

# OUSEDALE SCHOOL

## RELATIONSHIPS EDUCATION, RELATIONSHIPS AND SEX EDUCATION (RSE) AND HEALTH EDUCATION POLICY

### 1. INTRODUCTION

- 1.1. This policy is informed by Education Act 1996, government draft statutory guidelines on Relationships Education, Relationships and Sex Education (SRE) and Health Education published in Feb 2019. This guidance replaces the Sex and Relationship Education guidance (2000) and first required teaching of the guidance is required from September 2020.
- 1.2. On behalf of the Governing Board its Learning & Curriculum Committee will ensure the implementation and monitoring of this policy.
- 1.3. A Deputy Headteacher via the Director of Wellbeing will oversee the practice in school; co-ordinate the provision offered through discrete subject areas and through the PSHE programme; and, act as the professional adviser to the Governing Board.
- 1.4. This policy has been drawn up following consultation with various members of the teaching staff, students, parents, Health and Relationship professionals and representatives of the Governing Board.
- 1.5. A full copy of this policy will be available free of charge to parents on request.
- 1.6. An abridged statement outlining our agreed values framework and the content and organisation of the Relationships and Sex Education programme will be published in the annual Prospectus.
- 1.7. . As of 2019, there are now draft statutory guidelines in place for the safe and clear delivery of RSE and Health Education.
- 1.8. The website will also advise parents of their right to withdraw their child from those parts of RSE sessions they do not want their child to be a part of The Senior Deputy Head will be the point of contact for such requests and, should the need arise; ensure adequate alternative education provision for the children concerned.
- 1.9. The Headteacher will respect individual teachers' requests to withdraw from the teaching of sex education components of the RSE programme.
- 1.10. Teaching staff choosing to use outside speakers to make specific inputs to the agreed programme of RSE will assure themselves of the integrity and professional qualifications of the speaker and be responsible for informing the speaker of the Values Framework of this policy.
- 1.11. Teachers will ensure that inappropriate images or unexplained explicit material will not be used, and that young people are protected from accessing unsuitable materials on the Internet.

- 1.12. This policy should be considered alongside other school policies, in particular those relating to Anti-bullying, Behaviour, Curriculum, Equal Opportunities, Personal, Social and Health Education and Special Educational Needs.

## 2. AIMS

- 2.1. In broad terms RSE at Ousedale is designed to help young people make confident, responsible and well-informed decisions about their lives. The teaching will not be delivered in isolation but reinforce and complement the school's over-arching aims.
- 2.2. RSE will aim to support our students through the process of their physical, emotional and moral development (from adolescence towards adulthood) so that they learn to respect themselves and others, and acquire skills, knowledge and understanding to live confident, healthy and independent lives. Positive virtues such as honesty, integrity and self-control will be reoccurring themes throughout the sessions.
- 2.3. We will seek to ensure that students learn the significance of marriage and stable relationships as key building blocks of community and society; understand human sexuality; learn the arguments for delaying sexual activity, and be given information about organisations from which they can obtain information and advice on sexual health. RSE does not encourage early sexual experimentation; instead the aim is to instil in students an understanding of how to respect themselves and others.
- 2.4. The programme will endeavour to promote a better understanding of diversity and inclusion (LGBTQ+), reduction in gender/sex based and homophobic prejudice, bullying and violence and an understanding of the difference between consenting and exploitative relationships.
- 2.5. RSE will aim to help students understand:
- on and offline safety
  - consent
  - violence,
  - exploitation,
  - grooming
  - Female Genital mutilation (FGM)
  - honour-based violence
  - coercive and controlling behaviours

It will encourage students to think about what they want others to know about them while online.

- 2.6. Students will be made aware of the influence of pornography on their understanding of healthy sexual relationships and that it does not necessarily reflect real life.
- 2.7. The Sex Education component of our RSE provision will help individuals to make wise choices and decisions about their personal behaviour, their bodies, sexuality and feelings. There will be an active encouragement to consider the feelings of others particularly in relation to stable and loving relationships, respect, love and care.
- 2.8. In our teaching about sex, sexuality and sexual health there will be no active promotion of sexual orientation or sexual activity.

- 2.9. Students to be informed of those aspects of the law currently relating to sexual behaviour.
- 2.10. RSE lessons will be inclusive of difference: gender identity, sexual orientation, disability, ethnicity, culture, age, faith or belief.
- 2.11. The Health Education component of the draft statutory guidance will be reinforced throughout all of the PSHE lessons. This is to include physical health and fitness, drugs and alcohol, health prevention, basic first aid, the changing adolescent body, mental wellbeing and internet safety.

### **3. VALUES FRAMEWORK**

- 3.1. Whilst we recognise that the main responsibility for sex education rests with parents, the school will endeavour to offer complementary teaching. Staff will be sensitive to the views of parents and students.
- 3.2. Sex education provided by the school will reflect the law on sexual behaviour.
- 3.3. The content and organisation of sex education will take particular account of the school aims.
- 3.4. The school's programme of sex education, in offering balanced and factual information, will be taught in the context of caring and loving relationships.
- 3.5. Along with parents the school will actively promote students' understanding of the values of responsibility, sensitivity and loyalty and encourage students to understand the importance of recognising the need for dignity and self-respect in others.
- 3.6. The school will aim to make its contribution in preparing our students for their future responsibilities as caring and responsible partners and parents.

### **4. CONTENT OF OUSEDALE'S RSE PROGRAMME**

The following topics may also be taught within our Citizenship, PSHE, Careers Education and Guidance, and other programmes of study. In addition, some will be covered within certain subject areas and as themes for Assemblies. This integrated approach reflects Ousedale's thinking with regards to our students' general personal and social education.

#### **4.1 Attitudes and values**

individual conscience;  
moral considerations;  
family life;  
marriage and stable relationships;  
the legal status of marriage;  
nurture of children;  
respect, love and care;  
moral dilemmas;  
critical thinking.

#### **4.2 Personal and Social Skills**

managing emotions and relationships;

developing self-respect and empathy;

understanding of difference;

absence of prejudice;

appreciation of consequences of choices made;

understanding whether sources of information are

trustworthy;

avoidance of exploitation and abuse.

#### **4.3 Knowledge and understanding**

physical development;

human sexuality;

reproduction;

menstruation;

sexual health;

emotions;

relationships;

contraception;

support services;

reasons for delaying sexual activity;

mental health within relationships;

the effects of substances on sexual health;

the impact of viewing harmful content online;

avoidance of unplanned pregnancy.

### **5. ORGANISATION OF SCHOOL SEX EDUCATION**

5.1. The Director of Wellbeing via liaison with the Deputy Headteacher will monitor the quality of the planning and delivery of the school's programme of RSE.

5.2. The PSHEC, together with the SENDCO, S/PALs, and relevant Middle Leaders, will organise discrete elements of the programme. They will have regard to issues of continuity and planned progression, and ensure that materials used are appropriate to the age and understanding of the students.

- 5.3. The PSHEC will ensure that a Scheme of Work is devised for the whole Sex Education programme which will include periodic opportunities for assessment. The PSHEC and relevant Middle Leaders will ensure that materials used are appropriate to the age, maturity and understanding of the students. They will ensure that programmes focus on boys as much as girls, and that learning activities match their needs and interests as well as their potentially different learning styles.
- 5.4. The responsible SLT Member will ensure that funds are available to support agreed staff training.
- 5.5. All staff employed at the school will, through personal example and their upholding of the school's overall aims, actively promote the relationships aspects of this policy.
- 5.6. The methodologies and approaches used by individual teachers will at all times take account of paras 3.4 and 3.5 of this document.
- 5.7. Sex Education will be an entitlement for all students unless parents exercise the right to withdraw..
- 5.8. Ousedale will take full account of the sex education components of the curriculum of our linked primary schools and plan our provision to facilitate effective continuity.
- 5.9. The content and materials used will be reviewed regularly, as part of scheduled PSHE and subject department reviews

## **6. MONITORING AND EVALUATION OF SRE**

- 6.1 The PSHEC and S/PALs will collect evidence for the monitoring and evaluation of the RSE programme by means of lesson observations, and gathering feedback from teacher and students.
- 6.2 The Director of wellbeing will hold an annual review meeting with the Deputy Headteacher in charge of PSHE in order to review the monitoring and evaluation results and to ensure all draft statutory requirements are met within the programme. The Director of Well-being, with the PSHEC will plan the following years programme Any staff training needs will also be identified.
- 6.3 RSE issues will be included in any induction programme for all new members of staff.

## **7. DISSEMINATION OF THE POLICY**

- 7.1. A summary of this policy will be available annually on the School website.
- 7.2. A copy of the full Policy Statement will be available, on request, to any current or prospective parent.
- 7.3. A copy of the full policy statement will be available to all members of staff.
- 7.4. The Learning & Curriculum Committee will ensure the dissemination of this policy to the full Governing Board.

## **8. MONITORING AND EVALUATION OF THE POLICY**

8.1. The Deputy Headteacher (PSHE), together with the PSHEC, will be responsible for monitoring and evaluating the effectiveness of this policy. They will report as required to the Learning & Curriculum Committee.

Reviewed by Learning & Curriculum Committee – June 2019  
To Governing Board – July 2019  
Date of Next Review – June 2022