



HEADLANDS SCHOOL
SINCE 1965

Relationship, Sex, Health Education Policy (RSHE)

Written by	Personal Development Co-Ordinator		
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Headlands School

Relationship, Sex, Health Education Policy

Our whole school aim is to ensure our students are happy and successful. We aim to provide knowledge that will enable our students to make informed decisions about their wellbeing, health and relationships and build their self-efficacy as they move into adulthood.

Relationship, Sex and Health Education (RSHE) supports young people to develop resilience, to know when to seek support and where to access safe support.

RSHE is delivered holistically at Headlands School but can be divided into two main aspects:

- Relationship and Sex Education (RSE)
- Health Education

The RSHE policy supports and is underpinned by a range of key school policies such as Curriculum, Children Looked after, SEND, Child Protection and Anti Bullying, Harassment and Discrimination, Public Sector Equality Duty Act.

The policy has been directed by:

- Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance given by the Government (2019)
- The Sex Education Forum's Research Evidence for SRE and Sexual Health 2015
- The National Teenage Pregnancy strategy 2010
- Sex and Relationship Education (SRE) for the 21st Century report by the PSHE Association
- The National Healthy Schools programme

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Relationship and Sex (RSE) Aim and Rationale

Relationship and Sex Education builds on the foundations secured at Primary School and as students mature, extend teaching to include intimate relationships at the appropriate stages in their development.

Effective Relationship and Sex Education (RSE) is essential if young people are to make responsible and well informed decisions about their lives. The objective of RSE is to help and support young people through their emotional and physical development as well as communicate effective, healthy relationship structures.

While Relationship and Sex Education are acutely interlinked, it is important to understand that Relationship Education precedes education on sex.

Relationship and Sex Education should be delivered in a non-judgemental, factual way and allows scope for young people to ask questions in a safe environment.

Relationship and Sex Education should contribute to the promotion of spiritual, moral, social and cultural development of the young person and prepare them for the mental and physical aspects and responsibilities of relationships.

Relationship and Sex Education should prepare students for the opportunities, responsibilities and experiences of adult life.

Effective Relationship and Sex Education does not and should not encourage early sexual experimentation; it should promote young people's confidence in self-esteem and reasons for delaying sexual activity.

Effective Relationship and Sex Education should support young people into adulthood and throughout life to develop safe, fulfilling and healthy sexual relationships, at the appropriate time.

Alongside intimate relationships, teaching will also cover:

- family relationships
- friendships
- other kinds of relationships that are an equally important part of becoming a successful and happy adult
- distinguishing between content and experiences that exemplify healthy relationships and those that are distorted and harmful
- what is acceptable and unacceptable behaviour in any and all relationships
- the positive effects that good relationships have on mental wellbeing
- identifying when relationships are not right and understand how such situations can be managed
- the laws surrounding sex, sexuality, sexual health and gender-identity at an age-appropriate and inclusive way.

Health Education Aim and Rationale

Health Education builds on the foundations secured at Primary School and as students mature new content is introduced at appropriate stages in their development.

Effective Health Education prepares young people to take responsibility for their physical health and mental wellbeing. The objective of Health Education is to provide young people with the information that they will need to make good decisions about their own health and wellbeing.

Health Education promotes self-efficacy by enabling young people to recognise what is normal and what is an issue in themselves or others and, when issues arise, know how to seek support as early as possible from appropriate sources.

Health Education aims to reduce stigmas attached to health issues and ensure that learners understand that physical health and mental wellbeing are interlinked (good physical health contributes to good mental wellbeing and vice versa).

Health Education promotes young people's self-control and ability to self-regulate in issues surrounding their health; thereby encouraging their ability to achieve, persevere when they encounter a setback and respond calmly and rationally to challenges. This integrated whole-school approach to the teaching and promotion of health and wellbeing has a potential positive impact on behaviour and attainment.

Health Education enables students to understand how their bodies are changing, how they are feeling and why, to further develop the language that they use to talk about their bodies, health and emotions, and to understand why terms associated with mental and physical health difficulties should not be used pejoratively. This knowledge should enable students to understand where normal variations in emotions and physical compliments end and health and wellbeing issues begin.

Teaching will also cover:

- self-care
- the benefits of physical activity and time spent outdoors
- information on the benefits of sufficient sleep
- good nutrition
- strategies to build resilience

Structure

The vast majority of Relationship and Sex and Health Education content is delivered during students' PSHE time; these sessions are delivered by students' year group tutor teachers and are overseen by our Personal Development Co-ordinator.

The breakdown of the PSHE session for each year group is available through the Headlands School website.

Some key areas of Relationship and Sex Education are taught through other curriculum areas:

Science:

The following elements of the Relationship and Sex Education will be taught through the Science Curriculum by The Science Department:

- Anatomy
- Puberty
- Human growth
- Reproduction
- The links between cancer and cardio-vascular health
- Science surround stem cell donations
- Pathogens (how they are spread, treatment and preventions)
- Immunisations/vaccinations.

Religious Studies:

The following elements of the Relationship and Sex Education will be taught through the RS Curriculum by The RS Department:

- Different types of families
- The legal status of marriage
- The different religious beliefs on the importance of marriage and family
- Factual information on the law surrounding abortion which supports PSHE's delivery of options concerning pregnancy to older students.

Physical Education:

The following elements of the Relationship and Sex Education will be taught through the Physical Education Curriculum by The PE Department:

- Promotion of healthy lifestyles and physical activity both in school and through extra-curricular activities.

Right to be Excused

Parents and Carers will be given information about the Relationship and Sex Education curriculum; this is accessible through the school website at any time and parents/carers will be alerted to upcoming sensitive lessons through an email or letter.

Parents and Carers are invited to ask further questions concerning the curriculum or delivery of Sex Education if they have worries and concerns with the PSHE Coordinator.

Parents have the right to request that their child be withdrawn from some or all of Sex Education delivered as part of statutory Relationships and Sex Education; commonly referred to as the right to withdraw.

Before granting any such request parents will be invited in for a meeting with the Head Teacher to discuss the request and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum.

Once those discussions have taken place, except in exceptional circumstances, Headlands 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, legally Headlands School will ensure arrangements are made to provide the child with Relationship and Sex Education during one of those terms.

If a student is excused from Sex Education they will receive appropriate, purposeful education during the period of withdrawal.

There is no right to withdraw from Relationships Education or Health Education.

Equality

Schools are required to comply with relevant requirements of the Equality Act 2010. Further guidance is available for schools in The Equality Act 2010 and school's advice. Schools should pay particular attention to the Public sector equality duty.

Under the provisions of the Equality Act, schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics).

Headlands School will make reasonable adjustments to alleviate disadvantage and be mindful of the SEND Code of Practice when planning for these subjects. Provisions within the Equality Act allow schools to take positive action, where it can be shown that it is proportionate, to deal with particular disadvantages affecting one group because of a protected characteristic. This is taken into consideration in the designing and teaching of these subjects.

Pupils with special educational needs and disabilities (SEND):

Relationships Education, Relationship and Sex Education and Health Education are accessible for all students. Planning and teaching at Headlands is provided in the context that students with special educational needs and disabilities represent a minority of pupils; high quality teaching that is differentiated and personalised will be the starting point to ensure accessibility.

If a student requires different access arrangements to the main stream delivery of Relationship and Sex and Health Education this can be arranged through discussion between the SENCO and Parent/ Carer to best meet the needs of the student; all previous arranges made for the students in regard to their SEND status will continue within Relationship and Sex and Health Education without the need for discussion.

Lesbian, Gay, Bisexual and Transgender (LGBT):

Headlands School ensures that the needs of all students are appropriately met, and that all pupils understand the importance of equality and respect.

At Headlands School we comply with the relevant provisions of the Equality Act 2010, under which sexual orientation and gender reassignment are amongst the protected characteristics.

All teaching is sensitive and age appropriate in approach and content. Relationship and Sex Education is created with LGBT students' needs fully integrated into our programmes of study.