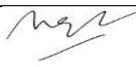


RELATIONSHIPS, SEX AND HEALTH EDUCATION POLICY FOR NOBEL SCHOOL

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RELATIONSHIPS, SEX AND HEALTH EDUCATION POLICY FOR NOBEL SCHOOL

Relationship, Sex and Health Education (RSHE) is part of a lifelong learning about physical, moral and emotional development. At Nobel School, RSHE is centred on personal safety, caring for others and building strong family relationships. This is coupled with teaching students about sexual health (including safe sex), and sexuality.

Effective relationship, sex and health education is essential if young people are to make responsible and well informed decisions about their lives. RSHE at Nobel School is intended to help students learn about relationships, emotions, sexuality and sexual health. We aim to present relevant facts in an objective and balanced manner. Lessons are set in the context of the family, friends and wider societal issues and address responsibilities that arise from within these relationships. RSHE at Nobel School will help young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.

Under the Education Act 2002/Academies Act 2010 all schools must provide a balanced and broadly-based curriculum which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life

All maintained secondary schools must provide relationship and sex education (including education about sexually transmitted disease such as HIV and AIDS and child protection issues such as FGM and child sexual exploitation) and must teach human growth and reproduction as set out in the national curriculum. This is a statutory requirement.

1. STATUTORY FRAMEWORK

We are required to teach RSHE as part of statutory guidance that states from September 2020, all schools must deliver relationships, sex and health education in secondary schools.

The parental right to withdraw pupils from RSHE remains in primary and secondary education, for aspects of sex education, which are not part of the Science curriculum.

Documents that inform the school's RSHE policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010),
- Supplementary Guidance SRE for the 21st century (2014)
- Keeping children safe in education – Statutory safeguarding guidance (2019)
- Children and Social Work Act (2017)
- Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance (2019)

2. CONSULTATION PROCESS

The Consultation process has involved:

- Parents' Forum Consultation
- Review of RSE curriculum content with staff and students
- The wider school community e.g. School Counsellor were invited to comment
- Consultation with school governors

3. SPIRITUAL, MORAL, SOCIAL AND CULTURAL

The delivery of RSHE at Nobel School is underpinned by the following moral and value statements:

- The delivery of RSHE is factual, sensitive and balanced.
- RSHE within the school promotes meaningful, loving, and healthy relationships.
- Whilst delivering RSHE staff will avoid the imposition of personal opinion. Instead they will stay focused on

the social, moral, spiritual, health and education aspects of the topics.

Across the faiths, there is obviously some variation in attitudes and outlooks in regard to relationships, sex and health. Whilst all do not necessarily share such views, all students are required to respect the teaching of RSHE. Nobel School will ensure that RSHE is respectful of all cultural and religious differences whilst completing its statutory duty.

4. PARENTAL RIGHTS AND THE CURRICULUM

Parents do not have the right to withdraw their child from the RSHE element of the National Science Curriculum. This is the biological aspects of human growth and reproduction. Information on sex, relationships and health education is taught in PRE.

Parents do have the right to withdraw their child from some aspects of RSHE provided within PRE (see below). These aspects are highlighted on the RSHE overview of lessons document in Appendix 1 and also published on the school website. If a parent wishes to withdraw their child from these aspects of the RSHE programme then they should write a letter to their child's Head of Year stating their reasons for the request. The relevant staff member will contact parents to discuss their concerns regarding the programme.

The new legislation brought in through the Children and Social Work Act 2017 brought important changes in relation to parental rights to withdraw children from school RSHE:

1. Parents will not be able to withdraw their child from relationships education in primary school or secondary school.
2. At secondary school level parents will be able to withdraw their child from sex education (other than the sex education which sits in the National Curriculum as part of science in maintained schools). However, a child will also have a right to opt into sex education from their 15th birthday (specifically three academic terms before they turn 16).

5. THE TEACHING OF RELATIONSHIPS, SEX AND HEALTH EDUCATION

RSHE will be taught across the curriculum but specifically in PRE, science, ICT, PE and food technology. Further information on this can be found in Appendix 2. The RSHE curriculum is led and monitored by the head of PRE. Members of the pastoral team and external professionals may teach certain aspects of the programme. Where external professionals are invited to deliver aspects of RSHE the curriculum team leader will make checks to ensure that content and language used are both appropriate.

Safety and Confidentiality

Within the teaching of RSHE, we make it clear to students what our expectations are surrounding respect, safety and confidentiality. Teachers are aware that effective RSHE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue.

Staff will consult with the DSP Steve Morley or another member of the safeguarding team (Tara Marshall or Naomi Rose).

How are resources used with reasons for their selection?

RSHE resources are chosen and checked for:

- Being inclusive – acknowledging the full spectrum of diversity in society
- Positive, healthy and unbiased messages
- Age and understanding appropriateness.

How will Nobel School deal with sexually explicit questions?

The school will:

- Allow individual staff to use their professional judgement as to answering questions in front of the whole class or individually taking into account Safeguarding Policy.
- Encourage learners to ask their parents/carers any question outside the planned programme.
- Set out clear ground rules regarding personal questions, which are agreed by staff beforehand.
- Have designated adults that learners know of to go to if they wish to talk.

What kind of language will be considered acceptable and appropriate for use in RSHE lessons?

Staff will:

- Use the correct terms for all body parts
- Use clear, unequivocal language in an objective manner
- Discuss what 'slang' words mean and say that some can be seen as offensive. Staff will use their judgement in discussion depending on understanding and maturity level of learners.

What Ground Rules specific to RSHE will Nobel School use?

- Respect will be shown at all times.
- The creation and agreement of ground rules will be completed as a class at the beginning of RSHE lessons, facilitated by the teacher.

Inclusion

Ethnic and Cultural Groups

We intend our policy to be sensitive to the needs of different ethnic groups. For some young people it is not culturally appropriate for them to be taught particular items in mixed groups. We will respond to parental requests and concerns.

Students with Special Needs

We will ensure that all young people receive sex and relationship education, and we will offer provision appropriate to the particular needs of all our students, taking specialist advice where necessary.

Sexual Identity and Sexual Orientation

We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate question and offer support. Young people, whatever their developing sexuality need to feel that sex and relationship education is relevant to them.

6. MONITORING AND EVALUATION OF RSHE

The RSHE team plan and monitor the delivery of the RSHE programme and ensure that all aspects of RSHE are covered as defined in government guidance especially the National Curriculum for PSHE- "personal wellbeing". The programme is reviewed on an annual basis. Lessons are observed by the Curriculum Team Leader and members of SLT and students may be consulted on the delivery and effectiveness of the lessons.

Evaluation and self-assessment are an integral part of RSHE. Students will be regularly assessed on the degree to which they have learned the curriculum and this information will be reported annually to parents.

7. RSHE POLICY REVIEW

As part of effective RSHE provision, the RSHE policy should be reviewed at least every 2 years to ensure that it continues to meet the needs of students, staff and parents and that it is in line with current Department for Education advice and guidance.