



Malbank School & Sixth Form College

Relationship, Sex and Health Education Policy (RSHE)

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Relationship, Sex and Health Education Policy (RSHE)

Updated Autumn Term 2020 by Alistair Reed – PSHE (PDL) Lead

1. Context

‘Sex and relationship education is 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, whilst recognising that there are strong and mutually supportive relationships outside marriage. It is also about the teaching of sex, sexuality, and sexual health.

As part of the students’ education at **Malbank School and Sixth Form**, we teach a comprehensive Personal, Social, Health and Economic (PSHE) education programme through tutor groups. PSHE is the subject that gives young people the knowledge, understanding, attitudes and practical skills to live safe, healthy, productive lives and meet their full potential. Malbank School has a separate PSHE policy and full personal development learning programme document, which can be found on the school website.

From Summer term 2021 we also have a mandatory requirement to teach Relationships, Sex and Health Education (RSHE). Much of what is included in the new RSHE requirements is already covered as part of our current PSHE provision, however the provision and policy is being updated based on the new requirements.

2. Principles and Aims

The aim of this policy is to communicate to staff, governors, parents/carers, visitors and students the manner in which RSHE will be delivered and supported at **Malbank School and Sixth Form College**.

Sex and relationships education within the School aims to provide opportunities for pupils to develop the skills, knowledge and understanding they need to lead confident, healthy and independent lives and become informed and active citizens. The work aims to be delivered in an accepting and honest way which enables young people whatever their gender and/or sexuality, to contribute.

‘PSHE Association’

- ensures children and young people’s views are actively sought to influence lesson planning and teaching
- starts early and is relevant to pupils at each stage in their development and maturity
- is taught by people who are trained and confident in talking about issues such as healthy and unhealthy relationships, equality, pleasure, respect, abuse, sexuality, gender identity, sex and consent
- includes the acquisition of knowledge, the development of life skills and respectful attitudes and values
- has sufficient time to cover a wide range of topics, with a strong emphasis on relationships, consent, rights, responsibilities to others, negotiation and

- communication skills, and accessing services
- helps pupils understand on and offline safety (social media), consent, violence and exploitation
- is both medically and factually correct and treats sex as a normal and pleasurable fact of life
- is inclusive of difference: gender identity, sexual orientation, disability, ethnicity, culture, age, faith or belief, or other life experience
- uses active learning methods, and is rigorously planned, assessed and evaluated
- helps pupils understand a range of views and beliefs about relationships and sex in society including some of the mixed messages about gender, sex and sexuality from different sources including the media
- Teaches pupils about the law and their rights to confidentiality even if they are under 16, and is linked to school-based and community health services and organisations.
- promotes equality in relationships, recognises and challenges gender inequality and reflects girls' and boys' different experiences and needs

3. Moral and Values Framework

Malbank School enjoys a distinctive ethos and long-standing traditions. The School strives to ensure that everyone is valued equally and treated with respect, regardless of aptitude, ethnic origin, gender, sexual orientation, disability or social class. Whilst the School believes that pupils should be taught about the nature and importance of marriage for family life and bringing up children it recognises that stable relationships are key building blocks of community and society.

The sex and relationship education programme will reflect the School ethos and demonstrate and encourage the following values:

- Respect for self and others
- Respect for differences
- Responsibility for their own actions
- Responsibility for their family, friends and wider community
- The rights of the individual
- Equality

Underpinning these values are the British Values.

We are also committed to implementing the SEAL (Social and Emotional Aspects of Learning) agenda throughout our teaching of SRE.

4. Delivery

RHSE is just one facet of Personal, Social and Health Education, known at **Malbank** as Personal Development Learning, which should be seen in the context of the overall aims of the School and its curriculum principles.

Whilst all young people are entitled to receive sex education we believe that it should not be taught in isolation, but should be placed within a broader framework of encompassing personal development, interpersonal relationships and values.

The programme will be delivered through a number of subjects, including PDL, RE, and Biology, as well as special Health Days and Enrichment Days. For example Year 9 Health Workshops. PDL takes place once a fortnight with form tutors delivering the curriculum in Key Stages 3 and 4. Lessons are planned in relation to the National Guidance and in consultation with students and staff. Key Stage 5 provision is delivered through tutor groups in year 12 and individual tutorial sessions in year 13. The use of Microsoft TEAMS and outside agencies accompany the provision in the sixth form.

We believe that Sex and Relationship Education should be dealt with by experienced teachers and tutors who know the students that they are working with well. Tutor groups are mixed ability. Ground rules for dealing with difficult questions are set by the teacher to ensure that trust and respect are maintained. Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Headteacher.

Staff training is made available to tutors within Key Stage team meetings and staff inset days. All staff receive the statutory Child Protection level 1 accreditation on a 3 year cycle.

Additional training can be applied for in relation to CPD targets.

5. Pupils with Special Education Needs and Disabilities (SEND)

Relationships, Sex and Health Education (RSHE) will be accessible for all pupils. The SEN Department tailor's individual guidance on sex and relationships to pupils who are on the autistic spectrum. High quality teaching is differentiated and personalised, this is the starting point to ensure accessibility for all pupils. **Malbank School** is aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. RSHE can also be a priority for some pupils, for example some with Social, Emotional and Mental Health Needs or learning disabilities. For some pupils there may be a need to tailor content and teaching to meeting the specific needs of children at different development stages.

6. Working with External Agencies

The School is aware that working with external partners will enhance the delivery of RSHE and will support staff to bring in specialist knowledge and implement different ways of engaging with young people. Where external agencies are used, we will check the credentials of the visiting organisation and any visitors linked to the agency. We will also ensure that the teaching delivered by the visitor fits with the planned programme and the published policy. We will work with external agencies to ensure that the content delivered is age-appropriate and accessible for all pupils. Any materials that are used as part of the delivery must be approved by the school in advance of the session. The school will ensure that the visitor is aware of aspects of confidentiality and understands how safeguarding reports should be dealt with in line with the school's Safeguarding Policy.

7. Care, Guidance and Support

It is our policy to use the expertise of external agencies to support our Sex and Relationship programme at appropriate stages throughout the School. They include representatives from:

The School Nurse Team; CAMHS: CASADT

The Police

Charities

The local community

Representatives from the School Nurse team provide onsite drop-in opportunities for students and liaise closely with members of the Access Team. The Assistant Head (Safeguarding) liaises with staff and external agencies to ensure coherence and development and chairs the STAR meetings weekly, made up of the Access Team in order to monitor the progress of vulnerable pupils and develop individual support programmes.

The Inclusion Mentor supports vulnerable pupils who are referred to her by either SLT or the Access Team on a one-to-one basis by offering advice on such things as self-esteem building, relationships, sexual health and well-being. She offers a drop-in session during two lunch times a week.

The Family Support Worker, employed by Cheshire East Family Service, supports vulnerable pupils and families upon referral, offering them a range of intervention packages on such areas as health, relationships, behaviour management.

Where appropriate pupils have access to special interactive workshops on sex and relationship issues, for example, sexual bullying, by the Safeguarding Children in Cheshire Team or Performing Arts groups such as the Ludus Dance Company production highlighting Teenage Pregnancy.

8. Safeguarding and Confidentiality

Whilst staff will work to ensure the best interests of all students, teachers cannot offer or guarantee absolute confidentiality. If a member of staff is concerned or suspicious about signs of abuse, they should report these to the designated member of staff responsible for children protection and safeguarding, (Mrs Janine Edwards – Assistant Headteacher)

If disclosure is made by a student to a member of staff about issues related to pregnancy, contraception, STIs, alcohol or drug related issues the information should be passed on to a member of the Access Team who will liaise, in the first instance, with a member of the School Nurse team. Other specialist agencies may be contacted for support. Students will be kept informed about the need to make such contact. They will be given information about further sources of confidential help.

Except in exceptional circumstances, the school should 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. If a pupil is excused from sex education, the school will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

Key workers will use their judgement about when and if parents are informed. It should be in all but the most exceptional circumstances e.g. where there are concerns about child abuse. The Headteacher should be made aware of disclosures about child abuse and cases of confirmed pregnancy.

The School Nurse can offer and guarantee confidentiality (unless child protection issues are involved) in a one-to-one situation with individual students and is under no obligation to contact parents. (The criteria for exercising professional judgement are based on the "Fraser Guidelines"). She holds a drop-in session once a week which all students can access and she has access to student medical records within School. She may instigate child protection procedures without reference to the School. She will liaise with Key Stage Leaders and the Assistant Head (Inclusion) when appropriate. In a classroom situation she follows the School's confidentiality policy.

Whilst on School premises the Connexions representative is subject to the same guidelines as members of staff in relation to confidentiality and child protection. Referrals about students with health-related problems are made to/between Key Stage Leaders, the SENCO, and Connexions Advisers using school documentation.

9. Procedures for if a child under the age of 16 is having or contemplating having sex

Explain the issues surrounding confidentiality and child protection to the student, preferably before a disclosure is made.

Discuss the nature of the relationship and the pros and cons of beginning/having a sexual relationship at this stage (cons to include legal position re: under age sex, possible health related problems).

Encourage the student to talk to their parent/carer. If the student is under the age of 13 then a key worker from school has a duty to contact parents and outside agencies.

Refer student to confidential advisors e.g. School Nurse, Family Planning Centre, Doctor for advice about contraception.

Any request for information about emergency contraception should be directed to the School Nursing service. In her absence refer the student to the duty pharmacist, GP or Family Planning Centre. A student who asks for this advice more than once should be referred to the School Nurse for further counselling.

In the case of suspected/known pregnancy staff should liaise with the Key Stage Leader who will make every effort to support the student's disclosure to their parent(s) before making a referral to the School Nurse.

Liaise with the designated member of staff responsible for Child Protection or the Headteacher if there are concerns about the nature/content of the disclosure.

Answering difficult questions.

Teachers should establish with the young people a set of ground rules so that all concerned are aware of the parameters.

10. Links to other policies

Equality
Safeguarding and Child Protection
Anti-bullying
PHSE
SEN

11. Procedure for Monitoring and Evaluating RSHE

The policy and its implementation will be reviewed every 12 months. The school's RSHE link governor is Gill Appleton. RSHE will be monitored by Mr Reed, whose responsibility is to:

- Ensure that RSHE is covered in the schemes of work for PSHE,
- Monitor the use of teaching and learning styles;
- Monitor the use of teaching materials;
- Evaluate the effectiveness of the school's RSHE programme;
- Ensure the content is age appropriate.

The evaluation process will consult with **Students** using student voice sessions and survey feedback. **Parents** will have access to our SOW for RHSE and have access to example lessons. This will enable the school to consult with parents and give them the opportunity to offer feedback and inform any future policy development. **Governors** will be consulted on to any changes to the RHSE policy and a approval process will take place. The overall responsibility for policy monitoring and evaluation remains with the Governing Body.

This policy has been consulted on and approved. The next consultation and review will take place Summer term 2022.

Appendix 1

Peer on Peer Abuse

This part of the policy explain how we tackle peer on peer abuse through our PSHE and RSHE curriculum. This provision is underpinned by our whole school approach to peer on peer abuse set out in our safeguarding policies, behaviour policy, anti-bullying policy and as part of our pastoral support system.

Definition

Peer on peer abuse is most likely to include, but may not be limited to:

- Bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- Abuse in intimate personal relationships between peers;
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- Sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- Consensual and non-consensual sharing of nudes and semi nudes images and or videos (also known as sexting or youth produced sexual imagery);
- Upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and
- Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

Delivery

At **Malbank School** students learn about peer on peer abuse through the PSHE and RSHE curriculum. Peer on peer abuse is taught as part of the **Relationships and Sex**

Education (RSE) and Health Education (2019) framework. The statutory knowledge and skills are sequenced throughout KS3, KS4 and KS5. Students gain an understanding that peer on peer abuse is wrong, including the laws and consequences of such actions on the perpetrator and the victim. Students will gain the knowledge and understanding to be able to identify the signs of peer on peer abuse and know who to report peer on peer abuse to inside and outside of school.

The DfE's statutory relationships and sex education guidance identifies a wide range of relevant content in the secondary phase related to treating others respectfully, recognising unhealthy relationships and seeking support. As part of our compliance with the RHSE guidance we cover the following topics that link to peer on peer abuse.

Please find the PDL (PSHE) Head, Heart, Hand document on the school website. This will provide a more detailed overview and sequencing of the knowledge and skills from ALL PSHE and RSHE topics.

Respectful relationships, including friendships

- That some types of behaviour within relationships are criminal, including violent behaviour and coercive control.
- What constitutes sexual harassment and sexual violence, and why these are always unacceptable.

Online and media

- That specifically sexually explicit material (eg pornography) presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affects how they behave towards sexual partners.
- What to do and where to get support to report material or manage issues online.
- The impact of viewing harmful content.

Being safe

- The concepts of and laws relating to sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and female genital mutilation; and how these can affect current and future relationships
- How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).

Intimate sexual relationships, including sexual health

- How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship
- That there is a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.

The designated safeguarding lead and other relevant staff know when these topics are being taught, so further intervention can be offered to support pupils who disclose or are affected by the issues raised.