



Archbishop Tenison's

CHURCH OF ENGLAND HIGH SCHOOL

## School Policy – Relationships and Sex Education and Health Education Policy

The Governors' Committee responsible for this is the Ethos and Pastoral Care Committee.

The person in the school who prepares the text of this policy for the Governors is the Deputy Headteacher.

This policy was reviewed in March 2021 and is reviewed annually.

### Introduction

#### Definitions

**Relationship and Sex Education (RSE)** builds on Relationships and Health Education taught at primary school and extends to include aspects of sex education set out in statutory guidance. There is a parental right to request withdrawal from the sex education component of this subject. There is no right to withdrawal from other parts of secondary Relationships Education, nor from Health Education, nor from any part of the Science curriculum.

**Health Education** refers to the wider aspects of the physical, mental and sexual health of an adolescent. This includes the physical changes, avoidance of unhealthy lifestyles and substances, adoption of healthy hobbies and physical activities and also personal hygiene regimes. Basic first aid, self-care and knowledge of screening and self-examination are also covered.

This policy reflects the vision and aims of Archbishop Tenison's School which understands that RSE is lifelong learning about physical, sexual, moral and emotional development set in a Christian context which appreciates the values of each human person as made in the image and likeness of God. The basis of an inclusive and loving approach can be found in the Church of England's guidance ['Valuing All God's Children'](#). At Archbishop Tenison's, this means children learning about their uniqueness as part of God's creation, God's love for each person, and how this leads to an understanding that we should respect one another. This helps children to establish friendships and it contributes to child protection. It is about understanding the importance of stable and loving relationships and understanding respect, love and care, for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. A Christian theology of the body, of our relationships with each other and the sense of vocation that comes from listening to God in our lives underpins the teaching of Relationships and Sex.

## **Rationale**

It is the aim of this policy to set a high standard for the teaching and learning of knowledge and understanding of this vital dimension of human identity. The aim of RSE is to provide balanced factual information about human reproduction, together with consideration of the broader emotional, ethical, religious, and moral dimensions of sexual health.

## **Responsibilities**

- Governors set this policy and review it annually.
- The Headteacher is responsible for implementing this policy across the school community and is assisted in this by the Deputy Headteacher, other senior leaders, Heads of Year and Heads of Department and all members of the school staff. The Heads of Year have a special responsibility for 'teaching' about relationships in their year groups as they progress up the school with their year groups.
- Tutors have the responsibility for educating their forms via the PSD programme in the lower school and in a day to day way across the whole school as they experience time with their forms.
- All teachers and Heads of Department should be prepared to talk to pupils and students about RSE when it comes up in the subject areas. This may include subjects as diverse as Science and English but there is the possibility that themes will emerge in any curriculum area. All teachers should be prepared to set the teaching of Relationships and Sex in a Christian context.
- Every member of staff has a responsibility for safeguarding the pupils and students in the school and the DSL has a special responsibility for the safeguarding of all members of the community.
- All teachers need to appreciate that some pupils can be particularly sensitive to some of the topics being discussed and they should allow for this in their planning and grouping.

## **Principles – contained in the curriculum map**

Our SRE programme is delivered via the PSD curriculum in Years 7-11 and via the Progression period and form time in the sixth form. Lessons are delivered on the following aspects to ensure that pupils and students are prepared for an adult life in which they can:

- Develop positive values and a moral framework that will guide their decisions, judgements and behaviour; have the confidence and self-esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationship they want.

- Developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils.
- Understand the Christian dimension of sex and relationships as young and maturing Christians.
- Understand the consequences of their actions and behave responsibly within sexual and pastoral relationships.
- Avoid being exploited or exploiting others or being pressured into unwanted or unprotected sex.
- Communicate effectively by developing appropriate terminology for sex and relationship issues.
- Be aware of how technology impacts on sex and relationships.
- Develop awareness of their sexuality and understand human sexuality; challenge sexism and prejudice, and promote equality and diversity
- Understand the arguments for delaying sexual activity.
- Understand the reasons for having protected sex.
- Have sufficient information and skills to protect themselves and, where they have one, their partner from uninvited/unwanted conceptions and sexually transmitted infections including HIV.
- Be aware of sources of help and acquire the skills and confidence to access confidential health advice, support and treatment if necessary
- Know how the law applies to sexual relationships.
- Our approach goes beyond provision of biological information and focuses on clarifying attitudes and values, and developing self-esteem and the skills to manage relationships.

#### The right to withdrawal

- There is a statutory right to request withdrawal from Sex Education, which for this purpose is defined as content set out in statutory guidance under ‘Intimate and Sexual Relationships.’ Parents have the right to request withdrawal up to 3 terms (autumn, spring summer) before the child’s 16th birthday and the headteacher will normally agree to this request. After this point the headteacher is required to consult the pupil concerned. If at that point the child wishes to be included in Sex Education, the headteacher will make arrangements for the pupil to receive some Sex Education in the lead up to the pupil’s sixteenth birthday. Where possible a request for withdrawal should be made suitably in advance, preferably in writing, to the headteacher and should refer to the table of course content in the curriculum map. In the case of a request to withdraw, the school has a duty to set out the benefits of inclusion and disbenefits of exclusion in response to the request and a right to request a meeting. However, the School will honour the request of parents if that remains their preferred option and document the process that has occurred.

## Visitors

As part of the PSD provision, on occasions, outside visitors will be invited to enhance the delivery of PSD and deliver appropriate sessions to pupils.

All visitors are subject to the Child Protection and Safeguarding policy and the credentials of visiting organisations and any visitors linked to external agencies are always checked. Tenison's also ensures that the teaching delivered by visitors fits with the planned programme of study. The content of lessons provided by external agencies is age appropriate and accessible for all pupils and is approved by the school in advance of delivery.

As with all PSD and RSE lessons, we will ensure that guest speakers / visitors are aware of the confidentiality and safeguarding policy. Any matters reported by visitors to the lead teacher will be dealt with in line with the our Safeguarding Policy

## Assessment

As with any learning, the assessment of pupils' PSD and RSE is important as it enables the teacher to gauge their progress and it also informs the development of the lessons. Pupils do not pass or fail this area of learning, but have the opportunity to reflect upon their personal learning experience, set goals, and record their understanding in a range of ways; posters, leaflets, reflective diaries etc. Their progress is also monitored during class discussions, group work, questionnaires / surveys and peer assessment. Pupil voice is also used to adapt and amend material for PSD and RSE and ensure it is relevant and effective to both our learners and wider community.

## Review, Monitoring and Evaluation

- The RSE policy must relate to the whole school and this includes the Sixth Form.
- Members of the Senior Leadership Team keep an overview of RSE related to their areas of responsibility.
- Governors work with the Headteacher, Deputy Headteacher and Assistant Headteachers to review the RSE policy through the Ethos and Pastoral Care Committee.

## Appendix

- Valuing All God's Children: Guidance for Church of England schools on challenging homophobic, biphobic and transphobic bullying - '[Valuing All God's Children](#)'.
- Relationships Education, Relationships and Sex Education (RSE) and Health Education - [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/908013/Relationships Education Relationships and Sex Education on RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education_Relationships_and_Sex_Education_on_RSE_and_Health_Education.pdf)

