



# Relationships, Sex & Health Education Policy 2021-2022

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## **Contents**

<b>1. Consultation, policy statement and statutory RHE</b>	<b>2</b>
<b>2. Statutory RSHE and non-statutory RSHE</b>	<b>2</b>
<b>3. Equality Duty, monitoring and assessment</b>	<b>4</b>
<b>4. Resources and lead teachers</b>	<b>5</b>
<b>5. Curriculum map and links</b>	<b>6</b>

## **1. Consultation**

Borough wide consultation has taken place via the Newham RSHE consultation group with: Pupils, Parents, Community Groups, Faith Groups, Local Councilors, Teachers, OFSTED, School Governors, LA and Professional Associations.

School consultation has also taken place with parents, teachers and students.

## **Policy statement- Aims and objectives of RSHE**

It is the intention of Lister Community School to teach high quality, age appropriate, pupil-sensitive, evidence based RSHE, which demonstrates a respect for the law and all communities that call Newham home. RSHE in Lister Community School should help pupils to learn about themselves and the world they live in, giving them the skills, understanding and information they need for life. This will help them to stay safer and to flourish, not just in childhood, but into adulthood and for the rest of their lives.

## **2. Statutory content: RHE**

By law, secondary schools are required to teach relationships, sex and health education, alongside national curriculum science with-in the context of safeguarding. Here at Lister Community School, we acknowledge that parents are a child's first and most effective teacher, and so we will ensure that we have annual meetings with parents and carers to present our RSHE curriculum as well as hear from them about any concerns or questions they have. We are clear that our aim is to educate students about these important subjects alongside parents.

### **National Curriculum Science**

At Key stage 3 and 4, the national curriculum for science includes a recap about menstruation and puberty, teaching about human reproduction and birth, including different contraception methods in KS4, and includes drugs education and the study of sexually transmitted infections (STIs), including HIV. At Lister Community School we choose to teach Science in line with the National Curriculum.

**There continues to be no right to withdraw from national curriculum science.**

### **Health Education (Physical Health and Mental Wellbeing)**

The aim is to give pupils the information that they need to make good decisions about their physical and mental health and wellbeing. Pupils will recognise what is safe and what could put them and others at risk, and how to seek support at the earliest stage from appropriate sources.

**There is no right to withdraw from health education.**

## **Relationships Education**

In secondary school, relationships education builds on what has been learnt at primary school concerning positive relationships and progresses to talk about intimate relationships. Lessons will be evidence based, age and culturally appropriate, based on the law and sensitive to the needs of pupils.

### **There is no right to withdraw from Relationships Education**

#### **Non-statutory RSHE**

Sex Education that goes beyond national curriculum science

All secondary schools must teach sex education that is outside of the national curriculum science, but parents can withdraw their children from sex education. Sex education at Lister Community School will be taught by trained staff in an age appropriate and sensitive way and giving due regard to the law. We believe the teaching of sex education alongside relationship education will help to ready students for their life in 21<sup>st</sup> century Britain.

### **The right of parents to withdraw their children from non-statutory RSHE**

Parents have a right to withdraw their children from non-statutory RSHE, i.e. sex education, following a meeting with a member of the Senior Leadership Team (SLT) to discuss their concerns. The head teacher has the right to deny this request, but must have very strong reasons for doing so. Alternative arrangements will be made for students not attending sex education lessons. The school will document this process. Parents/carers must be able to explain how they are planning on delivering the content to their child themselves.

#### **Safeguarding**

Safeguarding is an important aspect of all lessons taught as part of RSHE in our school. Our safeguarding policy will be applied to and supported by all aspects of RSHE and any disclosures or issues arising as part of RSHE will be dealt with according to our safeguarding policy.

### **3. Equality**

The school will comply with the relevant requirements of the Equality Act 2010: 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 (Protected Characteristics)

The delivery of the content of RSHE will be made accessible to all pupils, including those with SEND

Our school celebrates difference and diversity and bullying of anyone for any reason is not acceptable. It is expected that our relationships education curriculum will lead to a stronger sense of community, mutual respect and give pupils a sense of responsibility, alongside the staff, to keep Lister Community School a safe, inclusive and caring place for all, upholding the core values and ethos of the school.

### **Monitoring, evaluation and assessment**

RSE at Lister is taught through a range of methods:

1. RSHE sessions delivered by trained staff (including, where appropriate, Inclusion staff); and external organisations. This is a curriculum lesson in Years 7 and 8, a unit of taught lessons in Year 9, and through drop-down days throughout the curriculum
2. SMSC activities delivered by Heads of House and tutors
3. Special events and assemblies
4. Enrichment activities

To ensure that the teaching and learning in RSHE in our school is of the highest standard, it will be monitored by our RSHE curriculum leader Miranda Adams.

The school identifies students' prior knowledge through a starting activity that gauges pupils' starting point in terms of their existing knowledge, skills, attitudes and beliefs. This is used to inform the teacher's planning for that module. Then, at the end of the topic, module, or lesson an activity is carried out which allows pupils to demonstrate the progress they have made since doing the baseline activity. For example, pupils do a 'mind-map' of everything they know, think or believe and questions they have about the new topic, then at the end of the module they take a different coloured pen and revisit their original mind-map, adding to it, correcting previous misconceptions, answering their original questions and so on.

RSHE and SMSC is also assessed through the Character Award and student feedback.

The Safeguarding in the Curriculum Group meets once a half-term to identify local and national trends that may necessitate a change to the curriculum.

#### **4. Resources**

The school will draw from a number of educational resources and work closely with the Borough RSHE Steering Group.

It is the role of the RSHE subject leader to ensure that resources are appropriate and up to date for the school's use in teaching RSHE.

#### **RSHE curriculum lead teacher**

Any queries about this policy should be addressed to Miranda Adams.

#### **Safe and effective practice:**

We will ensure a safe learning environment by:

- Establishing ground rules at the start of the year (and at the start of particularly sensitive lessons);
- Ensuring distancing techniques are used (for example, avoiding the use of specific names and personal stories when discussing sensitive issues);
- Ensuring a safe handling of questions (for example, the use of anonymous questions on post it notes);
- Protecting students who may have higher vulnerability (working closely with the learning support team);
- Signposting further help and support (including how and what will happen next).
- Teachers and pupils will co-construct the class ground rules.
- All staff teaching RSE will be supported by the RSHE lead and will receive CPD sessions where appropriate. All staff in the school will be presented with the whole school annual RSHE strategy.

#### **Topics covered in Year 7 and 8 curriculum lessons:**

<b>Year 7</b>	<b>Year 8</b>
Transition to secondary school	Back to school
Puberty, personal and mental health	Relationships and supporting each other
Stereotypes and discrimination	Physical wellbeing
LGBTQ+	Mental health and emotional wellbeing
E-safety	Prejudice and stereotypes
Safety in the Community	E-safety
Why is community important?	Staying safe in the community
	The environment

### Year 9 RSE lessons:

1) Healthy relationships	<ul style="list-style-type: none"><li>- Understanding different types of relations</li><li>- Understanding positive and negative behaviors in relationships</li><li>- Understanding how to establish trust in a relationship</li></ul>
2) Stereotypes and LGBTQ+	<ul style="list-style-type: none"><li>- Challenging stereotypes and discrimination</li><li>- Developing strategies to support others who may encounter prejudice or discrimination</li></ul>
3) Consent	<ul style="list-style-type: none"><li>- Understanding consent, when it should be given, why it is so important in all relationships.</li></ul>
4) Contraception	<ul style="list-style-type: none"><li>- Identify local clinics, the main types of contraception and the best ways of preventing the most common STIs. Understanding the importance of using contraception.</li></ul>
5) STIs	<ul style="list-style-type: none"><li>- Making informed decisions about my sexual health and advise others.</li></ul>
6) Pornography	<ul style="list-style-type: none"><li>- Identifying ways that pornography can be harmful, both to viewers and to people involved in the industry. Understanding the structural changes to the brain which can happen from continuous viewing of pornography and the way it can impact on lives. Understanding how desensitization can ruin healthy sex lives and the long term impact a growing porn industry has on our society.</li></ul>

### Proposed Super Learning Day Topic Focus 2021-22

	<b>Topic Focus</b>
<b>Year 8</b>	Conflict resolution/healthy relationships FGM
<b>Year 9</b>	Addiction Drugs, gambling, healthy gaming Mental health
<b>Year 10</b>	Relationships Grooming, sexual assault, domestic abuse, red flags of an unhealthy relationship
<b>Year 11</b>	Teenage cancer, self-screening Mental health and wellbeing Life after school – independent living