

St Martin-in-the-Fields High School for Girls

A CHURCH OF ENGLAND ACADEMY
Service Compassion Justice Perseverance



RELATIONSHIP AND SEX EDUCATION (RSE) AND HEALTH EDUCATION

APPROVED:
DATE TO BE REVIEWED:

Relationships and Sex Education Policy

Contents:

- 1. Introduction**
- 2. Aims**
- 3. Statutory Guidance**
- 4. Delivery of the Programme**
- 5. Different Faiths and Religious Education**
- 6. Assessment**
- 7. Monitoring and Evaluation**
- 8. External agencies**
- 9. Confidentiality in RSE- Safeguarding Children**
- 10. Withdrawal Process**

1. Introduction- School Ethos and Vision

St Martin-in-the-Fields High School for Girls is aware that young people are growing up in an increasingly complex world and 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.

At St Martin-in-the-Fields we have the following school ethos:

To create a safe, caring, happy and inclusive community underpinned by our Christian values of service, compassion, justice and perseverance and our motto **CARITATE ET DISCIPLINA - WITH LOVE AND LEARNING** which come from the story of St Martin of Tours. Central to this is our school Bible verse from the book of Corinthians.

Love is patient, love is kind. It does not envy, it does not boast, it is not proud. It does not dishonour others, it is not self-seeking, it is not easily angered, it keeps no record of wrongs. Love does not delight in evil but rejoices with the truth. It always protects, always trusts, always hopes, always perseveres. Love never fails.

1 Corinthians 13:4-8

Aims:

As a Church of England School, we believe that all children are made in the image of God and loved by God unconditionally. As Christian educators we acknowledge that our role is to help each unique individual to fulfill their potential in all aspects of their personhood. Our aim is that all may flourish and have an abundant life in all aspects.

‘Good schools foster confidence, delight and discipline in seeking wisdom, knowledge and truth, understanding, know-how and the skills needed to shape life well’.

(Church of England Vision for Education)

At St Martin-in-the-Fields High School for Girls will cover the below:

- Knowing what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage and civil partnership.
- Developing intimate relationships and resisting pressure to have sex (and not applying pressure);
- What is acceptable and unacceptable behaviour in relationships which will help students understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and how these situations can be managed;
- Sexual education, including consent, contraception, sexual health and support

St Martin-in-the-Fields High School for Girls’ will provide clear progress from what is taught in Primary School and as students mature, extend teaching to include intimate relationships at an appropriate time. Students will also be taught about family relationships and friendships.

3. Statutory Guidance

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 made under sections 34 and 35 of the Children and Social Work Act 2017 make Relationships Education compulsory for all students receiving primary education and Relationships and Sex Education (RSE) for all students receiving secondary education.

4. Delivery of the Programme

Our Relationships Sex Education Programme is covered within our curriculum and forms a significant part of our wellbeing programme. It's aim is to empower students to make informed and sensible choices around relationships, their sexual health and their wellbeing. We believe that every child matters and valuing, respecting and honouring the diversity of humanity that has been created by God is central to this. Our programme offers high quality, well resourced, evidence-based and age-appropriate teaching that helps students prepare for the opportunities, responsibilities and experiences of adult life as well as promoting spiritual, moral, social, cultural, mental and physical development of students both at school and in society.

The following themes will be taught:

- ***Relationships and Sex Education***
- ***Health and wellbeing***
- ***Living in the wider world***

Teaching will include sufficient, well-chosen opportunities and contexts for students to practice applying and embedding new knowledge so that it can be used skilfully and confidently in real life situations. St Martin-in-the-Fields High School will seek out support from external agencies to provide sessions with groups of students on key topics, such as LGBT, consent and sexual health, to provide students with the most up to date and specialist delivery possible.

The Head of Wellbeing will work closely with colleagues in related curriculum areas to ensure Relationships, Sex and Health education programmes complement each other to provide students with a robust education.

5. Differing Faiths and Religious Education

As a Church of England School, St Martin-in-the-Fields High School for Girls' works to ensure that an understanding of students' faith backgrounds and positive relationships between the school and local faith communities helps to create a constructive context for the teaching of RSHE. In planning the curriculum and delivering RSE content, the religious background of all students is taken into account in a faith-sensitive and inclusive way.

We understand and appreciate differences within and across the teachings of the faith and other communities the school serves. We afford dignity and worth to the views of students from the faith and other communities represented in the school as part of ensuring that the Equality Act of 2010 is applied in the school.

We ensure that all curriculum work and debate must be respectful to all groups, whether present or not present in the classroom. British values and the law, including respect for

difference and rejection of hate crime is very clearly taught. Students must understand that a person's religious belief never justifies a display of hurtful behaviour or expressed hostility toward any individual.

Where views have been expressed that may increase the vulnerability of any individual or group within the class, the school is responsible to ensure the safety and wellbeing of these vulnerable students and to fully address any prejudice related incident that may have occurred to prevent recurrence.

6. Assessment

Assessment in SRE uses the PSHE Association framework for guidance. Teachers use Assessment for Learning tools to assess students' knowledge and understanding based on learning objectives linked to the end of key stage statements for PSHE.

7. Monitoring and Evaluation

RSE and Health Education holds the same status as all mandatory curriculum subjects, including in the way it is managed, funded, resourced, assessed, recorded and reported.

The curriculum will be monitored termly through learning walks and book scrutinies. Feedback will also be gathered from multiple school 'stakeholders' including staff, parents and carers and most importantly, by listening to our young people. Their concerns and needs are the key driver for improvement.

The schemes of work will be evaluated termly by the Head of wellbeing. The curriculum will be amended to ensure it meets the needs of all learners, including responding to local trends and current affairs.

Student, Staff and Parental Involvement:

Students:

- Student voice will be taken termly with a focus on RSE and wellbeing lessons
- Student assessment quizzes are carried out at the end of each topic
- Student voice and views will also be taken through student council

Parents:

- The policy is available on the website and parents are encouraged to provide feedback to the school
- A parental consultation will be arranged regarding the new RSE curriculum
- Parent workshops to inform them about the curriculum, its benefits for students and the schools' approaches to RSHE
- Support provided to parents so that they are able to discuss issues raised in lessons at home

Staff:

- Staff voice is taken at the end of every term, focusing on RSE and wellbeing lessons
- Staff are provided with the policy to give them the opportunity to provide feedback
- Staff training is provided by the Head of wellbeing and by external agencies, where appropriate.

8. External agencies:

St Martin-in-the-Fields High School for Girls' is aware that working with external agencies will enhance the delivery of RSE and bring their expertise or personal stories to enrich student's learning. Resources will be assessed by the curriculum leader beforehand who will ensure that the teaching delivered fits with the planned programme and that the content is age-appropriate and accessible for all students. These sessions will take place during wellbeing lessons wherever possible.

The classroom teacher should always manage this learning, ensuring that learning objectives and outcomes have been agreed in advance. Teachers should always be present in the session to maintain this and also collect the visitor from reception. The safety of the students is ensured by visitors and teachers by following the school's safeguarding policies.

9. Confidentiality in RSE- Safeguarding Children

St Martin-in-the-Fields High School for Girls' recognises that at the heart of RSHE, the focus is on keeping children safe. Teachers are required to adhere to the Academy's policy on confidentiality between themselves. Students should be reassured that their best interests will be maintained. However, teachers cannot offer or guarantee absolute confidentiality. If confidentiality has to be broken, the student should be informed first and then supported, as appropriate. When discussing issues in the classroom any disclosures from students that indicate the student is at risk must be reported by the teacher to the Designated Safeguarding Lead (DSL) who will decide whether parents should be informed, and any other action taken. Class teachers will not directly inform parents of disclosures. Teachers will recognise the importance of listening to the concerns of individual students.

10. Right to be excused from sex education:

As stated in the DFE guidance: Relationships and Sex Education(RSE) and Health Education- Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leaderships teams, teachers:

- Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of the statutory RSHE.
- Therefore, if a request is received from a parent/carer to excuse their child from sex education then:
- The Headteacher, before granting any such request, will discuss the request with the parent and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum.
- Following the discussions, except in exceptional circumstances, the Headteacher will respect the parents' request to withdraw their child, up to and until three terms before the child turns 16.
- After that point, if the child wishes to receive sex education rather be withdrawn, St Martin-in-the-Fields should make arrangements in order for that to happen.
- The Headteacher will ensure that where a student is excused from sex education, the student will receive appropriate, purposful education during the period of withdrawal.

Appendix

The DFE specifies that the following should be taught:

By the end of secondary school

Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary.

Families

Pupils 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 is, including their legal status – for example, that marriage carries 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 raising of children, including the characteristics of successful parenting.
- how to determine whether other children, 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), how to seek help or advice, including reporting concerns about others, if needed

Respectful relationships, including friendships

Pupils should know:

- the characteristics of positive and healthy friendships, in all contexts including online, such as:
 - trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict
 - reconciliation and ending relationships, this includes different (non-sexual) types of relationship
- practical steps they can take in a range of different contexts to improve or support respectful relationships
- how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (for example, 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 respect to others, including people in positions of authority and due tolerance of other people's beliefs
- 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

Online and media

Pupils should know:

- their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online
- 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, for example pornography, 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 a criminal offence which carries severe penalties including jail
- how information and data is generated, collected, shared and used online

Being safe

Pupils should know:

- the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, 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, in all contexts, including online

Intimate and sexual relationships, including sexual health

Pupils 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, for example 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 and menopause

- 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, efficacy 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 and AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing
- about 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

The Law

It is important to know what the law says about sex, relationships and young people, as well as broader safeguarding issues. This includes a range of important facts and the rules regarding sharing personal information, pictures, videos and other material using technology. This will help young people to know what is right and wrong in law, but it can also provide a good foundation of knowledge for deeper discussion about all types of relationships. There are also many different legal provisions whose purpose is to protect young people and which ensure young people take responsibility for their actions.

Pupils should be made aware of the relevant legal provisions when relevant topics are being taught, including for example:

- marriage
- consent, including the age of consent
- violence against women and girls
- online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, etc.)
- pornography
- abortion
- sexuality
- gender identity
- substance misuse
- violence and exploitation by gangs
- extremism and radicalisation
- criminal exploitation (for example, through gang involvement or 'county lines' drugs operations)
- hate crime
- female genital mutilation (FGM)