



Greenwood School Relationship & Sex Education and Health Education policy

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Name of Deputy Headteacher	Stuart Curtis	
Signature of Chair of Governors		

Aim:

Greenwood School recognises its statutory duty to provide Relationship & Sex Education and Health Education (RSE & HE) as part of its basic curriculum. Greenwood School will work within the remit of the Government guidance on Relationship & Sex Education 2019, Children and Social Work Act 2017 and the Keeping Children Safe in Education 2019 documentation. The policy has been produced through a consultation with parents and a review of RSE & HE provision within the School.

Greenwood School believes that good quality RSE & HE is an entitlement for all students that must:

- Be accurate and factual, covering a comprehensive range of information about relationships, sex, the law and sexual health, in order to make informed choices;
- Be positively inclusive in terms of gender, sexual orientation, disability, ethnicity, culture, age, religion or belief or other life-experience particularly HIV status and pregnancy;
- Include the development of skills to support healthy and safe relationships and ensure good communication about these issues;
- Promote a critical awareness of the different attitudes and views on sex and relationships within society such as peer norms and those portrayed in the media;
- Provide opportunities for reflection in order to nurture personal values based on mutual respect and care;
- Be part of lifelong learning, reflecting the age and level of the learner;
- Ensure students are clearly informed of their rights such as how they can access confidential advice and health services within the boundaries of safeguarding;
- Be relevant and meet the needs of students taking into account their views;
- Be delivered by appropriate members of staff or external agencies;
- Be provided within a learning environment which is safe for the students and adults involved, based on that prejudice, discrimination and bullying are harmful and unacceptable.
- Allow children the ability to recognise abusive behaviour and to know how to seek help if they are worried about abuse or experience it;
- Promote equal, safe and enjoyable relationships and be taught in a way which fosters LGBT and gender equality, in line with the Equalities Act 2010;
- Show that there is a relationship between good physical health and good mental well-being and that this can also influence their ability to learn;
- Take into account Religion and belief perspectives in line with the Equalities Act 2010.

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Definition:

Greenwood School definition of RSE & HE are as follows:

Relationships and Sex Education 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 positive values to have safe, fulfilling relationships, to enjoy their sexuality and to take responsibility for their sexual health and well-being.

Health Education will enable students to understand how their bodies are changing, how they are feeling and why, to further develop the language that they use to talk about their bodies, health and emotions whilst acknowledging their own mental well-being.

1. How is RSE & HE provided:

- 1.1 Elements of RSE & HE will be delivered under the statutory curriculum for Science, which covers the biological aspect of reproduction as part of the core curriculum.
- 1.2 RSE & HE consent is in SIMS (if not contact), it will be planned and delivered through Personal Development Learning (PDL), with parents informed of the content at least a week in advance, facilitating any timetable amendments required due to the withdrawal of a student.
- 1.3 Greenwood School 'RSE & HE Framework for Appropriate-Inappropriate RSE & HE Delivery will be utilised to establish which topics and modes of delivery related to RSE & HE are acceptable in a whole-class setting or on an individual basis. This also includes guidance on how to deal with individual questions.
- 1.4 RSE will be taught under the following headings: Families and people who care for me, Respectful relationships including friendships, Online and Media, Being safe, Intimate and sexual relationships including sexual health.
- 1.5 HE will be taught under the following headings: Mental Well-being, Internet safety and harm, Physical and Health fitness, Healthy eating, Drugs, Tobacco and Alcohol, Health and prevention, Basic First Aid and Changing Adolescent body.
- 1.6 RSE & HE is embedded in the PDL curriculum, which is provided to all year groups within Greenwood School. At Key Stage 3 the following subjects will offer elements of the RSE & HE curriculum: SEAL, ICT, PE & PSHE; in X-Group Key Stage 3: PSHE, ICT, PE & SEAL; At Key Stage 4 the following subjects will offer elements of the RSE & HE curriculum: PSHE, PE & ICT.
- 1.7 The staff responsible for the teaching of RSE & HE will be those teachers leading the specific subject areas stated. They will be coordinated by the Deputy Headteacher for Behaviour, Attendance and Safeguarding. Teachers & HLTA's delivering lessons may be supported by LSA's dependent on lesson content and class make up.

In addition Greenwood has members of staff qualified in ELSA provision, who will work with students on a one to one basis over a designated period of time. Delivery of the RSE & HE curriculum will also be delivered by external agencies, including but not limited to It's Your Choice, Nursing Professionals, The Handy Trust and others.

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2. Monitoring and Evaluation

- 2.1 Provision of RSE & HE will be monitored through termly meetings with the staff responsible for its delivery. This will be used to identify where required criteria are met or have been missed. This will look at the main areas as stated in 1.4 and 1.5 in this policy. The staff will then ensure that all areas can be addressed prior to the end of the academic year. The Deputy Headteacher in charge for Behaviour, Attendance and Safeguarding will produce a report for the Senior Leadership Team (SLT) and Governors at the end of the academic year regarding how the RSE & HE curriculum had been delivered.
- 2.2 Should any unforeseen circumstances arise during any term, these will be communicated and reasonable adjustments made (e.g. a student becoming pregnant or known to be at risk from sexual activity or relationships would accelerate learning/intervention using the relevant RSE & HE criteria and expertise).
- 2.3 The criteria used will consult the DfEE Relationship and Sex Education Guidance, Children and Social Work Act 2017 and the Keeping Children Safe in Education 2019 documentation.

3. Parents/Carers right to Withdraw

- 3.1 Parents will be informed of any planned RSE & HE teaching relating to Sex Education in order to provide the opportunity for withdrawal (Note: This is not applicable for National Curriculum Science due to content being compulsory but is otherwise a 'right' under section 405 of the Education Act 1996). This will be achieved through a letter at the start of the year or as part of the student induction process. However a child will have the right to opt into Sex Education from their 15th birthday (specifically three academic terms before they turn 16) in line with the Children and Social Work Act 2017.
- 3.2 Parents/carers will also be provided with the opportunity to view the schemes of work, materials and resources that are developed for RSE & HE in advance of delivery. A written evaluation sheet will be provided to parents/carers at the end of the academic year and will be used to inform the annual school review/evaluation of RSE & HE provision.
- 3.3 Where any student is withdrawn from provision, this will be achieved with subtlety by conveniently timetabling an alternative activity or session. This will avoid any embarrassment or loss of learning time.
- 3.4 Parents will not be allowed to withdraw their child from Relationship Education in a Secondary provision in line with the Children and Social Work Act 2017.

4. Identifying students needs

- 4.1 Pen portraits are provided by our SENCo regarding new students. This provides an understanding of what may or may not be appropriate regarding RSE & HE for each individual student. Information will also be taken from the initial meeting with parents. For example where a student has committed a sexual offense or has been subject to abuse, delivery must take this into consideration in order to remain child centred.

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5. Dealing with sensitive issues

5.1 Any sensitive issues arising prior to planning or during delivery will be addressed professionally. This will include the following actions:

- Any child protection issue made evident, suspected or suggested will be reported in full to the Designated Safeguarding Lead.
- Consultation through the Key worker or Designated Safeguarding Lead where it is appropriate to discuss concerns with parents or carers.
- Contact with the Police where necessary as a duty of care for any student considered to be at imminent risk.
- Consultation with parents/carers where any aspect of learning is considered to be potentially disturbing or inappropriate for their child.
- Parent/carers will be informed if there is an issue or question asked that creates concern for the student's safety or health.

Exceptions to parental/carer contact would include:

Potential for physical or psychological harm resulting for the pupil.

Legal protection of information shared in confidence by the pupil (e.g. General Data Protection Regulations/Childrens Act).

6. Key Priorities within the provision

- 6.1 Teach RSE & HE to all students – in compliance with the Relationship & Sex Education 2019 guidance – including teaching about reproduction, sexuality and sexual health.
- 6.2 Avoid using any teaching, social dialogue or use of media related materials that may directly or indirectly promote early sexual activity or any particular sexual orientation.
- 6.3 Parents/carers who wish to withdraw their child from all or part of the Relationships & Sex Education programme are requested to notify the Headteacher in writing. When appropriate, arrangements should be made for parents/carers to view teaching and learning materials and be given the opportunity to discuss the schools approach. Parents/carers must note that this does not give them the right to withdraw their children from the teaching of the biological aspects of human growth and reproduction necessary under National Curriculum Science.
- 6.4 Ensure a copy of the RSE & HE Policy is available to all parents/carers on request.
- 6.5 Plan timely RSE & HE opportunities within the PSHE curriculum.
- 6.6 Utilise pen portraits/initial knowledge to inform teaching staff where delicate issues may occur concerning relationship and sex issue experienced by students. These may affect the delivery for individuals concerned by means of a duty of care.
- 6.7 Use Greenwood School **RSE & HE Appropriate-Inappropriate General Guidelines** to inform planning, including how to deal with individual questions.
- 6.8 Resources to be purchased from the appropriate subject budget.
- 6.9 Liaison between all subjects delivering RSE & HE will occur to ensure provision is not unnecessary repeated.

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Appropriate – Inappropriate General Guidelines

	Appropriate	Inappropriate
1	Answer questions honestly, using language and explanations appropriate for students age and maturity.	Using inappropriate language, gestures or creating unnecessary mystery, confusion, embarrassment and shame. And using explanations that are not appropriate for students age and maturity.
2	Being non-bias toward any type or sexuality/preference (Be non-judgemental).	Giving bias toward any type of sexuality/preference.
3	Discuss/communicate all types of sexuality/preference with mutual respect and use appropriate dialogue and gestures.	Using offensive terms or dialogue or gestures that are mocking or disapproving of any type of sexuality.
4	Teach biological aspects that are in accordance with the Science National Curriculum.	Teaching about sexual activities that are inappropriate or not accepted as the societal norm (e.g. S&M).
5	Answer questions in a professional manner where students do ask genuine questions about unusual or inappropriate forms of sexual conduct. (E.g. Emphasise that pornography does not reflect real life).	Promoting or making humour of questions or dialogue regarding inappropriate forms of sexual conduct. (E.g. Discussing pornography in a positive or jovial manner).
6	Showing age appropriate images of STIs and human anatomy for the purpose of teaching.	Using any sexual images or videos that show actual or implied sexual intercourse or nude interactions (Exceptions are made where part of the Science National Curriculum).
7	Teaching appropriate ways to conduct or be in relationships. Including what constitutes a loving and caring relationship, void of any form of physical or psychological abuse.	Making humour of or promoting abusive relationships.