



The Eaglewood School

“Raising Aspiration and Changing Lives”

Relationships, Sex Education and Health Education Policy

POLICY DETAILS

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| Subject and Version of Document: | Relationships, Sex Education and Health Education Policy– 2023/2024 |
| Author: | Miss K. Gain |
| Persons/Committees consulted whilst document in draft: | SLT and Governing Body |
| Date Policy agreed: | November 2023 |
| Date of next review/update and by whom: | The Eaglewood Governors, September 2024 |
| Copy obtainable from and/or distribution: | PA to the Headteacher |
| Date document issued: | November 2023 |
| Responsibility for dissemination to new staff: | Line Managers |
| Headteacher Target Audience: | All Staff; All Students; Parents; Commissioning Schools; Local Authorities |

Governors Note – October 2024

Awaiting updated DfE guidance at which point policy will receive it's annual review.

Policy Review

This policy will be reviewed **Annually**.

Scope

In accordance with DfE guidance this policy: -

- defines relationships and sex education
- sets out the subject content, how it is taught, and who is responsible for teaching it
- describes how the subject is monitored and evaluated
- includes information about a parent's right to request that their child be excused from sex education within RSE only
- confirms the date by which the policy will be reviewed.

This policy outlines the schools' approach to teaching RSE. It should be read in conjunction with school policies on safeguarding and child protection, equality and anti-bullying.

Relationships and Sex Education (RSE)

RSE as just one part of a lifelong process of learning about relationships, emotions, sex, sexuality and sexual health. It involves acquiring information, for example, understanding how law applies to sexual relationships and furthermore, developing skills and forming positive beliefs, values and attitudes. Children and young people are growing up in an increasingly complex world, to give one example, living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way. RSE is given to all students in such a manner as to encourage them to have due regard to more considerations and the value of family life.

The Gryphon trust must provide RSE and Health Education to all students as per section 34 and 35 of the Children and Social work act 2017. Similarly, it must be delivered in line with DfE guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996. It recognises that parents and carers are the prime educators for children on many of these matters, however our aim is to complement and reinforce this role. It involves teaching children about sexuality, sexual health, relationships, consent, human rights and individual rights and responsibilities in relation to health. RSE must not promote early sexual activity or any particular sexual orientation.

RSE is facilitated in a manner that embraces the challenges of creating a happy and successful adult life, enabling our young people to make informed decisions about their well-being, health and relationships and to build their self-efficacy.

Our teaching of RSE will enable students to know what all healthy relationships look like, including those that are LGBTQ+. Students are explicitly taught what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. We aim to teach what is acceptable and unacceptable behaviour in relationships, to help students understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed. This content is delivered in a factual and age-appropriate way.

RSE is inclusive and accessible for all students. It upholds the protected characteristics of the Equality Act 2010 which are:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex, and
- sexual orientation

Approved outside agencies, with specialist knowledge may be utilised to assist in the delivery of current information as part of this programme. The providers have included Yellow Door, St. Giles Trust and the school's nursing team.

Curriculum – Content and Teaching

RSE does not encourage early sexual experimentation. It aims to teach young people to understand human sexuality and to respect themselves and others. It should enable young people to mature, build

their confidence and self-esteem. The RSE curriculum is developed to support students in becoming resilient, reflective and outward-looking individuals. The curriculum supports our students in developing safe, fulfilling and healthy sexual and non-sexual relationships, at the appropriate time. We aim to impart knowledge about safer sex and sexual health to ensure that our students are equipped to make safe, informed and healthy choices as they progress through adult life.

The PSHE/RSE curriculum is taught in a non-judgemental, factual way. It allows scope for students to ask questions in a safe environment, with teachers equipped to respond or find answers sensitively. The curriculum is sequential so that students are able to build on their knowledge and skills in an age-appropriate way.

FGM (Female Genital Mutilation) - Part of the statutory requirements for PSHE includes the teaching of FGM to secondary school pupils. Guidance states that schools should address the physical and emotional damage caused by FGM. Students should also know where they can find support and that it is a criminal offence to perform or assist in the performance of FGM. Furthermore, students should know that it is an offence to fail to protect a person for whom they are/will be responsible for from FGM. The Trust ensures that FGM is taught in a sensitive and safe environment. Students are equipped with the knowledge of where to find trusted adults and how they can report their concerns or problems. Student knowledge of FGM is not only an important part of their PSHE curriculum but also a critical element in their safeguarding.

Where visiting speakers are invited to support delivery of certain aspects of the RSE curriculum, they will be subject to the school's usual procedures for vetting visiting speakers. In addition, the member of staff responsible for the talk will brief them in advance regarding the school's safeguarding procedures including the duty of all visitors to report safeguarding concerns through the correct channels.

We will ensure a safe learning environment by requiring that appropriate ground rules are established for each session and clearly understood by all those that take part. These may vary depending on the age of the students but are likely to include: A general expectation of confidentiality and/or a gentle reminder to not share sensitive information that they are not comfortable with their peers. Staffing will be timetabled to help ensure that students have a trusted adult and a place of consistency and

support. Specific attention will be given to safeguarding children – see separate policy for detailed guidance.

We make reasonable adjustments to alleviate disadvantage and implement the SEND Code of Practice when planning for the provision of RSE and other subjects. All lessons are provided with appropriate guidance in how to adapt learning to support those with SEND. The School will refer to the SEND code of practice, where appropriate, and will also be aware that some students are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND.

In teaching RSE, we will ensure that the needs of all students, including those who are LGBTQ+ are appropriately met and that all students understand the importance of equality and respect. LGBTQ+ content has been specifically interwoven throughout the PSHE/RSE curriculum, it does not stand alone as a topic. All teaching will be sensitive and age appropriate, in both approach and content/time, space and support is offered to students exploring their personal identity and sexuality. For example, The Arnewood School has a safe place for LGBTQ+ students, there is a Wednesday drop-in session where designated members of staff are available to provide support. The Eaglewood School students are also invited to attend.

Further guidance is available from Miss K. Gain, Head of PSHE at Arnewood School and Mrs C. Whitlock, Head of PSHE and Assistant Headteacher of Personal Development at The Eaglewood School. The government website for RSE also provides clear insight. It can be found at: -

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sexeducation-rse-and-health-education/introduction-to-requirements>

Monitoring and Evaluation

The RSE curriculum and its delivery is monitored by the Heads of PSHE and senior line managers in line with the PHSE Association. Staff and students are surveyed in order to evaluate the effectiveness of the delivery and impact of PSHE lessons. Lessons are adapted where appropriate, given particular needs of a given cohort. We recognise RSE can be particularly important for those with social, emotional and mental health needs or learning disabilities, and such factors will be taken into consideration when designing and teaching the RSE curriculum. In teaching RSE, we will ensure that

the needs of all students are appropriately met and that all students understand the importance of equality and respect. All teaching will be sensitive and age appropriate, in both approach and content.

The Gryphon Trust regularly reviews and evaluates the school curriculum – its intention, implementation and impact. This process assures that we comply with the Equality Act 2010. The Gryphon Trust aims to ensure no unlawfully discrimination against pupils 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) is permitted/We will also be conscious of issues such as everyday sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled.

Parent's/Carer's Rights

We recognise that parents and/or carers play a key role in teaching their children about relationships and sex. Our schools aim to work with parents and carers to support them in preparing their children for happy and fulfilled relationships in adult life.

Parents and carers have a right to request to withdraw their child from sex education delivered as part of RSE in secondary schools which, unless there are exceptional circumstances, we shall grant up to three terms before their child turns 16. At this point, if the child themselves wishes to receive sex education rather than be withdrawn, the school will plan for this to happen in one of the three terms before the child turns 16 - the legal age of sexual consent. Requests for withdrawals should be put in writing using the form found in the Appendix of this policy and addressed to the headteacher. Withdrawals will be considered on a case-by-case basis and in consultation with professionals. A copy of withdrawal requests will be placed in the student's educational record.

There is no right to withdraw from relationships education or health education at secondary school as the government maintains the contents of these subjects – such as family, respectful relationships (including friendships), safety (including online safety) – are important for all children to be taught.

Appendix 1 - Mapping of Curriculum Content

The principal aim of the RSE curriculum is to teach children about sexual health, relationships, consent, sexuality, human rights and individual rights and responsibilities in relation to health. Relationships and sex education is delivered to all students in such a manner as to encourage them to have due regard for moral considerations and the value of family. RSE is underpinned by a wider, deliberate cultivation and practice of resilience and character in the individual. Through our PSHE programme and our pastoral care we aim to foster the personal, moral, spiritual, social and cultural development of our students, as well as helping to enhance their ability to cope with life and its demands. Our curriculum is designed to celebrate diversity and foster an inclusive school environment. Students learn and understand the value of being outward looking, tolerant and understanding of others. They are aware that this is crucial to keeping each other safe. Students are aware of their duties as citizens and the legal provisions that protect them. Our relationship education demonstrates to students that there are many different types of families and relationships and they are all important to our society.

PSHE (PATHWAYS)– Yearly Overview – **Key Stage 3** –Two lessons a week

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 |
|---------------|--|---|--------|--------|---|---------------------------|------------|---------------------------------------|-----------------------|-------------------------|--------------------|---------|
| Autumn | Pathways Introduction | Families | | | *Respectful relationships Including friendships | | | | Assessment | Financial Decisions (£) | Healthy Lifestyles | |
| Spring | Being safe | Intimate and sexual relationships (including online activity) | | | | | Assessment | Careers Block/ Record of Achievements | | | | |
| Summer | *Mental Health and Well-being (Resilience Programme) | | | | Assessment | Drugs alcohol And tobacco | | | Health and prevention | | Final Assessment | |

- * Extended for social / emotional need of our students
- (£) Living to a budget

(Physical health and Fitness – covered in P.E)

(Basic First Aid and Changing Adolescent Body – Covered in Science)

(Healthy Eating – Covered in Food Tech)

(Online Safety – Covered in ICT)

PSHE (PATHWAYS)– Yearly Overview – **Key Stage 4** – One lesson a week

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 |
|--------|---|----------|--------|--------|---------------------|--------|---|--|--------|--------------------|---------|------------------|
| Autumn | Pathways Introduction | Families | | | | | | Respectful relationships Including Friendships | | | | |
| Spring | Respectful relationships Including Friendships... continued | | | | Being Safe | | Intimate and sexual relationships (recap) | | | Living to a budget | | Final Assessment |
| Summer | *Well-being Stress and time Management | | | | Gaps in Learning(+) | | | | | | | |

- * Exam prep
- (+) gaps in learning based on final Assessment

(Physical health and Fitness – Gym opportunity)
(Basic First Aid – Covered in Science)
(Independent living – Covered in Food Tech)
(Online Safety – Assessed in ECDL)
(Fertility, Development of a baby, Contraception, STI's – Covered in Science)