



## Draft

### Relationships Education, Relationships and Sex Education (RSE) and Health Education Policy

June 2022- In line with the Department for Education's **statutory** guidance for RSE and Health Education- Last updated **13/09/21**

**Reviewed by: Jake Cosford July 2023**

**Approved by: Johanne Varley**

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#### Rationale

All pupils have a right to an education which adequately prepares them for adult life. All aspects of RSE and Health Education are covered through Progression 2 Work's PSHE curriculum. Through an effective RSE and Health Education programme this can help to develop students' self-esteem by creating a climate of trust and acceptance in which each person is valued, respected and encouraged to recognise their individual needs and wants of others and to develop the skills and self-esteem to become confident adolescents/adults.

#### Definitions

Relationships and sex education will foster an understanding of, and a healthy attitude to human sexuality and relationships in a moral, social and spiritual framework. It is not simply sex education.

Morals – are directly displayed in behaviour, they are what you believe, your ability to distinguish between right and wrong and are directly related to your faith and experiences.

Values – are the beliefs which govern behaviour, respect for self and others, honesty, commitments, trust, compassion, forgiveness and self-discipline.

Students need a clear framework of values from which they can make moral and responsible judgements.

### Aims

To present factual information in an objective, balanced and sensitive manner. To encourage students to appreciate the value of marriage and a stable family life. To understand the responsibilities of parenthood. To promote an appreciation of the value of human life. To help our young people understand that in sexual behaviour there are physical, emotional and moral implications and that both sexes must behave responsibly. To encourage pupils to take responsibility for their own actions and to understand the long and short term consequences of their actions. To foster an understanding of the uniqueness of each individual, therefore making it important for students to treat themselves and others with respect, dignity and self-restraint. To offer the message that abstinence is a positive option until young people are emotionally mature enough to understand the inherent responsibilities.

### Objectives

These aims will be met through the following objectives: -

Provide information only using

<https://www.gov.uk/government/publications/sex-and-relationship-education> concerning the physical aspect of sexual matters which will include changes at puberty and reproduction. Remove ignorance and fear of sexual matters by providing the necessary information. Give correct and clear information that will enable young people to make responsible decisions. Discuss sensitive issues such as the sacredness of life, abortion, sexually transmitted infections (STIs), HIV and AIDS, contraception, sexual identity and sexual abuse. Increase

awareness of sources of help and to help students develop the confidence and skills to use them.

### The Rights and Responsibilities of Parents

Parents will be consulted on a number of issues and will be informed as to the context of the RSE programme. Parents have the right to request that their child be excused from sex education within RSE only.

### Marriage and Family Life

The RSE programme will promote stable family life where marriage is seen as the ideal, but other permanent loving relationships are recognised and valued. The single parent family is also acknowledged as providing a stable and loving environment.

### Confidentiality and Advice to Individual Pupils

The dividing line between good pastoral care and trespassing on parental rights and responsibilities is very narrow. Therefore the provision of advice to individual students must be carried out with great care, please follow the government link above for all education.

In the teaching of RSE, the students right to privacy must be respected at all times by all parties. It is important that a mentor is never to impart information about his/her own personal life.

### Terminology

In our society, many swear words are sexual in origin and refer to sex in a debasing way. The message given by the use of this language is very powerful and creates associations with sexuality which are primarily negative. It is therefore extremely important that proper terminology is used in SRE activities and that the tone of discussions is respectful and genuine.

## Contraceptive Advice to Young People under the age of 17

As part of the RSE policy, mentors may provide information on the types of contraception available and the risks to health. Information about where, and from whom, they can receive confidential advice, treatment and support should be given in a considered way.

## Sexual Identity and Orientation

The issue of sexual orientation will be handled in a sensitive, non-confrontational and reassuring way. It will be acknowledged that during the transition from childhood to adulthood some adolescents experience strong, emotional attachments and feelings towards people of the same sex. Many move on to form a heterosexual relationship while some remain homosexual or bisexual. Staff will treat these issues without prejudice.

Link to statutory guidance:

<https://www.gov.uk/government/publications/relationships-education-rse-and-pshe>

## Guidance for Parents

[Relationships, sex and health education: guides for parents - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/relationships-sex-and-health-education-guides-for-parents)

This policy should be read in conjunction with:

- Keeping Children Safe in Education (statutory guidance)
- Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline)
- Behaviour and Discipline in Schools (advice for schools, including advice for

appropriate behaviour between pupils)

- **Equality Act 2010** and schools
- SEND code of practice: 0 to 25 years (statutory guidance)
- Alternative Provision (statutory guidance)
- Mental Health and Behaviour in Schools (advice for schools)
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)
- Sexual violence and sexual harassment between children in schools (advice for schools)
- The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)
- Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC))
- SMSC requirements for independent schools (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).
- National Citizen Service guidance for schools