



RELATIONSHIPS & SEX EDUCATION (RSE) AND HEALTH EDUCATION POLICY

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0.1	SLT	05.10.2016	Pre-Edited Document
1.0	SPN	10.10.2016	Updated for 2016 – 2017
2.0	SPN / C. Knight / SHS	31.05.2019	Revision for compliance with 2020 statutory content

1. Values

At Aldridge School we are committed to ensuring that effective Relationship and Sex Education and Health Education for our students will support them in making informed and responsible decisions about their lives; whilst providing them with a framework in which sensitive discussions can take place. Our Relationship and Sex Education and Health Education is about the emotional, social and cultural development of students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. It is not about the promotion of sexual activity.

The Relationship and Sex and Health Education programme implicitly and at regular intervals will explore explicitly the four foundation values adopted by the school as a learning community:

- **Respect**
- **Responsibility**
- **Resilience**
- **Readiness to Learn**

2. Aims

To support and complement the role of parents/carers and other agencies in developing students' understanding of Relationship and Sex and Health Education by:

- Providing balanced factual information about human sexuality, sexual development and reproduction and maintaining a healthy lifestyle.
- Enabling them to explore and develop their understanding of the broader emotional, ethical, religious, and moral dimensions of sexual health.
- Encouraging them to reflect upon and acquire a personal moral framework and values upon which to base decisions, judgements and behaviour.
- Creating self-confidence and esteem so that they value themselves and respect the right of others to determine a personal lifestyle.
- Teaching them to anticipate the consequences of their actions and to behave responsibly within sexual and personal relationships.
- Building their understanding of what counts as being exploited or exploiting others for personal gratification.

- Facilitating inter-personal communication by acquiring appropriate vocabulary for sharing sexual and relationship issues.
- Challenging sexism and prejudice and promoting equality and diversity.
- Exploring and understanding the case for delaying sexual activity.
- Understanding the methods and reasons for using protective/contraceptive measures in sexual activity.
- Knowing about sources of help and acquiring the skills and confidence to access confidential health advice, support and treatment if necessary.
- Understanding how the law applies to sexual relationships.

3. Statutory Requirements:

The 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 and provide that pupils receiving primary education must be taught Relationships Education, pupils receiving secondary education must be taught RSE and that all primary and secondary pupils must be taught Health Education. Relationships and Sex Education must be taught in all maintained schools, academies and independent schools. This includes pupil referral units, maintained special schools, special academies, and non-maintained special schools. All schools, except independent schools, must make provision for Health Education.

4. Principles

The provision of Relationship and Sex and Health Education at Aldridge School fulfils our legal duty. Our students are engaged in the process of ‘becoming’, growing and maturing physically, intellectually and emotionally and extending their social awareness and skills and capacity to make fundamental choices. This process is taking place in the context of an increasingly diverse society of lifestyles and relationships.

The above diversity is represented in the family backgrounds of our students. In the context of Relationship and Sex and Health Education our task is to encourage students to respect their own family values whilst enabling them to understand, explore and respect the values of others. This process in itself

emphasises the importance of exercising understanding, individual conscience and moral choice. It also entails understanding the importance and character of stable and loving relationships for a satisfying 'family life' and the successful nurture of children.

By the same token, easy and open access to social media presents students with myths, misconceptions and false assumptions about what counts as 'normal' behaviour. In the school context it is right that such viewpoints and lifestyles and their potential hazards should be exposed and subjected to rigorous scrutiny.

Our school is a moral community. Our basic values are summed up within the 'Four Rs' (Respect, Responsibility, Resilience, Readiness to learn). These and other values assumed within our corporate life are made explicit and explored e.g. in pastoral dialogue with students, lessons and assemblies. Our Relationship and Sex Education and Health Education programme thus explores the relevance and upholds the critical importance of such values as love, trust, respect, mutual consent, empathy, care and consideration for lasting and fulfilling relationships.

5. Programme Content:

Aldridge School is a member of the Personal, Social and Health Education (PSHE) Association and after reviewing their comprehensive programme has adopted their recommendations of 'best practice' for our delivery of Relationship and Sex and Health Education.

At Aldridge School Relationship and Sex and Health Education is embedded into our PSHCE curriculum at KS3, KS4 and KS5. The programme has been planned as a 'spiral' from Years 7 – 11 so that topics can be revisited periodically to reflect students' developing maturity. It is delivered twice weekly via Form Tutors during form time and twice weekly via assembly. In addition, annual speakers support our delivery and ensure our statutory compliance (School Nursing Team to Y9 in October and Sexplain to Y7 - 13 in November of each academic year); a breakdown of our full PSHCE schedule is published on our website but can also be seen in outline below:

PSHCE Curriculum Map						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	Transition to secondary school Bullying including cyber-bullying	Personal safety focussing on dangerous situations First Aid	Diet, exercise and how to make healthy choices Managing stress	Healthy relationships and reproduction Puberty, unwanted contact and FGM	The media and E-safety Youth justice and adult courts	Introduction to careers Personal qualities and skills for life
Year 8	Self-esteem and shyness Managing friends and family relationships	Assertiveness Role Models People with disabilities / elderly	The risks associated with alcohol and tobacco	Contraception including the condom and the pill The risk of STIs	Human rights Tackling racism and anti-social behaviour	Understand what you want from work Budgeting your money
Year 9	Emotions and changing relationships Grief and bereavement	Mental health and unhealthy coping strategies; including body image	Future careers and aspirations Setting goals as part of the GCSE options process	Sexuality and consent The risks of sexting and pornography	Democracy Government and politics of the UK	The risks associated with drugs and drug taking
Year 10	Behaviour and self-image How to cope with crises	Peer Pressure Knife Crime Gangs	Making informed financial decisions Risks associated with debt and gambling	Healthy relationships Teenage pregnancy and parenting	Sustainable development Active Citizenship project	Rights and responsibilities at work Money and budgeting
Year 11	Developing your own values Marriage and commitment	Options beyond school Skills for employment and careers	Health matters Sunbathing, tattoos and body piercing	Child sexual exploitation Domestic abuse and forced marriage	The UK's role in the world; EU, NATO, Commonwealth, UN Global challenges	

In more detail, the following topics and outcomes are covered.

Topic One: Families

Students should know:

- 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 and civil partnerships are, including their legal status e.g. that marriage and civil partnerships carry 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 the raising of children.
- How to determine whether peers, 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.

Topic Two: Respectful Relationships Including Friendships

Students should know:

- The characteristics of positive and healthy friendships (both on and offline) including, trust, respect, honesty, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.
- 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 tolerance and respect to others and others' beliefs, including people in positions of authority.
- 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 Three: Online and Media

Students should know:

- Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply online and offline.
- 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 often 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 against the law.
- How information and data is generated, collected, shared and used online.

Topic Four: Being Safe

Students should know:

- The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment and domestic abuse 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 (on and offline).

Topic Five: Intimate and Sexual Relationships, including Sexual Health

Students should know:

- 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 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 condom use) and the importance of and facts about testing.
- 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.

Topic Six: Mental Well-Being

Students should know:

- The similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may create a specific image of their life online, over-reliance on online relationships (including social media), the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online.
- How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.

Topic Seven: Internet Safety and Harms

Students should know:

- The similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may create a specific image of their life online, over-reliance on online relationships (including social media), the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online.
- How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.

Topic Eight: Physical Health and Fitness

Students should know:

- The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.
- The characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardio-vascular ill-health.
- As about the science relating to blood, organ and stem cell donation.

Topic Nine: Healthy Eating

Students should know:

- How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.

Topic Ten: Drugs, Alcohol and Tobacco

Students should know:

- The facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions.
- The law relating to the supply and possession of illegal substances.
- The physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.
- The physical and psychological consequences of addiction, including alcohol dependency.
- Awareness of the dangers of drugs which are prescribed but still present serious health risks.
- The facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.

Topic Eleven: Health and Prevention

Students should know:

- About personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.
- About dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.
- (Late secondary) the benefits of regular self-examination and screening.

- The facts and science relating to immunisation and vaccination.
- The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.

Topic Twelve: Basic First Aid

Students should know:

- Basic treatment for common injuries.
- Life-saving skills, including how to administer CPR.
- The purpose of defibrillators and when one might be needed.

Any students who are absent will be given the opportunity to catch up and not miss any of the vital teaching they would otherwise have missed.

On occasion, appropriate and suitably experienced and / or knowledgeable visitors from outside school may be invited to contribute to the delivery of RSE in school. Aldridge School has a code of practice for visitors to support the delivery of RSE:

- Visitors are invited into school because of the particular expertise or contribution they are able to make.
- All visitors are familiar with and understand the school's RSE policy and work within it.
- All input to RSE lessons are part of a planned programme and negotiated and agreed with staff in advance.
- All visitors are supervised / supported by a member of staff at all times.
- The input of visitors is monitored and evaluated by staff and pupils. This evaluation informs future planning.
- Examples would include enrichment from Loudmouth for Year 10 and an annual enrichment session delivered by the School Nursing Team to Year 9 in October of each academic year.

In addition to the PSHCE curriculum, aspects of RSE are delivered via the Science curriculum:

Year	Content
Year 7	Reproduction and the age of consent Use of contraceptives Sex before marriage Abortion

Year 8	Drugs, alcohol and smoking Behaviours linked to drugs, alcohol and smoking The long and short term damage caused by drugs, alcohol and smoking
Year 9	Stem cells and the use of discarded embryos from IVF STI transmission and treatment
Year 10	Reproduction Fertility Menstrual cycle Hormones in both male and female puberty Hormonal control as birth control Effects of smoking and alcohol on pregnancy
Year 11	Embryo screening for inherited genetic diseases Cloning

6. Organisation:

The School's current PSHCE Co-ordinators will be responsible for the planning, delivery and monitoring of the programme. Staff who are involved in teaching the programme will be given appropriate training and support, this includes training for the Co-ordinators from Walsall NHS and in-house training from our Science Staff for Form Tutors.

Teaching materials and approaches will be developed which are appropriate to the needs and ages of students and will conform to the overall requirements of Relationships and Sex Education and Health Education Guidance of February 2019. The use of accredited materials from the PSHE Association will also be utilised.

The PSHCE Co-ordinators will review the content of the programme and resources on an annual basis. Student feedback and evaluation will be used to assist in the review of the effectiveness of the programme.

7. Procedure for Covering Sensitive Issues:

When dealing with sensitive themes or issues in the course of Teaching and Learning and pastoral work, colleagues are required to observe the following specific 'ground rules' within the general context of good professional practice:

- Use correct terms
- Do not make personal comments or divulge personal information
- Refrain from 'put downs'.

Students who fail to comply will be dealt with via normal procedures.

8. Confidentiality:

To be read in conjunction with the school policy on Child Protection and Keeping Children Safe in Education.

Effective RSE 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 the 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.

Nonetheless, there may be cases where a teacher learns from an under 16-year-old that they are having, or contemplating having sexual intercourse. In these circumstances, schools ought to be in a position to take steps to ensure that:

- Wherever possible, the young person is persuaded to talk to their parent or carer.
- That any child protection issues are addressed.
- That the child has been adequately counselled and informed about contraception, including precise information about where young people can access contraception and advice services.

Health professionals are bound by their professional codes of conduct to maintain confidentiality. When working in a classroom situation, they are also bound by relevant school policies.

Outside the teaching situation, health professionals such as school nurses can:

- Give one to one advice or information to a pupil on a health related matter including contraception.

- Exercise their own professional judgement as to whether a young person has the maturity to consent to medical treatment including contraceptive treatment.

9. Pupils with Special Educational Needs and Disabilities (SEND):

RSE and Health Education must be accessible for all pupils; as a school we are aware that some of our pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. RSE is particularly important for students with Social, Emotional and Mental Health needs or learning disabilities in preparing them for adult outcomes.

With this in mind, the Schemes of Learning have been reviewed by the SEN department and compared with the SEND code of practice. Resources have also been designed to allow for differentiation and personalisation by teachers upon their delivery to the classes they teach to allow for accessibility.

10. Working With Parents/Carers:

The role of parents/carers in the development of their children's understanding about relationships is vital. Parents are the first teachers of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships.

Our parents/carers can access our curriculum for Relationship and Sex and Health Education both within this document as well as our website at any time, and it is clear when and what we are teaching and to whom.

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Parents are asked to submit a letter to the Head Teacher where they will then be invited in to discuss their request. The school will take the opportunity to discuss the importance of receiving this education, the social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher.

Once discussions have taken place, except in exceptional circumstances, the school will respect the parents' request to withdraw the child, up to and until

three terms before their child turns 16. After that point, if the student wishes to receive sex education rather than be withdrawn, the school will make arrangements to provide the student with sex education during one of those terms.

This process is the same for children with SEND needs, however, there may be exceptional circumstances where specific needs are taken into account when making this decision.

If a student is excused from sex education, the school will ensure that alternative purposeful education takes place during the period of withdrawal. There is no right to withdraw from Relationships Education or Health Education.

11. Equality:

Schools are required to comply with relevant requirements of the Equality Act 2010. Schools can not unlawfully discriminate against students because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership or sexual orientation (collectively known as the protected characteristics).

When planning our curriculum we will ensure that we are reflective of the school community to build a culture of tolerance and respect. Our staff will model positive behaviours and we will always strive to support all pupils.