



**St Hugh's School**

**Relationship, Sex and Health Education  
Policy (RSHE)**

OFSTED state that in an OUTSTANDING school:

"The programme is explicit, comprehensive and coherent and the statutory elements of sex and relationships education (SRE) are fully met." OFSTED (2013).

## **Rationale**

In a world where children receive information about relationships, sex and health from a variety of sources, some of which can be inaccurate or 'unhealthy', the St Hugh's RSHE programme provides an important forum to develop students' knowledge and life-skills which will enable them to make informed decisions and protect themselves against harmful and exploitative situations. RSHE therefore supports to keep our students safe and is essential to safeguarding our students. RSHE contributes to the foundation of PSHE within St Hugh's and offers a valuable vehicle for promoting equality between individuals and groups. It involves an exploration of human and social diversity, and a fostering of self-worth whilst recognising, accepting and respecting differences. The teaching curriculum is matched to the students' level of maturity and is personalised to address any specific issues that may be present within a certain group of children. Carefully planned interventions will also support individual students with understanding concepts. E.g. sexual relationships or masturbation as and when is appropriate.

## **Aims and Objectives**

The aim of this policy is to enable effective implementation, planning, delivery and assessment of RSHE by supporting pupils and staff at St Hugh's:

- To develop confidence in talking, listening and thinking about feelings, relationships and how we can stay healthy.
- To enable students to be able to name parts of their body and describe how their bodies work.
- To prepare them for puberty.
- To value themselves.
- To understand the range of relationships.
- To understand their actions and behave responsibly within relationships.

- To be able to recognise unsafe situations and be able to protect themselves and ask for help and support.
- To understand how safe routines can reduce the spread of viruses.
- To recognise a healthy and unhealthy relationship and safety online.
- To identify different types of relationships including friendships, family relationships, intimate relationships and dealing with strangers.
- To be relevant to young people's development, maturity and understanding.
- To be taught by people who are trained and confident in talking about issues such as healthy and unhealthy relationships, equality, pleasure, respect, abuse, sexuality, gender identity, sex and consent.
- To allow the acquisition of knowledge, the development of life skills and respectful attitudes and values.
- To help students begin to understand on and offline safety, consent, violence and exploitation.
- To use active learning methods, and is rigorously planned, assessed and evaluated.
- To help students understand a range of views and beliefs about relationships and sex in society including some of the mixed messages about gender, sex and sexuality from different sources including the media.
- To teach students about the law and their rights to confidentiality even if they are under 16, and is linked to school-based and community health services and organisations.
- To promote equality in relationships, recognise and challenge gender inequality and reflect girls' and boys' different experiences and needs.

**This will contribute to:**

- a positive ethos and environment for learning
- safeguarding students (Children's Act 2004), promoting their emotional wellbeing and improving their ability to achieve in school
- a better understanding of diversity and inclusion, a reduction in gender-based and homophobic prejudice, bullying and violence and an

understanding of the difference between consenting and exploitive relationships

- helps students keep themselves safe from harm, both on and offline, enjoy their relationships and build confidence in accessing services if they need help and advice
- reducing early sexual activity, teenage conceptions, sexually transmitted infections, sexual exploitation and abuse, domestic violence and bullying

#### **By supporting staff at St Hugh's to be confident in:**

- Planning, delivering and assessing RSHE.
- Answering questions and dealing with sensitive situations.
- Safeguarding all students and ensuring their wellbeing is at the heart of all we do.
- Developing a partnership between home and school.
- Ensuring our young people's views are actively sought (wherever possible) to influence lesson planning and teaching.

#### **Equal Opportunities**

St Hugh's is committed to the provision of RSHE to all of its pupils and the differing needs of our students. The designed programme aims to address the diversity of students' cultures, faiths and family backgrounds. All staff are expected to give every pupil the chance to develop their understanding of RSHE. Inclusive RSE will foster good relations between students, tackle all types of prejudice-including gender and sexuality issues and promote understanding, equality, inclusion and respect.

Due to the varying needs of the students within St Hugh's additional support and intervention will be provided to ensure all students can develop their understanding of RSHE.

#### **Delivery of RSHE**

At St Hugh's RSHE is delivered annually as part of the PSHE curriculum. We ensure that cross curricular links are made wherever possible i.e. through

Computing (safety online), Science and RE which allows students a platform to discuss topics which develop their tolerance, mutual respect and knowledge of the law.

RSHE is delivered predominantly by team base teachers in KS3. Within KS4 and KS5, PSHE/RSHE practitioners with a more in depth knowledge deliver the programme. If any member of staff is extremely uncomfortable with teaching an element of RSE, support will be given to enable them to do so with training, guidance, support and opportunities to observe lessons delivered by others.

### **Assessment, Evaluation of teaching and subject content**

#### **Content:**

The content for our RSHE lessons meets all of the statutory requirements under the current OFSTED Relationships Education, Relationships and Sex Education (RSE) and Health Education (RSHE) (2018). The statutory requirements can be found for primary schools on page 16 of the link below and for secondary on page 21.

[https://consult.education.gov.uk/pshe/relationships-education-rse-health-education/supporting\\_documents/20170718\\_%20Draft%20guidance%20for%20consultation.pdf](https://consult.education.gov.uk/pshe/relationships-education-rse-health-education/supporting_documents/20170718_%20Draft%20guidance%20for%20consultation.pdf)

We ensure that we cover both primary and secondary objectives within our programme at St Hugh's to ensure that our programme meets the needs for our students.

The LTP which meets these documents can be requested from school on request. This LTP was created following the statutory guidance and taking into consideration the students' needs, prior RSHE experience/knowledge, current issues within society and assessments of students' understanding. The LTP may be used as a guide at times due to the needs of the class and will be personalised where appropriate.

#### **Assessment and Evaluation of teaching and learning:**

This is achieved through the following:

<b>Students</b>	<b>Staff</b>
Formative and Summative assessments Discussions with students Peer assessment Self-assessment	Lesson observation Learning visits Feedback from the RSE MTPs PSHE curriculum meetings Book reviews

## Legal Requirements

The law in relation to RSE states:

The governing bodies of school are required to keep an up to date RSE policy that describes the content and the organisation of RSE provided outside the national curriculum science orders.

### Right to withdraw

- Parents/Carers **do not** have the right to withdraw their child from the relationship education of our RSE programme.
- Parents/Carers **do** have the right to withdraw them from sex education of our RSE programme.
- Parents/Carers **do not** have the right to withdraw their child from the National Science Curriculum which includes some elements of sex education.
  - The OFSTED guidance document (2018) states:

*"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)."*

Due to needs of our students, any student who has been withdrawn for the sex education of our RSE programme and wishes to opt in to the lessons from their

15<sup>th</sup> birthday will be reviewed on a 1-1 basis and all circumstances will be considered (including their mental capacity). A mental capacity assessment may be required and will involve the other agencies who work with that individual. One of the other agencies who work with the students will lead the mental capacity assessment.

Parents will be provided with information about the sex education sessions if required to support their decision making process. Parents have the option to withdraw by completing a home/school agreement pack which is sent out at the beginning of each year.

### **Sexual Harassment**

Where and when appropriate, the students at St Hugh's are taught about the risks, dangers and types of sexual harassment. They are made aware of how and who they can report it to both in and out of school. School staff are aware of how it is reported and training has been delivered to inform all staff of these protocols and processes. Similarly child on child abuse is also taught in an appropriate way so our students are equipped with the knowledge to keep themselves safe. The following behaviours are taught as examples of sexual harassment and child on child abuse.

- sexual comments, remarks, jokes and online sexual harassment
- sexual violence
- upskirting
- sexting and sending explicit images
- unwanted sexual touching
- sexual or sexist name calling.

### **Resources**

RSHE resources are chosen and checked for:

- Being inclusive
- Positive, healthy and unbiased messages
- Age appropriateness
- Promoting positive values

- Being up to date
- Include a variety of formats such as video, audio, visual, games and models

### **Group agreement**

Within RSHE lesson at St Hugh's, students create a group agreement that is used to support creating a safe environment for teachers and students ensuring no-one feels embarrassed or anxious. These will be set individually with each class or year group, displayed and referred to every lesson. The language needs to reflect the needs of the young people within the group. Example of a possible agreement:-

- no one will ask or have to answer personal questions
- confidentiality will always be maintained where possible (staff will always adhere to school policies on Confidentiality & Safeguarding) but the adult may have to share information if they are worried about a child's safety
- correct names for body parts will always be used
- respect a student's right to share different views
- Students can always ask about things in private with an adult in school- if they require further clarification

### **Language and terminology**

RSHE has a vital role to play in helping children develop a vocabulary they can use to communicate comfortably, respectfully and accurately about the human body, growing up, genders, sexualities, relationships and sex. This is only possible if adults teaching RSHE are able to model the use of this vocabulary. Slang words may be discussed and explained as deemed necessary.

### **Dealing with questions**

A clear parameter should be set of what is appropriate and inappropriate in a whole class setting. The group agreement should help reflect this. To support staff with the unexpected the following will apply:



- If a question is too personal, staff need to remind the student of the group agreement. If the student needs further support, the teacher can refer to an appropriate person.
- If staff do not know the answer to a question, it is important to acknowledge this, and to suggest they research the question later (with the student if appropriate).
- If a question is too explicit, or inappropriate for the whole class, then staff need to acknowledge this and promise to attend to it later on an individual basis.

### **Distancing techniques**

To help protect privacy for staff and students and avoid embarrassment all discussions need to be depersonalised. This can be through 'role play' or inventing characters.

### **Governors**

This policy has been reviewed by our school governing body. Our link RSE governor is .

### **Confidentiality Statement**

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, concerns **must** be reported to the Designated Safeguarding Lead

St Hugh's will offer absolutely no confidentiality; and make it clear to both students and parents that this is the case.

### **Dissemination of Policy**

Our policy is available for all teaching staff, support staff and governors. A copy will be provided for parents/carers on request. The policy will be reviewed in October 2023.