. Our approach aims to be sensitive, honest and balanced consideration of sexuality.

### **5. How is it Taught?**

As stated above, we're required to cover the content for relationships and sex education, and health education, as set out in the statutory guidance (linked to above). For other aspects of PSHE, including health education, see the attached [curriculum map](#) for more details about what we teach in each year.

RSHE starts at home and is received from friends, television, films, magazines and school. It doesn't just happen when we are young: all through our lives we continue to learn about sex and relationships.

RSHE is delivered as part of Personal, Social and Health Education (PSHE), Citizenship and Healthy School development. Its context is set by the aims of the revised National Curriculum, which requires schools to provide opportunities for all students to help them embrace change, feel positive about who they are and enjoy healthy, safe, responsible and fulfilled lives. Through active learning opportunities students recognise and manage risk, take increasing responsibility for themselves, their choices and behaviours and make positive contributions to their families, schools and communities. As students learn to recognise, develop and communicate their qualities, skills and attitudes, they build knowledge, confidence and self-esteem and make the most of their abilities.

Through its Relationships and Sex Education programme the school aims to:

- Help and support all young people, boys as well as girls, through their physical, emotional and moral development.
- Help students develop the skills and understanding necessary to live confident, healthy and independent lives and to deal with difficult moral and social questions.
- Give students accurate information and help them to understand human sexuality.
- Help them to develop skills to enable them to understand difference, respect themselves and others.
- Contribute to the spiritual, moral, cultural, mental and physical development of students.
- Prepare students for personal and social responsibility and build self-esteem.
- Deal sensitively with issues which may be controversial.

The school will ensure that:

- RSHE is taught by a specialist team of staff as part of a Personal, Social and Health Education Programme taught to students in Years 7, 8, 9, 10 and 11 and as part of the Science curriculum at KS3 and KS4.
- Additionally, we deliver content as part of our assembly programme either by specialist staff or external speakers. We also organise Dimensions Days in which the whole year group is off timetable are also centred around RSHE themes.
- The programme will include a variety of activities, including discussion about feelings, relationships and sex, and will use the expertise of other professionals where appropriate.
- RSHE will be accessible for all pupils. High quality teaching is differentiated and personalised, this is the starting point to ensure accessibility for all pupils. For some pupils there may be a need to tailor content and teaching to meet the specific needs of children at different development stages or pupils with SEND. Teaching staff will deal sensitively with issues which may be controversial
- Teaching materials are used in accordance with the PSHE framework and the law.
- Young people are protected from teaching and materials which are inappropriate, having regard to the age and the religious and cultural background of the students concerned.
- Inappropriate language is not used, nor is explicit material not related directly to explanation.
- Students with special educational needs receive RSHE appropriate to their individual needs.
- Parents will be informed of their right to withdraw their child from all or part of the Sex Education programme via the school prospectus.

By the end of Key Stage 3, students will gain knowledge, understanding, attitudes and skills relating to:

- Body changes, hygiene and body parts
- Friends and family
- Emotional changes
- Alcohol and risk taking
- Condoms
- Contraception
- Sex, morality and the law
- Fertility and conceiving a baby
- Positive relationships
- Sexuality
- Support services
- Respect, love and care
- Difference, diversity acceptance and valuing others
- E-safety – awareness of grooming and safe use of the Internet
- Mental health and well being
- Physical Health and Fitness
- Healthy Eating
- Dental Health
- Basic First Aid including CPR
- Gender Identity
- Different types of relationships
- Drugs (both illegal and legal) including legal highs and addiction
- Smoking and Vaping
- Citizenship

By the end of Key Stage 4, students will gain knowledge, understanding, attitudes and skills relating to:

- Family and society
- Marriage, relationships, separation and divorce
- Contraception
- Consent
- STI'S and HIV
- Sexuality
- Teenage pregnancy and miscarriage
- Different pregnancy options
- Support services
- Respect, love and care
- Domestic abuse
- Forced marriages
- Religious and cultural views
- Female Genital Mutilation
- Peer pressure
- Managing conflict
- Legal and moral rights
- Cancer screening and prevention
- First Aid including CPR
- Gender Identity
- Parenting
- Respectful relationships including friendships
- Pornography and false body image
- Gambling and addiction
- Citizenship

## **6. Assessment and Evaluation**

Varying forms of assessment are used such as peer, self, reflective, observational and teaching. Assessment is used to identify what learners already know and what areas need to be developed further. This is evidenced through question and answer sessions, the National Health and Wellbeing Survey, student voice and Class Floorbooks.

## **7. Healthy School Programme**

Every Local Authority in partnership with its Primary Care Trust (PCT) has developed a local Healthy School Programme, which supports schools with information and training on becoming a Healthy School. RSHE is one of a number of themes identified by the National Healthy School Standard (NHSS). The NHSS provides criteria and standards to ensure quality and expects schools to develop RSHE through a whole school approach, as part of PSHE and Citizenship and in partnership with parents, students and community nurses.

Issues that are addressed as part of this programme relate to relationships, focus on boys and young men as well as girls and young women, ethnicity, special educational needs and sexual identity and sexual orientation as well as specific issues regarding puberty, menstruation, contraception, abortion, safer sex, HIV/AIDS and sexually transmitted infections (STIs).

## **8. Confidential Advice and Support for Students**

Effective RSHE should enable and encourage young people to talk to a trusted adult if they are having sex or contemplating doing so. It is desirable, although not always possible, that that person should be their parent or carer. The law allows health professionals to see and in some circumstances to treat young people confidentially, and part of this process includes counselling and

discussion about talking to parents. In order to be able to take responsibility for their actions, young people need to be more generally aware of the law in relation to sexual activity and local confidential services.

All secondary schools are required to ensure that there is a trained person available to give confidential advice to students. Our school medical services are provided by staff of Newcastle and North Tyneside Health Care Trust, based at the John Willie Sams Centre in Dudley. The Public Health Nurse (Children and Young People) can be contacted on 0191 643 2866.

In addition to RSHE lessons, we also provide information via the following means:

- Notices on notice boards
- Posters on classroom walls
- Leaflets
- Information in student welfare booklets
- Regular visits from health professionals to support teaching staff, for immunisation programmes and for student drop in sessions

The outside agencies we use to help us to assess need, talk with parents, develop and plan policy and provision, and provide training and ongoing support include:

- Local Healthy School Programme Coordinators
- Local Authority PSHE and Citizenship advisors
- Teenage Pregnancy Coordinators
- Local and national voluntary agencies
- Local health professionals including community nurses

## **9. Role and Responsibilities**

The headteacher is responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSHE (see section 11).

The governing board will approve the RSHE policy, and hold the headteacher to account for its implementation.

The Deputy Headteacher i/c of Personal Development is responsible for ensuring the overarching monitoring and reviewing of RSHE.

The Health Education coordinators are responsible for coordinating RSHE and training their team of staff to be able to teach topics sensitively and confidently.

Achievement Support Co-ordinators are responsible for planning the tutorial programme.

Staff are responsible for:

- Delivering RSHE in an unbiased and sensitive way
- Modelling positive attitudes linked to all aspects of RSHE
- Responding to the needs of individual pupils
- Following school child protection and safeguarding procedures should any concerns arise

Parents/carers: Parents play a key role in the development of their child's understanding of relationships, health and wellbeing. Parents/carers will be given the opportunity to understand the purpose of RSHE and discuss any concerns with us.

Students: Students have an input into the reviewing process for RSHE through, for example, RSHE evaluations, student council meetings, Dimensions Day evaluations.

## **10. Safeguarding**

Safeguarding RSHE at GSHS allows an open forum for students to discuss potentially sensitive issues. Students are aware of how they can raise any specific concerns with staff. Staff are trained so that any safeguarding concerns or disclosures made must follow school safeguarding procedures we have which follow with Keeping Children Safe in Education 2020 guidance.

## **11. Right of Withdrawal**

Parents' have the right to withdraw their children from some or all of sex education delivered as part of statutory RSHE. Requests for withdrawal should be put in writing and addressed to the headteacher. The headteacher will discuss the request with parents and agree on appropriate action. Appropriate alternative work will be given to pupils who are withdrawn from RSHE.

## **12. Monitoring and Evaluation**

This policy will be reviewed every three years or in line with national changes to legislation in relation to RSHE. This policy will be monitored by the Curriculum Committee of the Governing Body.

### **Related Policies**

- Child Protection Policy and Procedures
- E-Safety and Acceptable IT Use Policy
- Anti-Bullying Policy
- Single Equality Scheme/Equality and Diversity Policy