

# AYLSHAM LEARNING FEDERATION

## RELATIONSHIPS AND SEX EDUCATION POLICY

### AYLSHAM HIGH SCHOOL

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Signed: \_\_\_\_\_

Chair

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## 1. Introduction

This policy has been developed by the school's personal, social, and health education (PSHE) co-ordinator through a variety of consultation methods involving students, parents/carers, staff and governors, and with reference to the Keeping Children Safe in Education (2022) statutory safeguarding guidance. All views were taken into account when developing this policy and the relationships and sex education (RSE) programme.

Relationships and sex education is learning about the emotional, social and physical aspects of human development, relationships, sexuality, wellbeing and sexual health. (Sex Education Forum Nov 2022).

Effective RSE makes a significant contribution to the development of the personal skills needed by students if they are to establish and maintain relationships. It also enables young people to make responsible and informed decisions about their health and well-being.

Independent, peer-reviewed and published research from a wide range of academic and credible sources nationally and internationally demonstrate that RSE contributes to improved physical and mental health for children and young people. Specifically, when they have received RSE, young people are:

- More likely to seek help or speak out;
- More likely to practice safe sex and have improved health outcomes;
- More likely to have consented to first sex, and for first sex to happen at an older age;
- More likely to have an understanding of digital safety in regard to relationships and sex;
- More knowledgeable and aware of discrimination, gender equity and sexual rights;
- Less likely to be a victim or perpetrator of sexual violence.

(from 'Relationships and Sex Education: The Evidence', the Sex Education Forum, November 2022.)

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, state that pupils receiving secondary education must be taught RSE and that all primary and secondary pupils/students must be taught Health Education. The new subjects of Relationships Education and RSE must be taught in all maintained schools, academies and independent schools. There is statutory guidance from the Department for Education issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996.

In addition to this statutory guidance, documents that inform the school's RSE policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010),
- Supplementary Guidance SRE for the 21st century (2014) (The Sex Education Forum, The PSHE Association and Brook)
- Keeping children safe in education – Statutory safeguarding guidance (2016)
- Children and Social Work Act (2017)

Other related policies include the safeguarding policy incorporating child protection, anti-bullying policy, and the equality information and objectives policy.

## **2. Aims and Objectives**

This policy is a working document which provides guidance and information on all aspects of RSE in the school for staff, parents/carers and governors. The document is available on the school website.

The RSE programme at Aylsham High School reflects the school ethos and demonstrates and encourages the following values:

- Respect for self;
- Respect for others;
- Responsibility for their own actions;
- Responsibility for their family, friends, school and wider community.

The school is committed to the provision of RSE to all of its students. The programme aims to respond to the diversity of students' cultures, faiths and family backgrounds. Equal time and provision is allocated for all groups, but there may be occasions where students with special educational needs (SEN) are given extra support from SEN staff.

## **3. Content**

In key stage 3, students will learn how good relationships can promote mental well-being, how to manage their feelings positively and how to manage changing relationships. They will learn the law relating to sexual behaviour, how to develop skills of assertiveness in order to resist peer pressure and stereotyping, sources of advice and support and when

and where to get help. They will learn how to keep safe and healthy (both physically and mentally) within friendships and intimate relationships. They will learn about consent within relationships and how it must underpin all healthy relationship behaviours.

In key stage 4, students will learn to recognise the influences and pressures around sexual behaviour, how to respond appropriately and how to seek professional health advice. They will continue to consider consent as a vital underpinning factor within relationships and will consider what is meant by the age of consent. They will learn how sexually transmitted infections affect the body, how different forms of contraception work, the risk of early sexual activity and the link with the use of alcohol and drugs. They will consider the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting. They will learn the facts around pregnancy including miscarriage, and that there are choices in relation to pregnancy, including where to get further help. Content of lessons also will reflect local trends and data with relation to teenage pregnancy rates.

The content of RSE sessions was decided upon after a consultation process involving students, parents/carers, staff, governors using the government's statutory Sex and Relationship Education guidance (2020) as a basis for discussion. A more detailed scheme of work is available on request.

Materials used reflect the age and cultural backgrounds of the students in relation to images used. The range of material used is available to parents/carers and informative books are available to students in the library.

#### 4. Organisation

RSE will not be delivered in isolation, but firmly embedded in curriculum areas, including science, physical education, PSHE and citizenship. RSE that is taught as part of the PSHE programme is delivered in the following ways:

- Weekly in tutor time 'life skills' sessions. Learning objectives are taught in age-appropriate sessions that are suited to our vertical tutor groups. These sessions are delivered and overseen by form tutors, with guidance and training given where necessary.
- Timetabled year group-specific lessons taught in class-sized groups 4-7 hours per year depending on year group.
- Age-specific content is also delivered via timetabled 'drop-down' days that take place as off-timetable sessions within the school day. These sessions take place regularly throughout the year for each year group. **Removed and replaced with above bullet in yellow.**

Age-specific RSE will normally be delivered by specialist teachers to groups which are both mixed ability and mixed gender other than when it is deemed more appropriate for topics to be covered in single sex groups. Active learning methods which involve children's full participation will be used.

Students will be able to ask questions anonymously or give feedback at the end of each RSE session. These questions and feedback will be used to inform future planning to help tailor our RSE programme to the needs of our students. Some questions may be addressed and answered in a year group-specific assembly. Questions are answered in this manner if:

- They are frequently asked questions
- They highlight an important or common misconception
- They indicate a possible student wellbeing issue (the person who anonymously wrote the question will be encouraged to speak to a trusted member of staff).

Occasionally, appropriate and suitably experienced and/or knowledgeable visitors from outside school may be invited to contribute to the delivery of RSE in school. There is a code of practice for using visitors to support the delivery of PSHE:

- Visitors are invited into school because of the particular expertise or contribution they are able to make;
- All visitors are familiar with and understand the school's RSE policy and work within it;
- All input to PSHE lessons are part of a planned programme and negotiated and agreed with staff in advance;
- All visitors are supervised/supported by a member of staff at all times;
- The input of visitors is monitored and evaluated by staff and students. This evaluation informs future planning.

Evaluation of the RSE programme outside the science curriculum will be conducted using a variety of informal activities which have been built into the programme. Teachers will be required to keep their own personal evaluation of each lesson which may be used by the co-ordinator to inform future planning.

Formal liaison procedures are in place with feeder schools in the area. Discussions on RSE are included. Staff are encouraged to access appropriate training and support to help them deliver effective RSE.

## **5. Specific Issues within RSE**

Parents/Carers have the right to withdraw their children from all or part of the relationships and sex education provided at school except for those parts included in the statutory National Curriculum. Those parents/carers wishing to exercise this right are invited to write to the Executive Headteacher who will explore any concerns and discuss the impact that withdrawal may have on the child. Once a child has been withdrawn they cannot take part in the RSE programme until the request for withdrawal has been rescinded by the parent/carer.

As a general rule a student's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the student is at risk or in danger, she/he talks to the named Designated Safeguarding Lead (DSL) who may confer with the Executive Headteacher before any decision is made. The student concerned will be informed that confidentiality is being breached and the reasons why. The student will be supported throughout the process.

The school has a separate safeguarding policy incorporating child protection. Effective RSE may bring about disclosures of child protection issues and staff should be aware of the procedures for reporting their concerns. All outside agencies are also aware of their responsibility with regard to disclosure and child protection.

If a member of staff learns that an under 16 year old is sexually active or contemplating sexual activity the school will ensure that:

- The young person is persuaded to talk to their parent/carer;
- Child protection issues are addressed;
- The young person receives adequate counselling and information;
- The Executive Headteacher will monitor the frequency of cases where they handle information without parental knowledge.

Staff are aware that views around RSE related issues are varied. However, while personal views are respected, all RSE issues will be taught without bias. Topics will be presented using a variety of views and beliefs so that students are able to form their own, informed opinions, but also respect others who may have a different opinion.

Both formal and informal questions will be answered according to the age and maturity of the student concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the DSL if they are concerned.

Aylsham High School believes that RSE should meet the needs of all students regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. Homophobic, biphobic and transphobic bullying will be dealt with strongly yet sensitively. The school will liaise with parents/carers on this issue to reassure them of the content and context.

## **6. Dissemination**

All staff members and governors will be made aware of this policy. Training will be regularly delivered to staff on the policy content. A copy is available on the school website or from the school office on request of the parent/carer.