

## **Relationships Education, Relationship and Sex Education (RSE) and Health Education Policy**

**2021/2022**

### **SLT Responsible for this Policy**

James Kidd, Vice Principal (Pastoral)

Telephone: 02079358411

Email: [james.kidd@dld.org](mailto:james.kidd@dld.org)

<b>This policy is reviewed on an annual basis</b>		
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**This policy has been approved by SLT and adopted on behalf of the Governors, and is addressed to all members of staff and volunteers and is available on the school's portal. It is available to parents on request. It applies wherever staff or volunteers are working, including when this involves being away from the school.**

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## 1. Introduction

DLD College values and respects the variety of nationalities, backgrounds and cultural traditions among its students and staff.

RSE is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care.

It is also about the teaching of sex, sexuality and sexual health. It is not about the promotion of sexual orientation or sexual activity – this would be inappropriate.

This policy follows the guidance outlined in the following documents:

- DfE Relationships, Relationships and Sex Education and Health Education guidance 2019
- The Equality Act 2010

## 2. Aims

To give students opportunities to learn about three key areas:

### **Attitudes and values**

- Learning the importance of values, individual conscience and moral considerations.
- Learning the value of family life and stable loving relationships for the nurture of children.
- Learning the value of respect, love and care.
- Exploring, considering and exploring moral dilemmas and developing critical thinking as part of decision making.

### **Personal and social skills**

- Learning to manage emotions and relationships confidently and sensitively
- Developing self-respect and empathy for others.
- Learning to make choices based on an understanding of difference and an absence of prejudice.
- Developing an appreciation of the consequences of choices made.
- Managing conflict and learning how to recognise exploitation and abuse and developing strategies to deal with these issues.

### **Knowledge and understanding**

- Learning and understanding physical development at appropriate stages.
- Understanding their own mental health wellbeing and the range of advice and support available.
- Understanding human sexuality, reproduction, sexual health emotions and relationships.

- Learning about contraception and the range of local and national sexual health advice, contraception and support services.
- Learning the reasons for delaying sexual activity, and the benefits to be gained from such delay.
- The avoidance of unplanned pregnancy and sexually transmitted infections.
- Understanding the implications of on-line relationships and knowing how to manage them safely.

### 3. Delivery

Sex and Relationship Education (RSE) is carefully planned and delivered through:

- Timetabled, tutor-led personal, social, health and economic education (PSHE).
- Assemblies with a variety of speakers.
- Specified science lessons.
- PSHE Association and other approved resources are used to deliver content.

Assemblies and PSHE tutor sessions are a time when groups within the school meet together in order to learn about and reflect on common concerns, issues and interests. Assemblies and PSHE take place for two 40 minute sessions per week for Lower School (Y9/10/11) and one 40 minute session each week per week in the Upper School (Year 12 and Above).

Visitors are welcomed to speak on specialist subjects from time to time (for example the Police Community Liaison Officer speaking about personal safety, a veteran on Remembrance Day and a specialist nurse informing students about consent and Sexual Health).

Students arrive in years 10, 11, 12 and 13 and some are Compulsory School Age (CSA). The age range is 12 to 23 years and RSE provision is both age and course appropriate.

CSA, GCSE and Pre-Sessional students follow the JIGSAW programme of study. JIGSAW brings together Personal, Social, Health Education, emotional literacy, social skills, and mental health and resilience development into a comprehensive scheme of learning. It has an inclusive philosophy and includes Relationship and Sex Education tracked to the government's statutory requirements. A content snapshot is provided as Appendix I.

Additionally, all students receive PSHE via their tutor period and guest speakers covering topical issues such as:

- Values
- Self development and self regulation.
- Future planning.
- Tolerance and Equality (including LGBTQ+)
- Dangers and consequences of risk-taking behaviour including drugs and gambling
- Consent and social safety
- Online safety
- Anti-radicalisation

## 4. National Curriculum Science

At secondary school, the National Curriculum in Science requires that the following elements of RSE should be taught:

### KEY STAGE 4

- The way in which hormonal control occurs, including the effects of sex hormones.
- Some medical uses of hormones, including the control and promotion of fertility.
- The defence mechanisms of the body.
- How sex is determined in humans.

## 5. Roles and responsibilities

The Head of Wellbeing researches and plans the schedule and content of Assemblies and PSHEE/RSE, using external specialist support as necessary.

Teachers are given training on how to deliver the content and how to respond to difficult questions.

If a question asked is too personal or explicit, the teacher should, in consultation with the Personal Tutor or Director of Studies refer the pupil to an appropriate agency, such as the school nurse, GP or school academic mentor.

All staff must follow the Safeguarding Policy when a disclosure is made.

Details of the material delivered in PSHEE is available to parents of CSA students via the Alpha Plus Portal.

Parents have the right to withdraw their child from some, or all, RSE lessons, but not statutory science lessons as detailed below.

## 6. Procedures

The following are recommended guidelines for specific sex and relationship incidents. Each incident is unique and therefore the guidelines should be used as a reference rather than a set of rules.

Staff, students, carers, hosts, parents and anyone associated with the school community can contact the Designated Safeguarding Lead (DSL) with concerns regarding anyone in the community regarding sex and relationships. Staff should be alert to changes in a student's behaviour or any signs that a student may be at risk. This includes concerns on school trips, in the holidays and concerns relating to pre-admission to the school.

Staff have a duty of care to report any welfare concerns to the DSL immediately and provide a full and detailed report of the concern. This includes any disclosures from any member of the school community to staff, and disclosures must be shared immediately.

From time-to-time questions may be raised by students which staff may have difficulty in addressing, due to its nature and content. The staff member in question is not required to answer such questions immediately. In such cases they are advised to defer a reply and consult the Designated Safeguarding Lead before taking further action. Teachers and

tutors are urged to use their skill, good sense and discretion in such situations. The recommended ground rules involve the students being able to ask anything they wish as long as they respect the right of both staff and other students not to answer questions if they do not wish to.

## 7. Right to Withdraw

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE up to and until 3 terms before the student turns 16. After this point, if the student wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing to the Vice Principal (Pastoral) James Kidd (james.kidd@dld.org). A copy of withdrawal requests will be placed in the student's educational record. Upon receipt of the request to withdraw the Vice Principal will arrange a meeting with parents discuss the request and take appropriate action.

Alternative educational provision will be provided for students withdrawn from RSE.

## 8. Monitoring and review

A central plan and record of the themes and content of assemblies and PSHE time is kept.

Staff must make sure that no student is pressured to join a group, club or society.

The school aims to take a common-sense approach to securing balance and ensure issues are discussed in a fair and dispassionate way and that alternative viewpoints are considered.

The content is reviewed and amended annually in light of Government guidance, student/staff feedback and parental comments.

## 9. Links to other Policies

- PSHEE Policy
- PSHEE Scheme of Work
- Safeguarding Policy
- Antibullying Policy
- Wellbeing Policy
- Student drugs and misuse policy
- No Smoking Policy
- Medical Policy
- DfE Relationships, Relationships and Sex Education and Health Education guidance 2019
- The Equality Act 2010

APPENDIX 1 - JIGSAW CONTENT SNAPSHOT

<b>Ages 13-14</b>	<ul style="list-style-type: none"> <li>Young people around the world</li> <li>Peer approval</li> <li>Social groups and influences</li> <li>Community identity</li> <li>Adolescent brain and behaviour</li> <li>Perceptions/misperceptions</li> </ul>	<ul style="list-style-type: none"> <li>Protected characteristics: marriage, pregnancy and disability</li> <li>Diversity across the world</li> <li>Positive and negative language</li> <li>Types of bullying</li> <li>Recognising prejudice</li> </ul>	<ul style="list-style-type: none"> <li>Identifying strengths</li> <li>SMART planning</li> <li>Managing criticism and feedback</li> <li>Legislation and young people at work</li> <li>Better communities and societies</li> <li>Tools for developing new skills</li> </ul>	<ul style="list-style-type: none"> <li>Positive lifestyle choices</li> <li>Sleep hygiene (role in health and learning)</li> <li>Effects of alcohol use</li> <li>Brain development</li> <li>Effects of substance use</li> <li>Emergency services and safety</li> <li>Mental health</li> </ul>	<ul style="list-style-type: none"> <li>Power and relationships</li> <li>Assertiveness and saying no</li> <li>Consent</li> <li>Contraception</li> <li>Choices and consequences</li> <li>Unprotected sex and STIs</li> <li>Online and offline relationships</li> <li>Sexting</li> </ul>	<ul style="list-style-type: none"> <li>Changing perceptions and opinions</li> <li>Mental health and the brain</li> <li>Skills for change</li> <li>Adapting to change</li> <li>Self-reflection and evaluation</li> <li>Transition (to next year group)</li> </ul>
<b>Ages 14-15</b>	<ul style="list-style-type: none"> <li>Society, freedom and safety</li> <li>Environment and finite resources (carbon footprint)</li> <li>Cultural norms and prejudice</li> <li>Political influences on society</li> </ul>	<ul style="list-style-type: none"> <li>Protected characteristics: age</li> <li>Why difference and diversity occurs</li> <li>Recognising equality</li> <li>Intolerance and extremism</li> <li>Balance of power</li> <li>Decisions and life chances</li> </ul>	<ul style="list-style-type: none"> <li>Overcoming challenges and identifying alternatives (adaptable/flexible)</li> <li>Impact and consequences of misusing social media</li> <li>Confidentiality</li> <li>Life/work balance and lifestyle choices</li> <li>Consumer rights</li> </ul>	<ul style="list-style-type: none"> <li>Mental illness and treatments</li> <li>Health protection</li> <li>Brain development</li> <li>Addiction</li> <li>Substance and alcohol use</li> <li>Cancer prevention</li> <li>Behaviour change</li> </ul>	<ul style="list-style-type: none"> <li>Healthier relationships</li> <li>Relationship breakdown</li> <li>Brain function and extreme emotions</li> <li>Friendships and peer support</li> <li>Challenging relationships</li> </ul>	<ul style="list-style-type: none"> <li>Achievement and future plans</li> <li>Positive change and positive emotion</li> <li>Altruism</li> <li>Emotional complexity in change</li> <li>Models of behaviour change</li> <li>Transition (to next year group)</li> </ul>
<b>Ages 15-16</b>	<ul style="list-style-type: none"> <li>Constructive criticism</li> <li>Tools for success (attributes for life)</li> <li>Education and training opportunities</li> <li>Success planning</li> </ul>	<ul style="list-style-type: none"> <li>Goals and aspirations</li> <li>Changing goals</li> <li>Contingency planning</li> <li>Choices and responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>Managing anxiety and overwhelm</li> <li>Relaxation</li> <li>Exam preparation and concentration</li> <li>Sleep strategies</li> <li>Healthy attitudes on sexual relationships and sexuality</li> </ul>	<ul style="list-style-type: none"> <li>Sexuality</li> <li>Conflicts in relationships</li> <li>Media influence</li> <li>Individuality in relationships</li> <li>Stages of relationships</li> <li>Sexual relationship checklist</li> </ul>	<ul style="list-style-type: none"> <li>Sexual relationship checklist</li> </ul>	

Jigsaw assures schools that, should any elements appear in national PSHE-related guidance that is not included in Jigsaw 11-16, we will make every effort to ensure that Jigsaw 3-16 meets statutory duties for Relationship, Sex and Health Education.