



RELATIONSHIPS, SEX & HEALTH EDUCATION (RSHE) POLICY

Relevant Statutory Regulations:	ISSR Part 1 Para 2A Part 3 para 7 NMS 12 Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019. Sections 34 and 35 of the Children and Social Work Act 2017 The Equality Act 2010
Nominated member of SMT responsible for the policy:	Bradley Hunt
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Introduction

Relationships Education, Relationships and Sex Education (RHSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers.

LVS Ascot is a co-educational, day and boarding school with pupils of all abilities and backgrounds from four to eighteen years of age, taught within a Christian environment. The teaching of RSE at LVS Ascot is consistent with the school's ethos and values.

Under the Education Act 2002 /Academies Act 2010, all schools must provide a balanced and broadly based curriculum which:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

Aims

The aims of relationships and sex education (RSHE) at LVS Ascot are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

Rationale & Ethos

This policy covers our school's approach to RSHE. The school's RSHE policy has been developed by members of staff, taking into account feedback from the pupils, and has been approved by the board of trustees. Parents are informed to the content of this policy and is subject to ongoing review through parental consultation as and when applicable.

We adopt the DfE definition of RSE for the purpose of this policy:

Definition of RHSE

RHSE is about the emotional, social, and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RHSE involves a combination of sharing information and exploring issues and values.

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Please note: RHSE is not about the promotion of sexual activity.

Statutory requirements

Schools must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996. This policy is written following the statutory guidance from the Department for Education issued under Section 80A of the Education Act 2002

Revised Department for Education statutory guidance states that from Summer 2021, all schools must deliver relationships education (in primary schools) and relationships and sex education (in secondary schools). The parental right to withdraw pupils from sex education remains in primary education, for those aspects which are not part of the Science curriculum.

Documents that inform the school's RHSE policy include:

Education Act (1996)

Learning and Skills Act (2000)

Education and Inspections Act (2006)

Equality Act (2010)

Supplementary Guidance RHSE for the 21st Century (2014)

Keeping Children Safe in Education – Statutory Safeguarding Guidance (2021)

Children and Social Work Act (2017)

At LVS Ascot Senior School we teach RHSE as set out in this policy.

We view the partnership of home and school as vital in providing the context of RHSE. We ensure RHSE is inclusive and meets the needs of all our pupils, including those with special educational needs and disabilities (SEND). We work to ensure RHSE fosters gender equality and LGBT+ equality by being sensitive to the needs of our pupils and by knowing our pupils.

Roles & Responsibilities

Responsibility for the RHSE policy in our school ultimately lies with the board of trustees. One member of this board is part of a working group that delivers and reviews the RSE policy.

The Head of LVS Life Learning (HoD), will lead the RHSE programme. The HoD is responsible for planning, implementation, review and monitoring of the RSE programme, in consultation with Integrated Day Housemaster/mistress' and with the Boarding Housemaster/mistress',

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the school's lead nurse, pupils and tutors. Pupils will complete questionnaires of LVS Life Learning on a termly basis and the programme will be adapted annually to meet their changing needs. Staff consultation on LVS Life Learning via an approved PSHE Association questionnaire will also be sent out on a yearly basis, to help adapt the delivery of RHSE in our LVS Life Learning lessons.

Sex education is delivered by the LVS Life Learning tutor team and specialist agencies. We also utilise our Health and Well-being centre to help enrich and tailor our programme for RHSE, along with the skills of other academic departments across the school.

The HoD for LVS Life Learning will disseminate all professional development experiences and resources to all LVS Life Learning staff in order to ensure they deliver an effective RHSE teaching programme.

Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved 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 were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to submit comments and ask questions about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RHSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

Curriculum Design

Our RHSE programme is an integral part of our whole school LVS Life Learning (PSHE) education provision and we will cover:

Key Stage 3 (Years 7, 8 and 9)

- Transition into Senior School
- Personal safety in and outside of school
- First aid
- Careers
- Teamwork
- Enterprise skills
- Raising personal ambitions
- Diversity, prejudice and bullying
- Healthy routines, influences on health, puberty, unwanted contact
- FGM

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- Self-worth, romance and friendships (including online) and relationship boundaries
- Financial matters – saving, borrowing, budgeting and making financial choices
- Alcohol and drug misuse and pressure relating to drug use
- Equality of opportunities in careers and life choices, different types of patterns of work
- Discrimination in all its forms, racism, religious discrimination, disability discrimination, sexism, homophobia, biphobia and transphobia
- Mental health, emotional wellbeing, body image and coping strategies
- Gender identity, sexual orientation, consent, ‘sexting’ and contraception
- Online safety, digital literacy, media reliability and gambling hooks
- Peer influences, healthy and unhealthy relationships, assertiveness, substance misuse and gang exploitation
- Learning strengths and setting goals for GCSE
- Families and parenting
- Conflict resolution and relationship changes
- Diet, exercise and lifestyle balances
- Sex education – consent, contraception, risk of STIs and attitudes to pornography
- Employability skills

Key Stages 4 (Years 10 and 11)

- Mental health and stigma associated around ill health. Strategies to safeguard health
- Debt, gambling and the impact of advertising on our life choices
- Sex education – relationships, pleasure and challenges. Impact of the media and pornography
- Drugs
- Gangs
- Influence of role models in the media
- Extremism and radicalisation – communities, belonging and challenging extremism
- Work experience
- Self-efficacy and stress management
- Application process – job interviews
- Personal values, assertiveness and communication (in relation to relationships), relationship challenges and abuse
- Different families, parental responsibilities, pregnancy, marriage and force marriages.

Skills

- Assertiveness
- Communication – listening, body language, debates, expressing a point of view

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- Choices and making healthy decisions

Values

- Respect of self and for others
- Understanding and acceptance of views of others
- Undertaking key values, rights and responsibilities in family life

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

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

These areas of learning are taught within the context of family life taking care to ensure 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, 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).

Our teaching methods follow the same as listed within the LVS Life Learning policy. High quality resources will support our provision and these will be reviewed periodically. Selected resources, such as books and film clips, will be used which support and promote the understanding within a moral/values context and underpinned by our PSHE Association teaching resources.

Faith Perspectives

The religious background of all pupils should be taken into account so that the topics that are included in the core content of RHSE are appropriately handled, taking into account the relevant provisions of the Equality Act 2010, under which religion or belief are amongst the protected characteristics. At LVS Ascot Senior School, we teach a wide range of faith perspectives, we do not have a distinctive religious character which informs our teaching on relationships. Balanced debate takes place across the curriculum.

Safe & Effective Practice

We will ensure a safe learning environment by the creation and establishing of 'ground rules' before embarking on any RHSE topic. Pupils' questions will be answered by designated LVS Life Learning staff and will draw upon the expertise of other staff in the school or outside, if they are unable to answer a particular question. Designated members of school staff,

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following our safeguarding procedures, will handle sensitive issues. All staff teaching RSE will be supported by the Head of LVS Life Learning, who will draw upon external organisations when required to delivery to specific Year groups.

A variety of teaching approaches will be used to:

- Meet the objectives of the lesson.
- Meet the different range of abilities within the group.
- Provide a good 'space' for the children to develop key relationship and communication skills
- Provide a chance for children to develop themselves as a group of diverse people.
- Develop co-operative ways of working together.
- Allow children to express their own views and have empathy for the views of those around them.

Pupils with SEND will be supported to access lessons and become involved in discussions and activities. It is recognized when teaching RHSE that some pupils are more vulnerable to exploitation, bullying and other issues on account of their SEND and therefore clear accessible lessons are a vital part of safeguarding.

LGBT+

We ensure that the needs of all pupils are appropriately met, that pupils understand that sexual orientation and gender reassignment are amongst the protected characteristics and the importance of equality and respect. All teaching will be sensitive and age-appropriate in approach and content. At the point which we consider it appropriate to teach pupils about LGBT+, we will ensure that this content is fully integrated into our programmes of study for this area of the curriculum rather than a standalone unit or lesson so that all pupils are taught LGBT+ content as part of the curriculum.

Safeguarding

Teachers are aware that effective RHSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. In this situation, teachers will follow the normal route of escalation to the safeguarding team (DSL/DDSL). All external visitors who support the delivery of the RHSE programme, will be required to follow the visitor to school protocol, which is clearly detailed at the main school reception.

Specific Issues

Confidentiality in general: Pupils will be made aware that teachers cannot keep all information confidential. In the event of disclosure of pregnancy, or STI, the teacher would liaise directly with the school nurse. The school nurse would refer the pupil to the doctor, who is responsible for deciding on contraception/pregnancy/termination strategies and would encourage the pupil to talk to his/her parents about the pregnancy or STI.

If the pupil discloses information relating to abuse, the teacher will liaise directly with the Designated Safeguarding Lead (DSL) or another member of the school's safeguarding team. If

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the pupil approaches the school nurse s/he can maintain confidentiality, unless the disclosure relates to abuse, in which case Safeguarding procedures will be invoked.

Teacher/tutor confidentiality: Teachers cannot and should not promise total confidentiality. The boundaries of confidentiality will be made clear to pupils. If a pupil discloses information which is sensitive and which the pupil asks not to be passed on, the request should be honoured, unless this is impossible in order for teachers to fulfil their professional duty to:

- Safeguarding
- Co-operation with Police investigation
- Referral to external services
- Where life is in danger

Medical confidentiality

In accordance with the school Doctors and Nurse's professional obligations, medical information about pupils, regardless of age, will remain confidential. However, in providing medical care for a pupil, it is recognised that on occasion the school Doctor or Nurse may liaise with a variety of people. Information, ideally with the pupil's prior consent, will be passed on as appropriate. With all medical matters, the Doctor and Nurse will respect the pupil's confidence. Except in the very rare occasions when having failed to persuade a pupil or his or her authorised representative, to give consent to divulgence, the Doctor or Nurse may consider it in the pupil's best interests, or necessary for the protection of the wider community, to breach confidence and to pass the information on to a relevant person or body.

Contraceptive advice

General advice on contraception forms part of the RSE programme. The doctor and school nurse can give confidential advice on contraception to pupils.

Engaging Stakeholders

Parents will be informed about this policy by making it available upon request. We will work closely with parents to ensure that they are fully aware of what is being taught and provide additional resources and support when required. The board of trustees will be regularly informed of the RSE policy and curriculum through trustee meetings that are carried out on a periodic basis. Pupil voice will be used to review and tailor our RSE programme to match the different needs of our pupil cohort. Views from all stakeholders are listened to, however the final decision of curriculum content rests with the school's Senior Management Team.

Language

When discussing the matters in this policy, the language used should not embarrass anyone.

SEND

Relationships education and RSE is accessible for all our pupils. The school takes into consideration when designing and teaching these subjects that some pupils are more vulnerable to exploitation, bullying and other issues on account of their SEND.

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Responsibilities

The governing board

The governing board has delegated the approval of this policy to the Headteacher and the policy review committee.

The Principal

The Principal is responsible for ensuring that RHSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RHSE (see section 7).

Staff

Staff are responsible for:

- Delivering RHSE in a sensitive way
- Modelling positive attitudes to RHSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science components of RHSE

Staff do not have the right to opt out of teaching RHSE. Staff who have concerns about teaching RHSE are encouraged to discuss this with the headteacher. Children will often ask their teachers or other adults questions pertaining to sex or sexuality which go beyond what is set out for Relationships Education. In these cases, staff will liaise directly with their parents or carers to decide on how and who should answer these questions. It should be noted that given the ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information.

Pupils

Pupils are expected to engage fully in RHSE and, when discussing issues related to RHSE, treat others with respect and sensitivity.

Parents' right to withdraw

The role of parents in the development of their children's understanding about relationships is vital. Parents are the first teachers of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships.

Parents do not have the right to withdraw their child from the relationships aspect of the syllabus, the Relationships Education, Relationships and Sex Education and Health Education (England)

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Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education.

Parents' have the right to withdraw their children from the non-statutory/non-science components of RHSE. Requests for withdrawal should be put in writing and addressed to the Principal. Parents will be given the opportunity to view the materials used with the children in advance of any lessons. A copy of withdrawal requests will be placed in the pupil's educational record. Before granting any such request the Principal will discuss the request with parents to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The school will document this process to ensure a record is kept. Alternative, meaningful work will be given to pupils who are withdrawn from RHSE, however this may need to be completed in a classroom of another year group.

Training

Staff are trained on the delivery of RHSE as part of their induction and it is included in our continuing professional development calendar. The Headteacher may also invite visitors from outside the school, such as school nurses, to provide support and training to staff teaching RHSE.

Monitoring arrangements

The delivery of RHSE is monitored by the Senior School Senior Management Team and the LVS Life Learning HoD, through planning scrutinises, learning walks, pupil voice and lesson observations.

Pupils' development in RHSE is monitored by Form Tutors as part of our internal assessment systems. Pupils are assessed against age related expectations regularly throughout the year.

This policy will be reviewed by Bradley Hunt annually. At every review, the policy will be approved by the Principal and the policy review committee.

This policy should be considered alongside the school behaviour, PHSE, bullying and safeguarding policies to ensure consistency of approach.