



FOREST HILL SCHOOL POLICY

HEALTH, SEX AND RELATIONSHIPS EDUCATION

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1. Rationale and Ethos

This policy covers Forest Hill School's approach to Health Education and Relationships and Sex Education (RSE).

Health education encompasses both physical health and mental wellbeing. The aim of teaching this is to ensure pupils are given the information they need to make good decisions about their own health and wellbeing. We want our students to understand how to recognise issues in themselves and others and ensure they know the range of help and support available to them so they know where to go in times of need. Part of health education will include puberty so that pupils are prepared for the changes they will experience, and this will feed on from what they have learnt at primary school. Emphasis in health education will be placed on providing students with the knowledge and tools to help them protect and support their own health and wellbeing, and the relationship between physical health and mental wellbeing. We will also ensure that we provide as many opportunities within school to take part in extracurricular activities as these play an important role in promoting both physical health and mental wellbeing.

RSE is the study of relationships and sex education and entails learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It is of vital importance for our students as it gives them the information they need to develop healthy and nurturing relationships of all kinds, not just intimate relationships. We want all our students to understand what a healthy relationship looks like as well as the wide range of situations and contexts healthy relationships can be found within e.g. friends, families, colleagues, marriages, civil partnerships etc. This will include acceptable and unacceptable behaviour within these different relationships, which links in to the importance of healthy relationships in building positive mental wellbeing, as well as helping students identify when relationships are not right and how such situations can be managed. Within this also comes an understanding of intimate and sexual relationships to include contraception, resisting pressure and not applying pressure to have sex. This will equip our students with the information, skills and positive values they need to have safe and fulfilling relationships, to enjoy their sexuality and to take responsibility for the sexual health and well-being.

It is important to note that effective RSE does not encourage early sexual experimentation. It should encourage young people to respect themselves and each other, build their confidence and self-esteem and help students understand the reasons for delaying sexual activity. It should also help students understand how to develop safe, fulfilling and healthy sexual relationships at an appropriate time within their lives. We believe that if students are equipped with information about safer sex and sexual health, as well as how to build and grow trusting relationships, then they will be able to make self, informed and healthy choices as they progress into their adult lives. We aim to do this in a non-judgemental and factual way, allowing our young people to ask questions in a safe environment. Ground rules will be set in all sessions to allow issues to be discussed in a sensitive and respectful environment.

It is important to note that whilst we will, as a school, deliver Health and RSE to the best of our ability, that much of this must also be reinforced and delivered at home as well. We recognise the vital importance of home school links and working together to ensure the most effective delivery possible of Health and RSE. This is why we welcome parental feedback and will ensure our curriculum is as transparent and open as possible to allow follow up conversations and discussions at home.

Our school's overarching aim is to provide an outstanding education of great breadth for all our students, which dovetails with our vision and motto 'Aspiring to excellence together'. We have a longstanding commitment in ensuring that every student at FHS is provided with the knowledge and skills required to progress successfully to the next stage of their education as engaged citizens and leaders of the future. Effective RSE is a vital component of this and as such must be woven into our school curriculum.

We will ensure Health and RSE is inclusive and meets the needs of all our students, including those with special education needs and disabilities (SEND) by ensuring all sessions are planned to meet the needs of all

pupils. Quality first teaching that is differentiated and personalised will be the starting point to ensure accessibility, and the school will be mindful of the SEND code of practice when planning sessions for those with SEND.

We will ensure Health and RSE fosters gender equality and LGBT+ by ensuring it is integral throughout the programmes of study. We will ensure our teaching is sensitive, age appropriate and delivered with reference to the law.

2. Roles and responsibilities

The Health and RSE programme will be led by the SLT at Forest Hill School. It will be taught by teachers, tutors and external providers. Teaching staff will receive Health and RSE training through the school's CPD programme.

3. Legislation

From September 2020 the revised Department for Education statutory guidance states that all schools must deliver health, relationships and sex education in secondary schools.

"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 and Sex Education (RSE) compulsory for all pupils receiving secondary education. They also make Health Education compulsory in all schools..." (DfE)

This is reflective of the fact that:

"Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment 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" (DfE)

Documents that inform the school's RSE policy are:

- Relationships Education, Relationships and Sex Education (RSE) and Health Education: guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers (2018)
- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010)
- Supplementary Guidance SRE for the 21st Century (2014)
- Keeping children safe in education – statutory safeguarding guidance (2016)
- Children and Social Work Act (2017)

4. Safe and effective practice

We will ensure a safe learning environment by establishing and reinforcing ground rules for lessons such as listening respectfully to each other and commenting on what was said and not the person who said it. Teachers and students will agree ground rules by discussing them at the start of each new unit of learning.

Students' questions will be answered by teachers in a professional and calm fashion. They will also be provided with opportunities to ask questions anonymously. All staff teaching RSE will be supported by regular in school CPD and a named point of contact on the SLT to address concerns and queries to.

5. Safeguarding

Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationships, can lead to a disclosure of a child protection issue. Teachers will consult with the designated safeguarding lead and in his/her absence their deputy. Visitors / external agencies which support the delivery of RSE will be required to read our safeguarding policy and procedures carefully so they are also well equipped in reporting safeguarding disclosures to the designated safeguarding lead.

6. Curriculum design

Our Health and RSE programme is an integral part of our whole school PSHE provision. It will cover:

Physical health and mental wellbeing

- 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

Relationships and sex education

- Families
- Respectful relationships including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

Our Health and RSE programme will be planned and delivered through a variety of subjects, along with tutor time sessions, assemblies and drop down days. High quality resources will support our RSE provision and will be regularly reviewed by our Senior Leadership Group. Selected resources, such as books and film clips, will be used to support and promote understanding within a moral / values context and underpin our whole school vision and ethos around Health and RSE. An overview of the learning in each year group can be found on the school website.

7. Monitoring, reporting and evaluation

Teachers will critically reflect on their work in delivering Health and RSE through a variety of ways. Regular learning walks of lessons as part of our Quality Assurance cycle will ensure teachers receive regular feedback on the delivery of their sessions. It will also provide opportunities to gather and share best practice to ensure continued improvement in delivery of Health and RSE.

Student voice will also be influential in adapting and amending planned learning activities. We will regularly collect student voice feedback through a variety of means e.g. surveys, questionnaires and focus groups to ensure we are constantly updating and improving our Health and RSE curriculum and delivery.

8. Engaging stakeholders

Parents will be informed about the policy via email and the school website, where they will also be able to access the policy. We are committed to working with parents and carers and welcome feedback on our policy as well as the delivery of the sessions in school.

We will notify parents / carers when RSE specifically will be taught by email. Parents / carers have the right to withdraw their children from some or all of sex education delivered as part of statutory RSE content that is **not** part of statutory National Curriculum Science lessons or part of relationships education. At secondary level, the National Curriculum in Science requires the teaching of:

- Reproduction in humans
- Structure and function of male and female reproductive systems
- Menstrual cycles
- Gametes
- Fertilisation
- Gestation
- Birth
- HIV/AIDS

If a parent wishes to withdraw their child from sex education lessons they are required to notify the head teacher. They will then need to meet and discuss their request with a member of SLT so that the school can best understand the parent / carers wishes, as well as to clarify the nature and purpose of the curriculum with the parent. Once these discussions have been held, if the parent still wishes to withdraw their child from sex education, the school will do so 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 will make arrangements to provide the child with sex education during one of those terms. If a pupil is excused from sex education we will ensure they receive appropriate and purposeful education during the period of withdrawal.

Governors will be informed of the RSE policy and curriculum through meetings with the Link Governor and Full Governing Board. Student voice will be used to review and tailor our RSE programme to match the different needs of our students.

9. Review date

We will review this policy annually to ensure that it continues to meet the needs of students, staff and parents and that it is in line with current DfE advice and guidance.