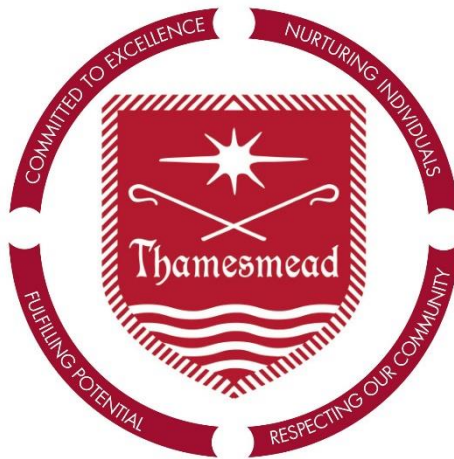


THAMESMEAD SCHOOL



POLICY FOR RELATIONSHIPS EDUCATION, RELATIONSHIPS AND SEX EDUCATION (RSE) AND HEALTH EDUCATION

Person Responsible	Claire Lane
Governors Committee	Curriculum Learning & Standards
Review period	Annually
Date of review	Spring 2021
Date of next review	Spring 2022

Definition of Relationship and Sex Education

“Sex and relationship education is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of loving and caring relationships. It is about the teaching of sex, sexuality and sexual health. It is not about the promotion of sexual orientation or sexual activity.” Sex and Relationship Education Guidance (DfE 2000)

Definition of Health Education

Health Education is about giving young people the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise.

1. Ethos Statement

At Thamesmead School we work together to create a happy and successful community where we can celebrate achievement and support each other through mutual respect and trust. The whole school ethos encourages close working relationships between staff and students and the development of a working environment where students can learn about themselves and their role within society. A key part of what we do in order to achieve this aim is delivered through the Citizenship and Relationship and Sex Education programmes. The learning environment within these lessons aims to give students an understanding of what constitutes healthy, nurturing relationships of all kinds, their responsibilities within healthy relationships and to learn to value themselves and show respect for others.

2. Aims and values

- 2.1 To provide our students with the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships, by presenting the knowledge, attitude and skills that will allow them to do this in a sensitive, objective and balanced manner.
- 2.2 To promote an understanding of the importance of loving and caring relationships, as part of our students’ personal and social development and so help them prepare for the transition to adult and working life. To show them that healthy relationships are beneficial to their mental health.
- 2.3 To prepare students for puberty, and give them an understanding of sexual development and the importance of health and hygiene.
- 2.4 To teach our students to understand human sexuality and to respect themselves and others.
- 2.5 To enable students to make well-informed, positive choices for themselves.
- 2.6 To enable students to understand how their bodies are changing, how they are feeling and why, and to develop the language needed to talk about their bodies, health and emotions.

- 2.7 To promote to students the idea that hobbies, interest and participation in their own communities can contribute positively to their overall wellbeing, and that it can contribute to the development of a happy and successful adult life.
- 2.8 To design schemes of work that are inclusive of all students regardless of faith, ethnicity, gender or sexual orientation.

Relationships Education, Relationships and Sex Education (RSE) and Health Education at Thamesmead School

The ultimate aim of the school policy is to promote student wellbeing and develop a well-informed, responsible, caring generation of the future.

3. Statutory requirements

The Relationships Education, Relationships and Sex Education, and Health Education (England) Regulations 2019 are made under sections 34 and 35 of the Children and Social Work Act 2017.

As a secondary academy school we must provide RSE to all pupils as per section 34 of the [Children and Social work act 2017](#).

In teaching RSE, we are required by our funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Thamesmead School we teach these subjects as set out in this policy.

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Delivery of Relationships Education, RSE and Health Education

The prime responsibility for bringing up children rests with parents and carers. The school recognises that parents and carers are key figures in helping their children cope with the emotional and physical aspects of growing up and in preparing them for the challenges and responsibilities which sexual maturity brings. The teaching offered by schools should be seen as complementary and supportive of the role of parents and carers.

The purpose of Relationships Education, Relationships and Sex Education and Health Education is

- To provide knowledge about loving relationships, the nature of sexuality and the processes of human reproduction.
- To lead to the acquisition of understanding and attitudes which prepare students to view their relationships in a responsible and healthy manner.
- To lead to the acquisition of understanding and attitudes which encourage students to participate actively in school life and their community, and actively engage with their own mental and physical wellbeing.

At Thamesmead School we aim to present facts in an objective, balanced and sensitive manner, which will be delivered within a clear framework of values and an awareness of the law regarding sexual behaviour. Students will be encouraged to appreciate the value of a stable family life, marriage and the responsibilities of parenthood.

Relationships Education, Relationships and Sex Education and Health Education at Thamesmead School is delivered in three main ways: through the whole school ethos, through the school curriculum, and through specially focused curriculum provision. Students identify and articulate feelings and emotions; learn to manage new or difficult situations positively and form and maintain effective relationships with a wide range of people. Details of this integrated approach are provided in this document.

All teaching staff who are tutors will deliver RSE.

4.1 Through the ethos of the school

Thamesmead School has earned the reputation of being a caring school, and through the promotion of our Thamesmead values we aim to develop young people who are Aspirational, Committed, Community focused, Confident, Independent, Resilient and Respectful. The House System and the Tutor Group structure promote a sense of belonging so that each student feels valued. The whole school ethos encourages close working relationships between staff and students and the development of an atmosphere of mutual respect and personal responsibility. The learning environment created offers students an opportunity to consider their own sexuality and to learn to value themselves and others. Through the tutorial system, the Citizenship/PSHE programme and assemblies students are encouraged to discuss sensitive issues, to understand peer pressure and to recognise that if they value themselves they will take responsibility for themselves and not make decisions that are harmful to them.

4.2 Through the curriculum

Teachers at Thamesmead School recognise the important role they play in the personal and social development of the students in their care. The Citizenship/PSHE programme is delivered primarily across subject areas and through Citizenship lessons, not as an 'add-on', but as an essential part of the school curriculum, and matters relating to Relationships Education, Relationships and Sex Education and Health Education are also dealt with in this way. Through subject areas, students are enabled to understand a range of social and cultural issues and they are actively encouraged to consider personal relationships. When features of such education occur in the curriculum, they appear in a coherent and planned manner, in a form which ensures continuity and progression.

This can be seen when:

In Year 7 Citizenship students study:

- Rights and Responsibilities of the Child
- Community Identity
- Confidence
- Healthy Relationships
- Fitness, Sleep and Healthy Eating
- Mental Health

In Science lessons they are taught the basic biology of human reproduction and the hormonal changes in puberty.

Themes of health and wellbeing are also covered in Art, English, Maths, MFL, PE, and Music.

ICT teaches online safety.

In Year 8 Citizenship students study:

- Community responsibility
- Personal safety, including mindfulness, domestic abuse and safeguarding
- Internet safety

Themes of health and wellbeing are also covered in Art, English, Maths, MFL and PE. In Science, students study reproduction, diet and the effects of substance abuse.

In Year 9 Citizenship students study:

- Sex Education, including relationships, consent, STIs, contraception and teenage pregnancy
- Personal wellbeing, including social media safety, mental health, drugs and safeguarding
- LBGTQ+

Themes of health and wellbeing are also covered in Art, English, Maths, MFL, Music and PE. In Science, students study substance abuse and diet.

In Year 10 Citizenship students study:

- Health and Wellbeing, including managing stress, drugs, alcohol, STIs
- Community and the wider world, including human rights, diversity and community contribution

Themes of health and wellbeing are also covered in RPE, MFL and, Dance and PE. In Science, students study diet and the effects of alcohol and drugs.

In Year 11 Citizenship students study:

- Health and wellbeing, including positive relationships, mindfulness and managing stress, and internet safety

Themes of health and wellbeing are also covered in English, Computer Science, RPE, History, PE, Dance and MFL.

Also, in Years 10 and 11, through science students understand more deeply the ethical aspects of human reproduction, and they are given information on preventative health care. In Religion, Philosophy and Ethics students recognise and discuss sensitive and controversial issues such as HIV, AIDS, sex within and before marriage, celibacy, and abortion. These involve a deeper consideration of attitudes, values, beliefs, and morality. Texts studied in English Literature promote a deeper understanding of personal feelings and relationships, and encourage sensitivity and empathy.

Consequently throughout Years 7-11 Relationships, Relationships and Sex Education and Health Education within the curriculum progresses from the basic biology of human reproduction and physical change at puberty to a deeper understanding of the physical, emotional, and social changes that take place in adolescence. Students are given the opportunity to examine personal feelings and recognise influences which affect their decision-making processes.

Underpinning all this work is the belief that Relationships, Relationships and Sex Education and Health Education is not just about facts, but it is about relationships, attitudes and feelings, and the way people live and work together. The importance of self and mutual respect is emphasised and students are helped to accept their sexuality and mental wellbeing as part of who they are.

4.3 Specially focused Curriculum Provision

The Drama department arranges for a company called Peer Productions to come in to deliver dramatic performances on Relationship and Sex Education topics. “Losing it” and “Healthy Relationships” are delivered to Year 9.

Citizenship arranges for external speakers to deliver to Year 8 (Mental Health – CAHMS), Year 9 (Alcohol – AA), Year 10 (County Lines – Crimestoppers) and Year 11 (Stress Management – Samaritans).

5. Advice to individual students

It is important to distinguish between the provision of general education about sexual matters, and counselling and advising individual students on such issues. Our visible pastoral interest in the welfare and well-being of our students means that that they often turn to us for advice and we are aware that we must exercise particular care in relation to such advice. A teacher approached by an individual student for specific advice on contraception or other aspects of sexual behaviour will encourage the student to seek advice from their parent or carer, and when appropriate, from the student’s GP or the school nurse.

If a teacher feels that the student has already embarked on a course of action which places him or her at risk, the teacher has a responsibility to ensure that the student is aware of the implications of his/her behaviour and seeks professional advice. Once again the student would be urged to discuss the matter with his/her parents or carers, and in some cases the teacher may feel it necessary to ensure that this happens. In cases relating to child

protection issues, guidance for the action to be taken may be found in the school's Child Protection Policy and information should be passed immediately to one of the safeguarding team.

6. Sensitive Issues

Sex education should aim to present facts in an objective and sensitive manner, within a clear framework of values and showing an awareness of the law regarding sexual behaviour and in particular the age of consent. Teachers also need to be aware of the different backgrounds from which children come and they need to show sensitive consideration of different ethnic and religious groups. There will be occasions when teachers will have to use their discretion about how to deal with explicit issues raised by individual questions. One such area may be homosexuality or other related LGBTQ+ issues. Teachers should be able to deal objectively, honestly and sensitively with any issues surrounding sexual orientation, answer appropriate questions and offer support. When dealing with questions of this nature teachers should remain objective and have an open minded approach.

7. Roles and responsibilities

7.1 The governing body

The governing body will approve the Relationships Education, Relationships and Sex Education and Health Education policy, and hold the Headteacher to account for its implementation

7.2 The Headteacher

The Headteacher is responsible for ensuring that Relationships Education, Relationships and Sex Education and Health Education is taught consistently across the school and for managing requests to withdraw students from components of RSE.

7.3 The staff

The majority of teaching staff across the school will be responsible for delivering aspects of Relationships, Relationships and Sex Education and Health Education. This is due to the structure of delivery, whereby there are drop down lessons where staff are responsible for delivering allocated content four times across the year.

Staff are responsible for:

- Delivering content in a sensitive way
- Modelling positive attitudes
- Monitoring progress
- Responding to the needs of individual students so that content is made accessible to all students, including those with SEND
- Responding appropriately to students whose parents wish them to be withdrawn from components of RSE

8. Parents' right to withdraw

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE 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 using the form found in Appendix 3 of this policy and addressed to the headteacher.

A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action.

Alternative work will be given to pupils who are withdrawn from sex education.

Parents are emailed (see Appendix 2) about any Sex Education programmes or activities that may be running in school (e.g. in Citizenship/PSHE lessons) and have the right to withdraw their child from them. Since 2015 parents have been asked to consent to Relationship and Sex Education as part of their other consents that they are asked for at the start of Year 7.

9. Training

Staff should be provided with training on any aspect of the content that they are required to deliver that they are unsure of.

10. Monitoring arrangements

The delivery of Relationships Education, Relationships and Sex Education and Health Education is monitored by Claire Lane, Curriculum Leader for Humanities and the Headteacher, who has responsibility for line managing Humanities. Delivery is monitored through the use of student and staff voice, learning walks and line management meetings. Students' understanding of content is monitored by class teachers as part of our internal assessment procedures.

This policy will be reviewed by Claire Lane annually. At every review, the policy will be approved by the governing body.

11. Materials used

In addition to school workbooks, the only leaflets used in lessons and which are available to the students are those published by recognised Health Authorities. A selection of these are available for parents/carers and governors to see on request.

Thamesmead students are protected from accessing unsuitable materials on the Internet. Individual students may have their access to the internet removed if it is found that they have been trying to access unsuitable sites.

Appendix 1: By the end of secondary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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

TOPIC	PUPILS SHOULD KNOW
Online and media	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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)

TOPIC	PUPILS SHOULD KNOW
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> • 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: Email to parents: withdrawal from sex education within RSE

Dear parent/carer,

I hope you are well.

As you may be aware, students will be taught Relationships and Sex Education (RSE) as part of our Citizenship scheme of work.

You have the right to withdraw your child from the non-statutory/non-science parts of Sex Education with RSE up to and until 3 terms before your child turns 16.

If you wish to withdraw your child, you will need to complete the attached form, and address it to the Headteacher. Alternative work will be provided.

Kind regards,

Appendix 3: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	