



NOTTINGHAM GIRLS' ACADEMY



Relationships, Sex and Health Education (RSHE) draft policy

(PSHE is delivered at NGA, the PSHE curriculum incorporates Relationships and Sex Education (RSE) and Health Education (HE) this is described in the policy as RSHE.

DRAFT

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Reviewer: Mrs R Turner-Ramadan

Name of PSHE Coordinator: Ms Moreno

Name of PSHE Academy Council Member: Mr Holyk

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Introduction

This policy outlines our school's commitment to provide effective Relationships, Sex and Health Education for all pupils in support of that offered by parents and carers, who are the first educators of their children in this area. It has been written with regard to the DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education (RSHE) guidance 2019 and other relevant guidance documents and statutory requirements.

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, Sex and Health Education compulsory for pupils receiving secondary education.

The RSHE teaching in this school contributes to our statutory duty to safeguard pupils and prepare them for the responsibilities and experiences of adult life. RSHE is taught in a progressive, sequenced, age-appropriate manner throughout the school.

Formulation, dissemination, monitoring and review of policy

The RSHE policy and the curriculum mapping documents have been developed following consultation with the whole school community. Consultation has and will continue to take place in the following ways:

- Student council discussion
- Staff consultation on draft policy and resources
- Parent consultation on a draft policy and resources via an online survey
- Academy Council presentation on our plans to meet statutory requirements in September 2020.

In developing our policy and curriculum we have given due regard to the government's statutory guidance for RSHE issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996. The RSHE policy will be available on the school website and free of charge to interested parties via school reception.

The RSHE policy and RSHE curriculum will be reviewed annually by the PSHE Coordinator and Academy Council. This review will be informed by the following:

- Pupil and staff evaluation of the programme
- Pupil assessment
- Quality Assurance procedures
- Changes in legislation and guidance
- Parent feedback (gathered through surveys, parent evenings and focus groups).

What is RSHE?

RSHE is lifelong learning about physical, moral and emotional development. Through RSHE, pupils learn about healthy relationships, diversity, respect, love and commitment, healthy lifestyles, safety both on and offline, puberty, sex, sexuality and sexual health. There is often concern that RSHE will encourage sexual experimentation; however, evidence shows that those who receive comprehensive RSE at school are more likely to delay their first sexual activity and to use contraception when they do have sex¹. At secondary level we are building on the foundations of skills and knowledge that pupils have learnt at primary school.

Our key aim in providing RSHE throughout the school is to safeguard our pupils. During their time at this Academy pupils will learn key knowledge and skills to help keep themselves, and others, safe, healthy, and prepare them for the responsibilities of adult life. RSE is not about the promotion of sexual activity.

¹ Please visit the following link which provides a summary of the research evidence relating to Sex and Relationships Education (SRE) and how it affects the teenagers' behavior regarding sexual activity:
<https://www.sexeducationforum.org.uk/sites/default/files/field/attachment/SRE%20-%20the%20evidence%20-%20March%202015.pdf>

Why RSHE is important in our school

At Nottingham Girls' Academy we believe in creating a community empowered with the qualities, skills and qualifications to enter the next phase of life with confidence and ambition. We want the pupils who leave our academy to have choice, to be well rounded, self-confident and proud of who they are. To think both locally and globally. RSHE is a vital part of the curriculum, which empowers the pupils to make healthy, safe and well-considered choices.

We acknowledge that not all parents and carers feel confident or comfortable talking to their children about this area, therefore, our work in school ensures that all pupils have a standard level of education about key aspects needed to keep safe and make positive, informed and healthy choices. Learning the correct information from credible sources, external providers and educated staff will enable them to be successful in their personal life, their education and their future prospects.

Key Objectives

Our RSHE programme will focus on three elements: exploring attitudes and values; developing skills; and, improving knowledge and understanding. We aim to develop well-rounded individuals who respect themselves and others, are able to communicate effectively and take responsibility for their actions.

The key objectives of our RSHE programme are to:

- Develop knowledge and understanding of what positive and healthy relationships look like and the skills to form nurturing relationships or all kinds, not just intimate relationships
- Enable pupils to recognise unhealthy relationships and abuse and have the knowledge and skills to seek help for themselves or others
- Give pupils the knowledge and skills to make informed, healthy decisions about their mental and physical health
- Prepare pupils for the opportunities, responsibilities and experiences of adult life
- Develop an awareness and understanding of relevant laws, for example, those around consent, sexual violence, rape, drugs, and image-sharing
- Develop knowledge and understanding of human sexuality and sexual health, including Sexually Transmitted Infections, sexual orientation, contraception and reasons for delaying sexual activity
- Support pupils to develop a positive sense of their own identity, showing respect for themselves and others, and having resilience
- Support pupils to keep safe, both online and offline, including assessing the risks and benefits of their actions and recognising that pressures and influences come from a range of sources
- Provide pupils with the knowledge and skills to access appropriate support.

The RSHE programme is based on the needs of pupils in the school; a consultation with Student Council has been carried out and some modifications have been made to the RSHE mapping documents to ensure learning outcomes are appropriate to their age, ability and level of maturity. We will also be surveying pupils termly to assess areas that pupils may need to cover in more detail or particular areas that pupils feel are pertinent to our community. RSHE will be firmly embedded within our broader curriculum areas, including Science, PE, and IT. In addition, a more focused content will be delivered, through PSHE days, a structured tutor-time scheme of work for each year group and weekly assemblies.

Equality, Inclusion and Support

We are required to comply with the requirements of the Equality Act 2010. Our school values diversity, encourages respect for all and promotes tolerance for, and celebration of, difference. We do not discriminate against pupils because of any protected characteristic (age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation). At times, when there is an identified need, we may take positive action through our planning and delivery of RSHE to deal with disadvantages facing those with a particular characteristic.

RSHE will be accessible to all regardless of their gender. Through the delivery of RSHE teachers will explore gender stereotypes and how they may limit a person's potential and ensure that people of all genders receive information that is relevant to their needs.

There are many different faith and cultural perspectives on aspects of RSHE. As a school, we will deliver RSHE in a factual, non-judgmental way ensuring that teachers do not promote one faith or cultural viewpoint. They will provide a balanced approach that acknowledges the wealth of views and opinions of our community and teaches tolerance and at times in our programme we will explore different faith perspectives. Parents and carers are key partners in RSHE and are best placed to support their children to understand how learning at school fits with their family's faith, beliefs and values. To support this process we will ensure that parents and carers are made aware of what will be taught in our RSHE programme and when. Our curriculum mapping documents are published on the website and parent consultation is taking place in the summer term of 2020 through online questionnaires on these.

We will use a range of materials and resources that reflect the diversity of our school population and encourage acceptance and tolerance. We want every pupil and family to feel included, celebrated, respected and valued.

Heads of Year and staff involved on the PSHE days will plan in different ways and use a variety of teaching strategies to meet the needs of individuals. For some pupils, particularly those with Special Educational Needs and Disabilities, a differentiated approach may be necessary to ensure learning outcomes are met; again, this will be shared with parents and carers and a plan developed. Some pupils may have experienced adverse childhood experiences that may affect their ability to engage with RSHE in a variety of ways. Care will be taken to ensure that, where this is the case, parents and carers are consulted about the most appropriate way for the pupil to access the curriculum.

A range of different families and relationships will be explored within RSHE, including same-sex relationships. Referencing a range of relationships will be integral to our programme of RSHE. All pupils, whatever their identity, developing identity, or family background, need to feel that RSHE is relevant to them and sensitive to their needs. This means that resources and books used will reflect both our school community and wider society.

The Curriculum

RSHE will be taught in each year group throughout the school. The curriculum we deliver is age-appropriate and progressive, building the pupil's knowledge, understanding and skills year on year. We work to objectives in each year group that support the achievement of outcomes outlined in the government RSHE guidance. You can find the learning objectives and impact for each year group on the mapping documents that are published on the website.

Some elements of RSHE are delivered through national curriculum Science:

Key Stage 3

Pupils should be taught about:

- reproduction in humans (as an example of a mammal), including the structure and function of the male and female reproductive systems, menstrual cycle (without details of hormones), gametes, fertilisation, gestation and birth, to include the effect of maternal lifestyle on the fetus through the placenta.
- The effects of recreational drugs (including substance misuse) on behaviour, health and life processes
- Comparing energy values of different foods (from labels) (kJ)

Key Stage 4

Pupils should be taught about:

- the relationship between health and disease
- communicable diseases including sexually transmitted infections in humans (including HIV/AIDs)
- reducing and preventing the spread of infectious diseases in animals and plants
- the impact of lifestyle factors in the incidence of non-communicable diseases
- hormones in human reproduction, hormonal and non-hormonal methods of contraception
- sex determination in humans

In addition to the Science curriculum we will work towards the outcomes outlined in the Government's RSHE Guidance, under the headings shown below. Each topic will be covered in an age-appropriate way during a pupil's time at the school, with regular repetition of key themes. These elements will be delivered through RSHE days, tutor time sessions and assemblies. Learning will also be supported through cross-curricular approaches:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships including sexual health
- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy Eating
- Drugs, Alcohol and Tobacco
- Health and Prevention
- Basic First Aid
- Changing adolescent body

The curriculum will be evaluated and reviewed by pupils and staff on a regular basis, this will be conducted through Student Council meetings and online questionnaires to both staff and pupils. We will welcome parents and carers ideas and evaluations throughout the year too.

Resources

As with any other subject, the breadth of the RSHE curriculum necessitates the use of a wide variety of age-appropriate activities, textbooks and resources. We offer opportunities for parents and carers to familiarise themselves with the content of RSHE through our dedicated page on the website ([click here to go to the PSHE page](#)). This page is updated throughout the academic year to keep you informed of any amendments and particular resources that you might find useful.

Teaching and Learning

Our PSHE Coordinator is responsible for guiding Heads of Year on planning lesson content and providing relevant resources to all teaching staff who deliver the sessions during tutor time. Teaching Assistants and support staff may provide additional support for pupils with SEND in mainstream lessons, while a small number of pupils with specific SEND will follow an Alternative Curriculum PSHE Programme provision in LANES. Everyone involved in the teaching of RSHE will follow the school policy.

The personal beliefs and attitudes of staff will not influence the delivery of RSHE. A balanced and non-judgmental approach will be taken. Staff, and all those contributing to RSHE, will work to the agreed values within this policy.

To ensure that all pupils feel able to contribute effectively to RSHE, a number of teaching strategies will be used, including:

- Establishing a group agreement with pupils
- Using 'distancing' techniques (e.g. case studies and role-play)
- The provision of a 'question box' during each planned session.
- Dealing with questions in an age-appropriate manner
- Using discussion and appropriate materials
- Encouraging reflection
- Deliver RSE in a sensitive way
- Modelling positive attitudes to RSE

RSHE will be delivered all year round – parents and carers will be informed of what will be covered and when via our dedicated page on the website.

External speakers

We use one drop down day per year group to deliver specific parts of the curriculum. These days are tailored to the needs of our pupils after consulting with the Heads of Year, as they are based on the current needs of each year group.

We may use outside visitors to enhance the RSHE provision delivered by Staff. We plan these inputs carefully to ensure effectiveness. All visiting speakers will:

- be suitably qualified to deliver RSHE sessions
- be aware of the school policy on RSHE and work within this
- be supervised by a member of staff at all times when on school premises
- alert the teacher to any safeguarding concerns
- understand their contribution they make to the broader RSHE programme
- be suitably vetted prior to being booked

Safe learning in RSHE

It is important that all pupils feel safe and able to participate in RSHE lessons. To support the involvement of all pupils, teachers and other members of staff will create a group agreement with each class outlining expectations around rights, responsibilities and respect. The group agreement will be a working document that all pupils agree to follow.

As with any topic, pupils will ask questions during RSHE to further their understanding. Due to the sensitive nature of the topic, staff will employ strategies to ensure that questions are asked and answered in a factual, balanced and age-appropriate way. The group agreement will remind pupils that personal questions of the teacher or other pupils are not appropriate.

Some staff may feel it is appropriate to use a 'question box' to allow all pupils an opportunity to write questions down if they do not choose to ask these in front of the whole class.

Staff will use the following strategies to deal with unexpected questions:

- If a question is personal, the teacher will remind pupils of the rules set in the group agreement
- If the teacher does not know the answer to a question, the teacher will acknowledge this and will research the question and provide an appropriate answer later.

Sometimes pupils may ask questions about issues that are not part of the planned programme; this could show that the taught curriculum is not meeting their needs. These questions will be answered in a factual and balanced manner appropriate to the age of pupils. The questions will also be passed onto the PSHE Coordinator as part of the evaluation and monitoring process.

Staff training

All staff delivering RSHE will receive training. If a staff member has additional learning and development needs these will be supported through; mentoring from a more experienced staff member in school, team-teaching, observations, or attendance at an internal or external training event. Training on more specific RSHE topics will take place as and when required to support the needs of staff, pupils and the school as a whole.

Assessment and Review

Pupils will do an online evaluation on the content delivered each term, in order to track their understanding of the content delivered and identify gaps in their knowledge. This will inform future changes to the provision that pupils receive in order to address these gaps.

Parents and Carers

We believe that RSHE is a partnership between school and parents and carers. We recognise that parents and carers are the first teachers of their children and welcome their engagement with our RSHE programme. It is important that RSHE delivered in school is explored in more detail within the context of individual families. Parents and carers will be able to access the RSHE mapping documents through the school website where it will be explained when RSHE will take place in different year groups and what will be covered.

We will also consult with parents and carers on an annual basis about any needs they may have in relation to our RSHE programme – using parent and carer satisfaction questionnaires that will be made available to all.

Right to withdraw from Sex Education

Whilst we always try to work with parents and carers to explore their views, we also accept that parents and carers can exercise their right to excuse their child from the sex education elements of our programme (other than that which comes within the Science curriculum). There is no right to withdraw from Relationships Education or Health Education.

The parts of our programme related to sex education will be delivered mostly on drop down days by external providers who will work closely with our staff. The RSHE we provide is planned to meet the needs of all pupils and give them the knowledge and skills they need to lead healthy lives. Withdrawing pupils from Sex Education can be detrimental and lead to them receiving less accurate, second-hand information from peers.

Requests for withdrawal Sex Education should be put in writing using the form found in Appendix 2 of this policy and addressed to the Principal, who will then arrange to speak with parents and carers to explore their views and ensure that the nature and purpose of Sex Education is understood. A written record will be kept of this discussion. Except in exceptional circumstances, the school will respect a parent's right to excuse their child up until three terms before a pupil's 16th birthday when the child can choose to be included in Sex Education.

The process above is the same for pupils with SEND; however, in exceptional circumstances, the Principal may take account of a pupil's specific needs arising from their SEND when agreeing or not any application to be excused.

A copy of withdrawal requests will be placed in the pupil's educational record. The Principal will discuss the request with parents and take appropriate action. Staff will plan appropriate, purposeful education for pupils who are withdrawn from sex education.

Confidentiality, Safeguarding and Child Protection

Everyone involved in RSHE will be clear about the boundaries of their legal and professional roles and responsibilities. Staff will discuss confidentiality with pupils through the development of a group agreement at the start of lessons, making it clear that teachers cannot offer unconditional confidentiality. Pupils will be informed if their confidentiality is at risk due to safeguarding concerns, and support will be provided, as appropriate, as per our safeguarding procedures.

Through taught lessons, staff will signpost pupils to sources of confidential local and national support services. When we receive external visitors, they are bound by their own professional code of conduct and they will report any safeguarding concerns to their superiors.

The school nurse is available at different points during the week to support the pupils and will report any safeguarding concerns if necessary.

Menstrual wellbeing

Pupils who are menstruating will be supported in the following ways:

- Sanitary disposal units are available in female and unisex/accessible toilets.
- Pupils can access emergency sanitary products from their Heads of Year.
- For those experiencing period poverty, free sanitary protection can be accessed from their Heads of Year.

More information

If you would like to discuss our provision of RSHE further, please contact *Assistant Principal, Mrs Turner-Ramadan*, via email: rtuner-ramadan@nottinghamgirlsacademy.org

Please access the *DfE Link to Government Guidance for Parents and Carers* <https://www.gov.uk/government/publications/relationships-sex-and-health-education-guides-for-schools>

If you have a complaint about any aspect of our RSHE provision, please follow the school's Complaints Procedure.

Appendix 1 – Curriculum Mapping documents ([click here to go to the PSHE page](#))

Term 1: Health and Wellbeing curriculum mapping document

Term 2: Relationships and Sexual Education Curriculum Mapping Document (**information highlighted in green is the Sexual Education content**)

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Appendix 2 – Parent and Carer Form – Withdrawal from Sex Education within the RSE Curriculum

TO BE COMPLETED BY PARENTS/CARERS			
Name of child		Tutor Group	
Name of Parent/Carer		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent/Carer signature			
Parent/Carer contact details			
Phone number:			
Email address:			
TO BE COMPLETED BY THE ACADEMY			
Agreed actions from discussion with parents			
Principal signature			
Date			