

<p>Dronfield Henry Fanshawe School</p> 	<p>Policy No:C10</p>	Author:	LKE
		Committee:	Statutory
		Review Cycle:	Every two years
	<p>Relationships, Sex & Health Education Policy</p>	Initial Date Adopted:	Sept 09
		Latest Date Adopted:	November 2020
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		Review Date:	Nov 2022

Our school vision statement

Success with Care

Dronfield Henry Fanshawe School strives to provide a high quality educational experience for all students, through an enriching curriculum that enables them to acquire a deep knowledge of the world in which they live, so that they can develop a love for learning and can thrive personally, economically and academically, in life. The school aims to engage and inspire the students of today, from Y7-Y13, to grow and develop into rounded citizens that become positive, caring and successful members of society and are equipped to become the leaders of tomorrow. We aim to provide outstanding teaching which results in students being equipped with the skills, knowledge and attributes they require to live a happy, successful and productive life.

Purpose

At Dronfield Henry Fanshawe School we want students to:

- Be motivated and enjoy learning
- Develop a range of skills to equip them for a successful adult life, such as independence and ambition
- Be confident, responsible, happy and feel safe
- Be friendly, respectful, caring and polite
- Experience success every day

In a school:

- That fosters individual talents and abilities in every child
- That has high expectations for itself, its staff and students
- That celebrates success and achievement in all its forms
- That values the role parents and carers play
- That is continually striving to improve

Ownership

This Relationships, Sex and Health Education Policy has been created with the contributions of students, staff and Local Authority. This will be reviewed in line with further statutory changes, the needs of our students and through parent/carers consultation.

Targets

The DFE Policy paper, Introduction: RSHE and Health Education – June 2019, has set up to date guidance regarding the approach to RSHE.

At DHFS we believe that young people who feel good about themselves, and are knowledgeable and confident about sex and relationships, are likely to be more discerning in their relationships and sexual behaviours and more likely to have fulfilling relationships.

It is our goal to create a school where our young people feel good about themselves and are likely to be more discerning in their relationships and sexual behaviours and more likely to have fulfilling relationships. Success will be measured by reductions in risk-taking behaviour as monitored by an annual survey of students.

Policy

The term Relationships, Sex and Health Education (*RSHE*) is used in this policy rather than *sex education*. This is to stress that our approach goes beyond provision of biological information to focus on clarifying attitudes and values, and developing self-esteem and the skills to manage relationships.

This policy is in eleven parts: what is RSHE; the RSHE breakdown; how RSHE is delivered; guidance on teaching methods and resources; external agencies: equal opportunities; parental concerns and withdrawal of students; personnel; monitoring, evaluation and accountability; linked policies and linked laws.

What is RSHE?

Knowledge and understanding

- Learning and understanding physical development at appropriate stages.
- Understanding human sexuality, sexual health, emotions and relationships.
- Learning about a safe and healthy lifestyle based on accurate information.
- Learning about seeking appropriate help and advice.
- Learning about child sexual exploitation.
- Learning about the risks and impact of the misuse of social media and the internet, particularly around grooming and sexual imagery (sexting).

Attitudes and values

- Learning the importance of values and individual conscience and moral considerations.
- Learning the value of family life, stable and loving relationships for the nurture of children.
- Learning the value of respect, love and care.
- Exploring, considering and understanding moral dilemmas.
- Developing critical thinking as part of decision making.
- Learning to respect and value difference and diversity.

Personal and social skills

- Learning to manage emotions and relationships confidently and sensitively.
- Learning to manage change.
- Developing self-respect and empathy for others.
- Learning to make choices based on an understanding of difference and with an absence of prejudice.
- Learning to make informed choices.
- Developing an appreciation of the consequences of choices made.
- Managing conflict.
- Learning how to recognise and avoid exploitation and abuse.
- Learning about options and who to go to if things go wrong.

The RSHE breakdown

Many aspects of RSHE are interlinked and covered not only within PSHE, but also as a key focus within science through the key stages.

Relationship education

- Family and people who carer for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe
- Abusive relationships
- Promotes equal safe and enjoyable relationships
- LGBTQ+
- Gendered equality
- Sexuality

Health education

- Puberty – delivered in Y7/Y8
- Changes in the body – delivered in Y7/Y8
- Menstrual wellbeing/cycle

Sex education

- HIV/AIDS – Y9+
- Sexual transmitted infections/sexual health – transmission, prevention, testing – delivered in Y9+
- Intercourse – delivered in Y9+
- Contraception- delivered in Y9+
- Human sexual response – Y9+
- Masturbation – delivered in Y9+
- Pornography – delivered in Y10+

How RSHE is delivered?

1. Within the taught, age appropriate, spiral RSHE programme overseen by the PSHE curriculum leader.
2. Delivered by DHFS teaching staff from all subject disciplines
3. Through cross curricula areas
4. Assemblies
5. Through appropriate external agencies
6. Pastoral support for students who experience difficulties (please see Confidentiality Policy).
7. By the provision of appropriate information through leaflets and books.
8. Via drop in clinic or other forms of enhanced provision where appropriate.
9. Delivery in response to incidents
10. Enrichment Days

Guidance on Teaching Methods and Resources

Continuity and progression will be ensured through the adoption of a whole school approach to curriculum planning, overseen by the PSHE Curriculum Leader.

RSHE is conducted in a safe learning environment using the ground rules and distancing techniques, so that students are not put on the spot or expected to discuss their own personal issues in class. For example:

- No one (teacher or students) should be expected to answer a personal question.
- No one will be forced to take part in a discussion.
- The scientific names for body parts will be used.
- The meanings of words will be explained in a sensible and factual way.

Active learning methods which involve children's full participation will be used.

RSHE takes place within both mixed sex classes or single gender groups as deemed appropriate and relevant. Visitors such as the school nurse do at times supplement the RSHE curriculum as a planned event with the teacher present.

RSHE will take place through the following pathways:

- PSHE Personal – KS3
- PSHE Life skills – KS4
- PSHE Futures – KS5
- Science
- Drama
- Enrichment Days

Teaching resources are selected on the basis of their appropriateness for students and their approach to topics of a sensitive nature. Resources will be non-judgemental and factual in content, allowing students to make safe, informed and health choices.

In most cases teachers will attempt to answer children's questions and concerns in a sensitive, age and development appropriate manner. Individual teachers will use their skill and discretion in these situations and if necessary refer to the PSHE curriculum leader for advice and support. Teachers will also follow the following guidance:

- Teachers will establish clear parameters about what is appropriate and inappropriate in a whole-class setting.
- If a child's question is inappropriate to address with the whole class, the teacher should acknowledge the question and attend to it later on an individual basis.
- If a question is too personal the teacher should remind the pupils of the ground rules.
- Teachers will set the tone by speaking in a matter-of-fact way and ensuring that pupils discuss issues in a way which encourages thoughtful participation.
- If a teacher is concerned that a student is at risk of sexual abuse the Designated Safeguarding Officer or the Headteacher should be informed and the usual child protection procedures followed.

External agencies.

External agencies will only be used to enhance the existing RSHE programme. The Curriculum Leader for PSHE will ensure any agencies or materials used not only enhance students' learning experience but also provide balance, impartiality, and factual information. Agencies must comply with the school policies and standards.

Equal Opportunities

Children may have varying needs regarding RSHE depending on their circumstances and background. The school strongly believes that all students should have access to RSHE that is relevant to their particular needs. To achieve this, the school's approach to RSHE will take account of:

- All genders
- Ethnic and cultural diversity
- Varying home backgrounds
- Sexuality
- Learners with difficulties and disabilities/special educational needs

Gender specific

The needs of all genders: Girls tend to have a greater access to RSHE than boys, both through the media (particularly magazines) and the home. In a recent survey, 29% of boys in the UK named pornography as their most significant source of RSHE. Parents/carers and school staff should be concerned by the quality and the effect of RSHE via magazines and the internet. We will consider the particular needs of boys, as well as girls all genders and approaches that will actively engage them. We shall also be proactive in combating sexism, sexual bullying, gender stereotyping and misgendering.

Ethnic and cultural diversity: Different ethnic and cultural groups may have different attitudes to RSHE. The school will consult students and parents/carers about their needs, take account of their views and promote respect for, and understanding of, the views of different ethnic and cultural groups.

Varying home backgrounds: We recognise that our students may come from a variety of family situations and home backgrounds. We shall take care to ensure that there is no stigmatisation of children based on their home circumstances.

Sexuality: On average, about 10% of our students will go on to define themselves as lesbian, gay, bi-sexual or trans-gender (LGBT) Some students will have LGBT parents/carers, brothers or sisters, other family members and/or friends. All our students will meet and work with LGBT people. Our approach to RSHE will include sensitive, honest and balanced consideration of sexuality, and the school also has an active LGBT support group. We actively tackle homophobic bullying.

Learners with difficulties and disabilities: We shall take account of the fact that some students may have learning, emotional or behavioural difficulties or physical disabilities that result in particular RSHE needs.

Our approach to students with SEND will be a personalised approach. In most cases this will mean adaptations for the class teacher to suit the needs of all students. If students need more significant support within certain topics, we utilise small working groups in a nurturing environment. This is also supported with the use of catch up sessions and AQA awards, allowing students to further develop understanding.

Parent/Carer concerns and withdrawal of students

Parents/carers have a legal right to withdraw their children from dedicated 'sex education' lessons. They do not have a right to withdraw their children from those aspects of RSHE that are taught in National Curriculum science or where RSHE issues arise incidentally in other subject areas.

We will work in active partnership with parents/carers, value their views and keep them informed about our RSHE provision. If a parent/carer has any concerns about the RSHE provision, we will take time to address their concerns and allay any fears they may have. If any parents/carers decide to withdraw their child we this must be initially requested in writing to the head teacher and must be followed by a meeting with the PSHE lead to discuss the request and identify the correct provision for the child.

Personnel

RSHE is part of the PSHE Curriculum leaders' responsibilities.

Monitoring, evaluation and accountability

The programme is regularly evaluated by the PSHE curriculum leader. The views of students and teachers who deliver the programme are used to make changes and improvements to the programme on an ongoing basis and is used in conjunction with whole staff and parental feedback.

This monitoring and evaluation will be supervised and supported by the Director of the Wider Curriculum and the Assistant Headteacher – Safeguarding (or equivalent) and reported as requested by governors.

This Relationships, Sex and Health Education Policy and it's guidance will be reviewed annually as part of the policy review schedule.

Linked Policies

Learning and Teaching Policy and Procedures

Anti-bullying Policy and Procedures

SEN Policy and Procedures

Child Protection Policy

Confidentiality and Handling Sensitive Issues for Student and Parents Policy

Student Progress and Welfare Policy and Procedures

Linked Laws

Human rights equality Act 1988

Equality Act 2010

Education Act 1996