



Relationships, Sex and Health Education (RSHE) Policy

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ETHICAL LEADERSHIP

1. Thomas Tallis School Plan 2020-23 has five aims.

1	A powerful curriculum
2	The best teachers
3	Great learning and progress
4	Excellent personal development
5	A model for a better world

As part of aim 5 Thomas Tallis School has adopted the *Framework for Ethical Leadership in Education*. This means that we try to behave in a principled and correct manner in everything we do. Schools and colleges serve children and young people and help them grow into fulfilled and valued citizens. As role models for the young, how we behave as leaders is as important as what we do. We therefore behave with **selflessness, integrity, objectivity, accountability, openness, honesty and leadership**. We demonstrate **trust, wisdom, kindness, justice, service, courage and optimism**.

1. Rationale

At Thomas Tallis we believe in the right of all students to be able to express themselves freely and safely, in an environment that encourages positive self-image within supportive relationships. We aim to provide students with the knowledge, skills and values they will need to make healthy, safe and informative choices for their personal well-being both now and in the future.

The RSHE programme will be delivered as part of the school's approach to national requirements for PSHE, Citizenship and SMSC. The guidance offered will not support any particular view but rather offer a broad and balanced programme that sets out the range of different viewpoints and choices available to young people. This will be based on impartial scientific information and legislation where appropriate. Lessons will focus on ensuring that pupils have the access to the learning they need to stay safe, healthy and understand their rights as individuals. This programme conforms to "the Government's ambition to support all young people to stay safe and prepare for life in modern Britain" (Department for Education, "Policy Statement: Relationships Education, Relationships and Sex Education and Personal, Social, Health and Economic Education" March 2017). We believe that it is important to address this area of the curriculum because young people have an entitlement to learning what will enable them to live safe, fulfilled and healthy lives. In addition, this programme makes an important contribution to the safeguarding of children and young people by addressing specific national and local health priorities and equipping them with the language and knowledge to be able to keep themselves safe.

2. Definition

We continue to use the DfEE (now DfE) definition of sex and relationships education; 'It is the lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health' (DfEE 'Sex and Relationship Guidance', 2000). The current terminology has been changed from 'Sex and Relationships Education' to 'Relationships and Sex Education' in recognition of the foundational importance of positive and healthy relationships to the understanding of sex education. This change in terminology is reflected in the government's most recent guidance (Department for Education, "Policy Statement: Relationships Education, Relationships and Sex Education and Personal, Social, Health and Economic Education" March 2017) outlining the statutory duty on schools to provide this aspect of the curriculum.

3. Aims of RSHE

At Thomas Tallis School the aims of the RSHE programme are:

- To provide accurate and age-appropriate information about, and understanding of, RSHE issues.
- To dispel myths and misunderstandings.

- To explore a range of attitudes towards RSHE issues and to help students to reach their own informed views and choices for a healthier lifestyle.
- To develop respect and care for others.
- To increase students' self-esteem and help them to develop feelings of self-respect, confidence and empathy
- To develop skills relevant to effective management of relationships and sexual situations. *Examples include communication with and empathy towards others, risk assessment, assertiveness, conflict management, decision making, seeking help and helping others.*
- Create a positive culture around issues of sexuality and relationships
- To help students develop an awareness of their sexuality and understand human sexuality; challenge sexism, homophobia and prejudice, and promote equality and diversity.
- Ensure knowledge that helps students to confidently report abuse, sexual violence and sexual harassment, and provide a space in which they can safely express their views and give feedback.
- To provide knowledge about sources of help and how to access such help if necessary

4. Values Framework

Our approach to RSHE will be conducted within a clear morals and values framework based on the following principles:

- The value of stable and loving relationships.
- Respect, understanding and empathy towards others who may have different backgrounds, cultures, sexuality, feelings and views.
- The development of relationships, including sexual relationships, based on mutual consent, rather than coercion.
- The right not to be abused by other people or be taken advantage of.
- The right of people to follow their own sexuality, within legal parameters.
- We also believe that students have an entitlement to:
- Age and circumstance appropriate RSHE.
- Access to help from trusted adults and advisory services.

RSHE involves consideration of a number of sensitive issues about which different people may hold strong and varying views. The school's approach to RSHE will be balanced and take account of, and be sensitive to, different viewpoints and will not be based on personal bias. Our approach is one that is educational and evidence-based, rather than one based on propaganda or ideology. It will be conducted within this values framework

5. Statutory Requirements

New statutory guidance came into effect from September 2020 to teach Relationships and Sex Education and Health Education. In addition, in line with the Education and Inspections Act 2006, there is a duty on Governing Bodies 'to promote the wellbeing of

pupils at the school'. Both of these statutory elements fall under the Children and Social Work Act 2017, in line with the terms set out in statutory guidance.

In teaching RSHE, we must have regard to guidance issued by the secretary of state, as outlined in section 403 of the Education Act 1996.

We must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Thomas Tallis School we teach RSHE as set out in this policy.

6. Related Policies

This policy links to the following policies and procedures:

- PSHCE Policy
- SMSC (including FBV) Policy
- CEIAG Policy
- Drugs Policy
- Safeguarding Policy
- Equality Policy

7. Organisation and Content

Thomas Tallis School addresses RSHE through the Science curriculum, PSHCE lessons, Community Days and other co-curricular activities such as specialist theatre workshops, and nationally and internationally recognised awareness days.

Our RSHE programme follows the most recent guidance which states that RSHE should focus on:

- different types of relationships, including friendships, family relationships, dealing with strangers and, at secondary school, intimate relationships;
- how to recognise, understand and build healthy relationships, including self-respect and respect for others, commitment, tolerance, boundaries and consent, and how to manage conflict, and also how to recognise unhealthy relationships;
- how relationships may affect health and wellbeing, including mental health;
- healthy relationships and safety online; and
- factual knowledge, at secondary school, around sex, sexual health and sexuality, set firmly within the context of relationships.

The school's approach to RSHE consists of:

- 1) The taught National Curriculum Science Programme of Study.
- 2) RSHE modules within each Key Stage delivered within a planned programme of personal, social, moral, spiritual, cultural and economic well-being (through discrete lessons in PSHCE, delivered by tutors and a small number of vetted external providers)
- 3) Pastoral support for students who experience difficulties, through child protection, the Learning Support Unit and in-school counselling.
- 4) Provision of appropriate information through leaflets and books in the library and relevant classroom and corridor displays
- 5) Cross-curricular activities such as Community Days, International Women's Day and LGBTQ+ History Month

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents and foster parents/carers, amongst other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children or young carers).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

8. Class Agreement

It is expected that each PSHCE class will make a working agreement before any RSHE (or other sensitive topics) lesson is taught. This agreement should be made with the students but will also need to include the following elements;

- Use of accepted terminology
- Respect for all
- No personal stories, questions or comments
- Confidentiality (this is limited to young people not 'telling tales' outside of the classroom about what is discussed. It should not be taken to mean that students cannot or should not share factual information with others, such as where the local Sexual Health clinics are, or that teachers can keep information from a student secret – see the section on Safeguarding below)

9. The School Nurse

The School Nurse works under a set of guidelines called the Fraser Guidelines, which are separate from the school rules and expectations. These are that advice and guidance is given and confidentiality is assured (including for under-16s) if it is believed that;

- that the young person understands the advice and has sufficient maturity to understand what is involved
- that the school nurse could not persuade the young person to inform their parents, nor to allow the school nurse to inform them
- that the young person would be very likely to begin, or continue having sexual intercourse with or without contraceptive treatment
- that, without contraceptive advice or treatment, the young person's physical or mental health would suffer
- that it would be in the young person's best interest to give such advice or treatment without parental consent.

The school nurse can provide confidential contraceptive and sexual health advice and guidance in response to individual requests, including issuing condoms and providing pregnancy testing. The school nurse is bound by professional codes of conduct specific to that role. If a young person under 16 years of age wants to access condoms, they are obliged to complete a self-report test to establish level of maturity and understanding and ensure that they are not in any danger, as well as a condom demonstration. However, if the school nurse is contributing to the taught RSHE programme he or she must follow this RSHE Policy and be led by the Assistant Headteacher Co-Curriculum.

10. Parents and Carers

The most powerful RSHE is a collaboration between school and home, and we are committed to working with parents and carers. Parents are involved in the RSHE programme through;

- Parental views on RSHE will be sought through an annual parental forum.
- Parents will also be notified of the RSHE Programme in a letter home (or similar communication, such as email) at the start of each academic year, outlining the broad content of the course and where to find further information.
- RSHE lessons and units of work can be made available to parents upon request, although this will be in consultation with the Assistant Headteacher Co-Curriculum or Head of Year.
- An outline of the PSHCE Programme (including RSHE content) will be made available on the school website, including ways that parents and carers can engage their child in discussion about the topics they are covering in class.

Parents have the right to withdraw their children from all or part of the Sex Education provided at school, except for those parts included in the statutory Science National Curriculum. In this event, the school will arrange to meet with parents in the first instance and seek to make alternative arrangements where an agreement to keep the child in class cannot be reached. As outlined in the most recent guidance, *there is no right to withdraw students from the relationships aspect of the PSHCE Curriculum.*

11. Inclusion

Young people may have varying needs regarding RSHE depending on their circumstances and background. The school strongly believes that all students should have access to RSHE that is relevant to their particular needs. We intend that all pupils shall experience a programme of RSHE at a level which is appropriate for their age and physical and educational development. To achieve this the school's approach to RSHE will take account of the school's Equality Policy.

In addition, we will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences

During lessons, makes pupils feel:

- Safe and supported
- Able to engage with the key messages

We will also give careful consideration to the level of differentiation needed and make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:

- A whole-class setting
- Small groups or targeted sessions
- 1-to-1 discussions
- Digital formats

12. Use of Resources

We will consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

13. Use of External Organisations and Materials

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We will:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
 - Are age-appropriate
 - Are in line with pupils' developmental stage
 - Comply with:
 - This policy
 - The [Teachers' Standards](#)
 - The [Equality Act 2010](#)
 - The [Human Rights Act 1998](#)
 - The [Education Act 1996](#)
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:
 - What they're going to say
 - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers

We **won't**, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme

14. Safeguarding

All RSHE lessons, information and guidance are conducted within the school guidelines for Pupil Safeguarding. Where a pupil is believed to be at risk or makes a disclosure to a member of staff or the class staff should follow the procedures within the pastoral system for safeguarding arrangements. All staff have annual training on safeguarding and are reminded of it in RSHE training sessions.

RSHE is essential in the Safeguarding of young people. In order for young people to understand their rights and to give them the knowledge, confidence and language to be able to discuss and report issues as appropriate.

15. Policy Development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involves the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff are given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties are invited to read the policy and make
4. Pupil consultation – we use student voice frameworks in school to find out what students want from their RSE
5. Ratification – once amendments are made, the policy is shared with governors and ratified

16. Monitoring and Evaluation

Provision for RSHE is monitored and reviewed on a regular basis. This is achieved through a combination of:

- Teacher training carried out with Year 7 tutors, new staff and other year groups as required to ensure consistent messages are taught across the school
- Learning walks and general visits and observations within PSHCE lessons and tutorial sessions
- Vetting of any visitors to the school, ensuring that their messages are consistent with this policy and related policies (as outlined above)
- Regular discussions at staff and governors' meetings
- Yearly audit of policies and units of study, including extra-curricular provision and assemblies
- Two-yearly Health Related Behaviour Survey with years 8, 10 and 12 students which is compared with other students across the borough
- Surveys and feedback from external providers