



Oaklands School

“The best for all, the best from all”

Relationships, Sex and Health Education Policy

(RSHE)

Date reviewed:	Headteacher Signature:	Headteacher Name:	Governor Signature:	Governor Name:	Policy to be signed off at Full GB meeting: YES/NO	Policy Review Date:

Relationship and Sexual Health Education (RSHE) is lifelong learning about physical, sexual, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care in family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

Aims

- To be an integral part of the lifelong learning process, beginning in early childhood and continuing into adult life.
- To be an entitlement for all young people.
- To encourage every student to contribute to our community, and aims to support individuals as they grow and learn.
- To encourage students and teachers to share and respect each other's views. We are aware of different approaches to sexual orientation, without the promotion of any particular family structure. The essential values are love, respect and care for each other.
- To generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment.
- To recognise that parents/carers are the key people in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents/carers and students, consulting them about the content of programmes.
- To recognise that the wider community has much to offer and we aim to work in partnership with health professionals, social workers, peer educators and other mentors or advisers.

Objectives

We are committed to the provision of RSHE for all our pupils. Our whole school and curriculum provision aims to respond to the diversity of all pupil's cultures, faiths, sexuality and family backgrounds and we will strive to ensure that all pupils are treated fairly, without discrimination or bullying on the grounds of race, religion, colour, language, culture, social circumstances, appearance, sexuality, ability or disability. The aim of RSHE is therefore to provide balanced, factual information about human reproduction, together with consideration of the broader emotional, ethical, religious, and moral dimensions of sexual health. Our RSHE programme prepares students for an adult life in which they can:

- Develop positive values and a moral framework that will guide their decisions, judgments and behaviour.
- Have the confidence and self-esteem to value themselves and others and have the skills to judge what kind of relationship they want.

- Understand the consequences of their actions and behave responsibly within sexual and pastoral relationships
- Avoid being exploited or exploiting others or being pressured into unwanted or unprotected sex
- Communicate effectively by developing appropriate terminology for sex and relationship issues
- Develop awareness of their sexuality and understand human sexuality; challenge sexism and prejudice, and promote equality and diversity
- Understand the arguments for delaying sexual activity
- Understand the reasons for having protected sex
- Have sufficient information and skills to protect themselves and, where they have one, their partner from uninvited/unwanted conceptions and sexually transmitted infections including HIV
- Be aware of sources of help and acquire the skills and confidence to access confidential health advice, support and treatment if necessary
- Know how the law applies to sexual relationships

Sex and Relationship Education has three main elements:

Attitudes and Values

- Learning the importance of values, individual conscience and moral choices
- Learning the value of family life, stable and loving relationships and marriage
- Learning about the nurture of children
- Learning the value of respect, love and care
- Exploring, considering and understanding moral dilemmas
- Developing critical thinking as part of the decision-making
- Challenging myths, misconceptions and false assumptions about normal behaviour

Personal and Social Skills

- Learning to manage emotions and relationships confidently and sensitively
- Developing self-respect and empathy for others
- Learning to make choices with an absence of prejudice
- Developing an appreciation of the consequences of decisions made
- Managing conflict
- Empower students with the skills to be able to avoid inappropriate pressures or advances (both as exploited or exploiter)

Knowledge and Understanding

- Learning and understanding physical development at appropriate stages
- Understanding human sexuality, reproduction, sexual health, emotions and relationships
- Learning about contraception and the range of local and national sexual health advice, contraception and support services

- Learning the reasons for delaying sexual activity, and the benefits to be gained from such delay
- The avoidance of unplanned pregnancy

Organisation and Content of Relationship and Sexual Health Education

Oaklands School delivers Relationship and Sexual Health Education through its RSHE programme at KS3 and KS4.

Much of the Sex and Relationship Education at Oaklands School takes place within RSHE lessons. Staff generally deliver the RSHE curriculum with support from professionals where appropriate. RSHE lessons are set alongside the broader context of the PSHE curriculum and focus more on the emotional aspects of development and relationships, although the physical aspects of puberty and reproduction are also included. The Science National Curriculum is delivered by staff in the Science department. These lessons are more concerned with the physical aspects of development and reproduction, although the importance of relationships is not forgotten.

The PSHE Programme and Science National Curriculum are taught in every year alongside RSHE lessons.

Any RSHE lesson may consider questions or issues that some students will find sensitive. Before embarking on these lessons, ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson. When students ask questions, we aim to answer them honestly, within the ground rules established at the start of the sessions. When it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the students, the question may be dealt with individually at another time.

Assessment is carried out at the end of every module and involves the teacher, student and peer assessment of knowledge and understanding, interpersonal skills, and attitudes.

We may invite guest speakers to talk on issues related to sex and relationships. It is our experience that certain subjects are better received when delivered by an expert or experienced health professionals who can challenge a student's knowledge and perceptions. A teacher will be present throughout these lessons. Visiting speakers will be given a copy of this policy and expected to comply with the guidelines outlined within it.

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. The Headteacher will respond to parental requests and concerns.

Sexual Identity and Sexual Orientation

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

The right to be excused from certain lessons of RSHE

Some parents prefer to take responsibility for aspects of this element of education. They have the right to excuse their children from all or part of the sex education except for those parts included in the statutory National Curriculum (i.e. in Science lessons) and that which is Relationship education. We would make alternative arrangements in such cases. Parents are encouraged to discuss their decisions with Headteacher at the earliest opportunity.

Confidentiality, Controversial and Sensitive Issues

Teachers cannot offer complete confidentiality. In a case where a teacher learns from an under 16-year old that they are having or contemplating sexual intercourse:

- The young person will be persuaded, wherever possible, to talk to parent/carer and if necessary to seek medical advice.
- Child protection issues will be considered and to the Designated Safeguarding Lead under the school's procedures.
- The young person will be appropriately counselled about contraception, including precise information about where young people can access contraception and advice services.

Monitoring, evaluation and review of the curriculum

It is the responsibility of the RSHE Coordinator to oversee and organise the monitoring and evaluation of RSHE, in the context of the overall school plans for monitoring the quality of teaching and learning. The RSHE programme will be treated as a subject department in this exercise, under which all departments undertake self-evaluation.

The Governors are responsible for overseeing, reviewing and organising the revision of the Sex and Relationship Education Policy.

Ofsted is required to evaluate and report on the spiritual, moral, social and cultural development of students. The evaluation includes assessing and commenting on the school's sex and relationship education policy, and on support and staff development, training and delivery.

While the school cannot provide it, we must ensure that young people know where to seek confidential advice, counselling and treatment. Pupils are guided towards health professionals and specialist agencies as required.