



THE RADCLIFFE SCHOOL
INSPIRE AND ACHIEVE

Relationships, Sex and Health Education Policy

Headteacher: P Lawson Review frequency: Five yearly

Chair of Governors: P Critchley Date reviewed: June 2019

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1 Relationships, Sex and Health Education Policy

Sex, health and relationships education at The Radcliffe School is based on the Department for Education guidance, "Relationships Education, Relationships and Sex Education and Health Education February 2019". This covers statutory guidance from the Department for Education issued under Sections 34 and 35 of the Children and Social Work Act 2017. which states 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. The three Behaviour for Learning Charters of Learning, Respect and Environment underpin the school's ethos and support the Relationships Education, Relationships and Sex Education and Health Education Policy.

Sex, health and relationships education should support children and young people in managing puberty and adolescence and prepare them for an adult life in which they can:

- Be aware of and enjoy their sexuality.
- Develop positive values and a moral framework that will guide their decisions, judgements and behaviour.
- Have the confidence and self-esteem to value themselves and others.
- Behave responsibly within sexual and personal relationships.
- Communicate effectively.
- Have sufficient information and skills to protect themselves and their partner from unintended/unwanted conceptions and STIs including HIV.
- Neither exploit/objectify others nor be exploited/objectified.
- Access confidential advice and support.
- Respect the choices made by others.

Sex, health and relationships education is the lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health. It is not about the promotion of any particular sexual orientation or sexual activity – this would be inappropriate teaching. We aim to encourage students to develop a healthy, mature and responsible attitude towards sexual behaviour and human relationships.

All students at The Radcliffe School will have access to a programme of sex, health and relationships education. The key concepts of relationships, personal identities, health, risk and economic understanding are explored. Our aim is to provide students with:

- Relationship skills that prepare them for the challenges of the teenage years
- Opportunities to explore their own values and develop their own moral framework
- Opportunities to understand and accept difference and diversity
- An understanding of their own bodies
- An understanding of human reproduction
- The ability to know where to seek help and advice
- High self-esteem, self-awareness and emotional health
- An awareness of the right they have over their own body
- The skills to be assertive
- Good communication skills
- The skills to make positive informed choices (that reduce risk)

- The ability to respect the right of others to hold opinions that differ from their own as long as these views do not impact on the rights of others.
- The ability to take responsibility for and accept the consequences of their own actions
- The knowledge to reduce the risks to their own and the health of others
- The ability to understand the risks to health and well-being associated with teenage conception

Consideration will be taken of parents' wishes, particularly where these are based upon strong moral and/or religious principles. It has three main elements:

1.1 Attitudes and values

- Learning the importance of values and individual conscience and moral considerations.
- Learning the value of family life and 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.

1.2 Personal and social skills

- Learning to manage emotions and relationships confidently and sensitively.
- Developing self-respect and empathy for others.
- Learning to make choices based on an understanding of difference and with an absence of prejudice.
- Developing an appreciation of the consequences of choices made.
- Managing conflict.
- Learning how to avoid exploitation and abuse.

1.3 Knowledge and understanding

- Learning and understanding physical development at appropriate stages.
- Understanding human sexuality, reproduction, sexual health, emotions and relationships.
- Learning about contraception and the range of local and national sexual health advice, contraception and support services.
- Learning the reasons for delaying sexual activity and the benefits to be gained from such delay.

The Radcliffe School teaches Sex, health and relationships education within the following moral and values framework engendering:

- Self-respect.
- Respect and tolerance towards others who may have different backgrounds, cultures, feelings, views and sexuality.
- An awareness of the way others feel.
- Mutual support and co-operation.
- Honesty and openness.
- The acceptance of the responsibility for and the consequences of personal actions.
- The right of people to hold their own views within the boundaries of respect.
- For the rights of others.

- The right not to be abused by or taken advantage of by other people.
- The right to accurate information about sex and relationship issues.

2 Key issues

- The subject will be treated in a serious manner
- Sexual activity will be viewed from the stand point of human relationships and all that they entail
- Teachers will not shy away from such issues as abortion, homosexuality, etc.
- Teachers will be aware of the emotional and physical changes which many of the students will be experiencing and therefore, sensitivity will be displayed when dealing with such issues.
- Sexuality will be dealt with in a sensitive manner not demeaning to any sexual orientation.
- The issue of all sexually transmitted diseases will be discussed and the students made aware of its symptoms, causes, treatment and social consequences.
- Teachers will encourage students to have due consideration of the law as it relates to sexual activity.
- Students will be made aware of various health agencies (local and/or national) dealing with sexual matters.

3 How is Sex, Health and Relationship Education provided and who is responsible for providing it?

In Key Stage 3 students learn how good relationships can promote mental well-being, how to manage their feelings positively and how to manage changing relationships. They learn the law relating to sexual behaviour, how to develop skills of assertiveness in order to resist peer pressure and stereotyping. How to access sources of advice and support and when and where to get help, such as from a sexual health clinic.

In Key stage 4 students learn to recognise the influences and pressures around sexual behaviour and how to respond appropriately and confidently seeking professional health advice where necessary. They learn how HIV and other STIs affect the body, how different forms of contraception work, the risk of early sexual activity and the link with use of alcohol. Discussions around moral issues such as abortion, contraception and the age of consent are all considered.

Sex, health and relationships education is embedded in the PSHE curriculum and is delivered by all teachers and form tutors as part of the curriculum and in form tutor time. External agencies are used to enhance the programme.

The school also offers a support and advice service (A2B), a student support group run by trained student advisers who offer support and advice to all students within The Radcliffe community.

4 How is Sex, Health and Relationship Education monitored and evaluated?

This policy will be evaluated in two years.

5 Parents' right to withdraw children from sex education

Before any year group embarks upon its Sex, health and relationships education programme, parents/carers are informed by letter of their right to withdraw their child from Sex Education lessons and given an overview of the topics the child will be covering. Parents/carers are also reminded that they can have a copy of the school's Sex and Relationships Education Policy on request or that they can access it on the school's website. Parents/carers are also reminded that they can view any teaching resources being used in the delivery Sex and relationships education.

Parents/carers who do not wish their children to participate will be reminded at least one week before the sex and relationships module commences by letter, which must be signed and returned. They will then be given the opportunity to examine the lesson outlines, and if they wish, the opportunity to withdraw their child from all or part of the sex education lesson. The school will respect the parents' request to withdraw the child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those terms.

The school will place parents in contact with the DfE where a standard pack is available to help to undertake sex and relationships education at home.

Students may not be withdrawn from lessons which focus on the National Curriculum Knowledge and Understanding areas of study covered in lessons, such as Science, teaching sexual reproduction.

6. Physical Health and Mental Well Being

All students at The Radcliffe School will have access to a programme of physical health and mental well being education. The key concepts of mental health, internet safety, physical health and fitness, healthy eating, Harmful substances, health and prevention and basic first aid are explored.

In Mental Health Education our aim is to provide students with:

- how to talk about their emotions accurately and sensitively, using appropriate vocabulary.
- that happiness is linked to being connected to others.
- how to recognise the early signs of mental wellbeing issues.
- common types of mental ill health (e.g. anxiety and depression).
- how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.

- the benefits of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.

In Internet safety and harmful behaviours our aim is to provide students with:

- the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online through setting unrealistic expectations for body image.
- how people may curate a specific image of their life online, over-reliance on online relationships(including social media), how advertising and information is targeted at them and how to be a discerning consumer of information online.
- how to identify harmful behaviours online (including bullying,abuse or harassment) and how to report, or get support, if they have been affected by those behaviours

In Physical Health and Fitness our aim is to provide students with:

- the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.
- the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health.
- facts about wider issues such as organ/blood donation.

In Healthy Eating our aim is to provide students with:

- the facts about legal substances and illegal substances, including drug-taking, and the associated risks, including the link to serious mental health conditions.
- the law relating to the supply and possession of illegal substances.
- the physical and psychological risks associated with alcohol consumption and what constitutes (relatively) safe alcohol consumption.
- the physical and psychological consequences of addiction, including alcohol dependency.
- awareness of the dangers of drugs which are prescribed but still present serious health risks.
- the facts about the harmful effects from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.

In Health and Prevention our aim is to provide students with:

- about personal hygiene, germs (including microbes), the spread, treatment and prevention of infection, and about antibiotics.
- about dental health and the benefits of good oral hygiene and flossing, including visits to the dentist.
- (late secondary) the benefits of regular self-examination (including screening and immunisation).
- the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.

In Basic First Aid our aim is to provide students with:

- basic treatment for common injuries.

- life-saving skills, including how to administer CPR.
- the purpose of defibrillators and when one might be needed.

7. Child protection

Any issues on child protection, which may become apparent during this module, should be reported to the child protection officer. The Radcliffe School does use visitors to enhance the learning of students. A member of the teaching staff supports these lessons.

As with any visitor, the school will ensure that they check the visitor or visiting organisation's credentials. School will ensure that the teaching delivered by the visitor fits with their planned programme and their published policy. School will discuss the detail of how the visitor will deliver their sessions and ensure that the content is age-appropriate and accessible for the pupils. School will ask to see the materials visitors will use so that they can ensure it meets the full range of pupils' needs (e.g. special educational needs).

8 Confidentiality

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, they will talk to the named child protection coordinator before any decision is made.

Amendments

Date	Page	Item	Detail
June '19	All		Addition of Health education throughout the policy
June '19	6	5	Addition of paragraph two
June '19	7	6	Addition of Physical Health and Mental Well Being section