



DAVISON CE HIGH SCHOOL FOR GIRLS

CONSULTATION DRAFT

POLICY AND MANAGEMENT DOCUMENT

Relationships and Sex Education and Health Education (RSHE)

FEBRUARY 2021

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Our school's approach to Relationship, Sex and Health Education, known as Personal Development (PD) at Davison C.E. High School for Girls, follows that of the Church of England Education Office in that it seeks to be faith-sensitive and inclusive. It is underpinned by our school vision and values.

'To live life in all its fullness and flourish as God intended.'

To teach all learning through our school values: Endurance, Forgiveness, Friendship, Hope, Thankfulness and Trust.

At Davison C.E. High School for Girls, everyone will be treated with dignity as all people who are made in the image of God and are loved equally by God.

All pupils have a right to an education which enables them to flourish and is set in a learning community where differences of lifestyle and opinion (within that which is permissible under UK law) are treated with dignity and respect and where they are free to be themselves and fulfil their potential without fear.

Our school seeks to ensure that the RSHE curriculum protects, informs and nurtures all pupils. It clearly differentiates between factual teaching (biology, medicine, the law, marriage, different types of families and the composition of society) and moral teaching about relationships and values, recognising that the distinction can be easily blurred and that there needs to be discernment about the manner in which this is taught. We teach RSHE within a moral (but not moralistic) framework.

RSHE in Davison C.E. High School for Girls, is about what constitutes wellbeing and loving care for ourselves (physical and mental health education), how we show loving care for others (relationships education) and, at an appropriate age and stage in life, how we show loving care to those we choose to be intimate with, including within marriage.

It is also about the spiritual and moral aspects of healthy, loving and nurturing relationships within a context of a Christian vision for the purpose of life.

Pupils will consider how to ensure that they treat themselves and others, at all times and in all contexts, with dignity and respect.

Defining health education

Health education is learning about physical health and mental wellbeing so that pupils can make wise choices to ensure their own flourishing and the flourishing of others.

Defining relationship and sex education

Relationships and sex education RSHE is about giving young people the information they need to make choices that will help them to form healthy and appropriate relationships of all kinds, including intimate relationships.

CONSULTATION DRAFT

RSE will support people throughout their lives to develop safe, fulfilling and healthy sexual relationships at the appropriate time.

The right to withdrawal from sex education

Parents have the right to excuse their children from this aspect of RSHE and can do so by making concerns known and applying in writing to the Headteacher. The school will invite any enquiring parents or legal guardians to talk through concerns. An explanation of the rationale for RSHE will be given; an opportunity will be offered to review the intended materials and consider the impact of not receiving sex education with peers.

Withdrawing a child from sex education remains a statutory right as a parent or legal guardian up until three terms before the child turns 16 years of age. 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, it is the school's responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal. There is no right to withdraw from relationships education or health education. The school will document this process to ensure a record is kept.

The RSHE Curriculum at Davison C.E. High School

These are the requirements for RSHE from the Department for Education.

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

How will RSHE be taught in our school?

RSHE will be delivered professionally and as an identifiable part of PD. It will be led, resourced and reported to parents in the same way as any other subject. There will be a planned programme delivered in a carefully sequenced way.

RSHE will be delivered in a way that affords dignity and shows respect to all who make up our diverse community. It will not discriminate against any of the protected characteristics in the Equality Act and will be sensitive to the faith and beliefs of those in the wider school community. RSHE will seek to explain fairly the tenets and varying interpretations of religious communities on matters of sex and relationships and teach these viewpoints with respect. It will value the importance of faithfulness as the underpinning and backdrop for relationships. It will encourage pupils to develop the skills needed to disagree without being disagreeable, to appreciate the lived experience of other people and to live well together.

RSHE will seek to build resilience in our pupils to help them form healthy relationships, to keep themselves safe and resist the harmful influence of the excesses of media in all its forms.

CONSULTATION DRAFT

RSHE will promote healthy resilient relationships set in the context of character and virtue development that sits within the schools Christian Vision and Values. Values such as such as honesty, integrity, self-control, courage, humility, kindness, forgiveness, generosity and a sense of justice. All staff teaching this sensitive and important subject will have received training. This training will be regularly reviewed and revisited. Pupils with SEND will have had the content made accessible to them, in consultation with Nicola Robertson, our School SENCo

RSHE is taught by confident trained staff and only some elements will be taught by outside agencies (such as First Aid or aspects about puberty). It is important that pupils have confidence in the teacher and that a 'safe space' is created where pupils feel confident and can ask age-appropriate questions.

Student disclosures

As the topics covered and discussions held within lessons (and with wider pastoral staff) can prove sensitive and personal there is the potential for:

- Students to want to discuss personal worries/concerns and or seek specific advice from staff
- Students to feel very uncomfortable within the classroom due to past experience
- Students making disclosures to staff

Wanting to discuss sensitive topics or worries/concerns is not a sign of weakness and will not be discouraged by staff however, where the member of staff feels uncomfortable or out of their depth in terms of knowledge/experience, the situation will be discussed and passed on to a more experienced or specialist colleague.

All staff are trained to be aware:

- not to promise confidentiality when speaking to students
- of who they should contact/speak to if they or a student needs specialist advice or support (within and outside of school)
- not to offer personal opinions or make judgmental statements to students (without stating the opinion is a personal not professional one)
- of who to contact if they feel a student is at risk (as per safeguarding policy)

Parent/carer support and engagement

The school and PD team welcome questions and feedback on the RSE policy and programme of study. However, decisions around the policy, programme of study and content of lessons remain at the discretion of the school.

We recognise that parents/carers and indeed students can find the discussion of sensitive topics covered within RSE challenging. We encourage parents/carers to try to create an open home environment where students can engage, discuss and continue to learn about matters that have been raised through PD lessons.

CONSULTATION DRAFT

If parents/carers feel they would like additional support/information they are free to contact their child's PD team for advice. Contact details are on the school website. We are happy, where it is reasonable to share with parents/carers key resources, topic coverage and wider subject curricular plans.

Policy Review

This policy has been produced by consultation with the school PD lead and Line Manager. It has been produced in consultation with parents and will be reviewed in consultation with parents. It must, however, be recognised that the law specifies that what is taught and how it is taught is ultimately a decision for the school.

This policy will be reviewed every: 2 years

It is due to be reviewed again on: March 2022

It was approved by FGB on: [date]

This policy should be read in conjunction with The Equalities Act 2010

<https://www.gov.uk/guidance/equality-act-2010-guidance>

Linked guidance and supporting documentation

DFE: Relationships Education; Relationships Sex Education Statutory guidance July 2019. And a range of national guidance documents which include

- Keeping Children Safe in Education
- Behaviour and Discipline in Schools
- Equality Act 2010 and schools
- SEND code of practice: 0 to 25 years
- Mental Health and Behaviour in Schools
- Preventing and Tackling Bullying (including advice on cyberbullying)
- Sexual violence and sexual harassment between children in schools
- Promoting Fundamental British Values as part of SMSC in schools

The policy is supported by a range of other school policies:

- Child protection
- Behaviour policy
- SEN & inclusion policy