



Lincoln Christ's Hospital School

Relationships, Sex Education and Health Education (RSEHE) Policy

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1. Introduction

1.1

This policy was created by J Stevens, SMSC, BV, RSEHE Coordinator. It reflects the consensus of all school stakeholders gained via our usual consultation process. It was agreed by the Governing Body at the meeting held in term 3, 2021. This policy reflects the character of our large city secondary school. It recognises our responsibility to teach RSEHE to students as they move from childhood to the status of young adults.

1.2

To embrace the challenges of creating a happy and successful adult life, students need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships, and to build their self-efficacy. Students can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support. High quality, evidence-based and age-appropriate teaching of these subjects can help prepare students for the opportunities, responsibilities and experiences of adult life. RSEHE can also help to promote the spiritual, moral, social, cultural, mental and physical development of students.

1.3

RSEHE aims to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and successful marriage or other types of a committed relationship. It should also cover consent, contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what is acceptable and what is unacceptable within relationships. This will help students understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed.

Students should understand the benefits of healthy relationships to their mental wellbeing and self-respect. Through gaining knowledge of what a healthy relationship is, they can be empowered to identify when relationships are unhealthy. They should be taught that unhealthy relationships can have a lasting, negative impact on mental wellbeing.

The aim of teaching students about physical health and mental wellbeing is to give students the information they need to make good decisions about their health and wellbeing. It will enable them to recognise what is acceptable and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources. Physical health and mental wellbeing are interlinked, and students must understand that good physical health contributes to good mental wellbeing, and vice versa. Emphasis is given to the steps students can take to protect and support their health and wellbeing. They will know that there is a relationship between good physical health and good mental wellbeing and that this can also influence their ability to learn.

2. Content

2.1

RSEHE is an integral part of our Personal Development programme and includes the following topics:

- Families
- Respectful relationships, including friendships
- Online and media

- Being safe
- Intimate and sexual relationships, including sexual health
- Mental wellbeing
- Internet safety and harms
- Drugs, including alcohol and tobacco
- Basic first aid
- Changing adolescent body
- Self-care
- Strategies for building resilience
- The benefits of physical activity and time spent outdoors
- The benefits of sufficient sleep
- The characteristics of a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health
- How to maintain healthy eating with good nutrition, and the links between a poor diet and health risks, including heart disease, tooth decay and cancer.

3. Roles and Responsibilities

3.1

As part of the Personal Development programme, RSEHE is led by J Stevens, SMSC, BV, RSEHE Coordinator. It is taught by a mixture of Tutors, subject teachers and outside specialists. The implementation of this policy is the responsibility of all members of staff but especially those who contribute to the preparation and/or delivery of materials used in the RSEHE programme.

4. Legislation

4.1

This policy has been developed in line with DfE statutory guidance for governing bodies, proprietors, Headteachers, principals, senior leadership teams and teachers (Relationships Education, Relationships and Sex Education (RSE) and Health Education)). This policy is informed by 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 and the Equality Act 2010.

5. Curriculum Design

5.1

As part of Personal Development, RSEHE is delivered via Spiritual, Moral, Social and Cultural (SMSC) tutor sessions, outside agencies, Citizenship days and other subjects. The RSEHE programme follows a spiral curriculum model. It builds on RSEHE at primary school. The teaching is designed to be sensitive, age-appropriate, developmentally appropriate, and delivered with reference to the law.

5.2

RSEHE is made accessible to all students including SEND and LGBT+ students via high-quality teaching that is differentiated and personalised. Our approach is inclusive in terms of gender identity, sexual orientation, disability, diversity, ethnicity, culture, age, religion and belief. The curriculum meets the needs or is adapted for, those children with protected characteristics according to the Equality Act 2010. We do not tolerate sexism, misogyny, homophobia or any other forms of discrimination. LGBT content is sensitive and age-appropriate in approach and content. Students will be taught the facts and the law about sex, sexuality, sexual health and

gender identity in an age-appropriate and inclusive way. All students should feel that the content is relevant to them and their developing sexuality. Sexual orientation and gender identity will be explored at a timely point and in a clear, sensitive and respectful manner. We recognise that young people may be discovering or understanding their sexual orientation or gender identity. There will be an equal opportunity to explore the features of stable and healthy same-sex relationships.

5.3

The RSEHE programme is taught through a range of teaching methods and interactive activities including Tutor time activities, assemblies, workshops, drama performances and other active learning opportunities.

6. Safe Practice

6.1

Teaching strategies include: establishing ground rules with students; using “distancing” techniques (e.g. depersonalizing discussions i.e. through role-play/use of videos/theatre groups); knowing how to deal with unexpected questions or comments from students; using discussion, appropriate materials and encouraging reflection.

6.2

Materials used in schools will be in accordance with the RSEHE framework and the law. The school will ensure that students are protected from teaching and materials which are inappropriate, having regard to the age and cultural background of all students.

6.3

Teachers have a responsibility to ensure the safety and welfare of students and because teachers act in loco parentis, the personal beliefs and attitudes of teachers will not influence the teaching of RSEHE. Care needs to be taken to ensure that there are no stigmatizations of students based on their home circumstances. The beliefs and/or religious convictions of all students and their parents/carers should be respected.

6.4

Teachers will deliver the RSEHE curriculum in a way that allows students to explore factually accurate information that is up-to-date and impartial. At all times when developing curriculum and teaching RSEHE, LCHS will comply with the 1996 Education Act regarding political impartiality:

- Forbid the pursuit of partisan political activities by junior pupils.
- Forbid the promotion of partisan political views in the teaching of any subject in the school.
- Take reasonably practicable steps to secure that where political issues are brought to the attention of pupils, they are offered a balanced presentation of opposing views.

The meaning of political issues does not refer solely to the discussion of party politics. A range of issues on which there could be political views may include global affairs, equalities issues, religion and economics.

6.5

Potentially sensitive questions from students within lessons will be answered with sensitivity and diplomacy. Teachers may offer students the opportunity to discuss certain questions at a later time – perhaps at break or lunch. Teachers have the right to not answer questions of a personal nature.

6.6

Students will be able to ask questions anonymously via a question box. Q&A will later be shared with the year group via tutor notices.

6.7

The new curriculum covers a wide range of topics, some of which individual teachers might find personally challenging in different ways. It is important for teachers to feel they can ask for support or raise questions if:

- they have personal experience of a topic which makes teaching that content particularly challenging for them
- they have personal views on a topic that means they need to discuss how they can ensure the teaching is delivered objectively

Teachers should talk to their line manager, in the first instance, if they do need support.

7. Safeguarding

7.1

The RSEHE programme includes raising awareness of what is and what is not appropriate (or legal) in a relationship, and this can lead to a disclosure of a child protection issue. With this in mind, staff need to ensure they are up-to-date with safeguarding training and that they are familiar with the school's safeguarding and confidentiality policy.

7.2

Visitors/external agencies are actively encouraged; they enhance the delivery of RSEHE by bringing in specialist knowledge and experience. The school's visitor and safeguarding and disclosure protocols and policy will be shared with visitors/organisations in advance, and their credentials will be checked in advance by the member of staff organising the visit. Staff should make sure that the teaching materials and delivery:

- Fit with the planned programme
- Are sensitive
- Are age-appropriate
- Are accessible
- Do not include ideas or material produced by organisations that forward extreme political positions.

Examples of extreme political positions include, but are not limited to:

- Promoting non-democratic political systems rather than those based on democracy, whether for political or religious reasons or otherwise.
- Teaching that requirements of English civil or criminal law may be disregarded whether for political or religious reasons or otherwise.
- Engaging in or encouraging active or persistent harassment or intimidation of individuals in support of their cause.
- Promoting divisive or victim narratives that are harmful to British society.
- Selecting and presenting information to make unsubstantiated accusations against state institutions.

8. Parents and other stakeholders

8.1

Parents/carers will be informed, via letter, that this policy is available on our school website. They will be provided with a document: 'Understanding Relationships, Sex and Health Education at your child's secondary school: a guide for parents.' This document provides details about the topics

covered in RSEHE. It includes details about their rights, including their right to withdraw their child from some aspects of Sex Education, but not from Relationships Education and Health Education.

Parents/carers should write to the Headteacher if they would like to discuss withdrawing their child from Sex Education.

8.2

As part of our whole school approach to RSEHE, the programme will be informed by student responses to an anonymous survey. Student voice will be used to review and tailor our RSEHE programme to meet the different needs of the students by providing opportunities for students to give feedback on the materials/delivery models.

Tutors will be provided with the opportunity to give feedback on the quality of outside agency input to the programme.

9. Monitoring and Evaluation

9.1

Monitoring is regular and on-going. It is designed to assess the effectiveness of RSHE provision and to identify any problems or issues. Evaluation, on the other hand, is sporadic and summative. Regular, robust monitoring and evaluation methods include:

- Student self-evaluation.
- Teacher feedback.
- Extended session drop-in.
- Learning walk.
- Outside agency evaluation report.
- RSEHE review.

10. Links to other policies

10.1

This policy informs and is informed by the following policies:

- SMSC and British Values
- Confidentiality
- Behaviour and discipline
- Anti- Bullying
- Drug Education and Dealing with Related Incidents
- Safeguarding and child protection
- Visitors.

J P Stevens 2021