



Sidcot  
Live Adventurously

---

**Relationships Education, Relationships and Sex Education and Health  
Education Policy**

**Policy Number: 7.3**

**Dated: 5 October 2019**

---

## Table of Contents

1	<a href="#">Introduction &amp; Scope</a> .....	3
2	<a href="#">Whole School Values</a> .....	3
3	<a href="#">Creating a Safe and Supportive Environment</a> .....	3
4	<a href="#">Equality and Diversity</a> .....	4
5	<a href="#">Aims and Objectives</a> .....	5
6	<a href="#">Intended Outcomes</a> .....	5
7	<a href="#">Key Principles and Teaching Methodology</a> .....	8
8	<a href="#">Responsibility for Teaching Relationships Education, Relationships and Sex Education and Health Education</a> .....	8
9	<a href="#">How we Assess Learning and Progress</a> .....	9
10	<a href="#">How Parents and Carers are Involved</a> .....	9
11	<a href="#">Guest Speakers</a> .....	9
12	<a href="#">Legal Framework</a> .....	9
13	<a href="#">Links to Other School Policies</a> .....	10
14	<a href="#">Document Change History</a> .....	11
	<a href="#">Appendix 1</a> .....	12
	<a href="#">Appendix 2</a> .....	13

## 1. Introduction & Scope

1.1 This policy covers our School's approach to Relationships Education, Relationships and Sex Education (referred to as RSE throughout this policy) and Health Education, which promotes the spiritual, moral, social, emotional and cultural (SMSEC) development of young people and is firmly embedded into the School's PSHE Education. It was produced by the Assistant Head (Pastoral Care and Wellbeing) in consultation with the Deputy Head (Pastoral), and in consultation with the Governing Body who retain responsibility for safeguarding and welfare throughout this policy and ensuring that the students' spiritual, moral, social and cultural needs are met. This is a whole school policy, covering the Early Years Foundation Stage, the Junior and Senior School including boarding.

1.2 Parents, carers and guardians will be able to access this policy on the School's intranet, Firefly, or in hard copy form free of charge. This policy may be made available in accessible formats when requested.

1.3 The School's Relationships, Relationships and Sex, and Health Education provision dovetails into the students' respective curriculums and compliments their learning and way of life within the School community. In the Junior school, the focus will be on Relationship Education only.

1.4 The teaching of Relationships, Relationships and Sex, and Health Education will become a statutory requirement for all schools in September 2020.

## 2. Whole School Values

2.1 This policy has been informed by the Quaker testimonies and our school's overarching vision to be a world-class centre of excellence and inspirational education that is as much about nurturing the spirit as it is about outstanding academic success.

2.2 The values which underpin our vision and this policy are **Simplicity; Truth and Integrity; Equality and Community; Peace; and Sustainability (STEPS)**. These values will be actively embraced and promoted through our RSE programme.

2.3 The Relationships, Relationships and Sex and Health Education programme also promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

## 3. Creating a Safe and Supportive Environment

3.1 In order to deliver a Relationships, Relationships and Sex, and Health Education programme which works within students' real life experiences, we create a safe and

Relationships Education, Relationships and Sex Education  
And Health Insurance Education Policy

Dated: 5 October 2019

Page 3

supportive learning environment by explicitly establishing agreed ground rules of respect, openness, confidence (to share) and kindness whereby the teachers who lead the sessions facilitate a safe and supportive environment for learning. Many teachers use approaches such as distancing techniques, setting ground rules with the class to help manage sensitive discussion and using question boxes to allow students to raise issues anonymously.

We aim to ensure that students know that their opinions and questions are valued and respected. We run specialist programmes such as Take Ten (Senior School) and Talking Sticks (Junior School) to afford the students dedicated time to sharing their worries or concerns.

3.2 Where we believe that students may be vulnerable and at risk of significant harm or present a risk of significant harm to others, staff will adhere to the School's safeguarding policy and procedure which are contained in policy 2.1. Vulnerable students are closely monitored, and are risk assessed, all notes will be kept on MyConcern.

3.3 In accordance with the government's Prevent Duty, Relationships, Relationships and Sex and Health Education is one of the ways the School build students' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views.

#### **4. Equality and Diversity**

4.1 The School is committed to safeguarding and promoting the welfare of students, welcoming students from all ethnic groups, backgrounds and creeds whilst balancing human rights and freedoms with the lawful needs and rules of the School community and the rights and freedoms of others.

4.2 The School is active in its responsibilities under the Equality Act 2010 and has an Equal Opportunities Policy - Children (2.11) in place. The School is aware of the sensitivities around teaching students with special educational needs, and tailors the contents of the lessons to meet the needs of all students who may be at differing developmental levels."

The School endeavours to make reasonable adjustments on a case by case basis, having evaluated the nature of the need.

4.3 We promote the needs and interests of all students, irrespective of their race, colour, religion or belief, national, ethnic or social origin, gender, gender reassignment, sexual orientation, pregnancy or maternity, disability or special educational needs by actively exploring and celebrating peoples' differences, and ensuring the PSHE programme is in line with the school's equality and diversity policy. The delivery of Relationships, Relationships and Sex and Health Education will take into account the ability, age, readiness, and cultural background of our students and those with English as a second language to ensure that all can fully access the Relationships, Relationships and Sex and Health Education programme,

Relationships Education, Relationships and Sex Education  
And Health Insurance Education Policy

Dated: 5 October 2019

Page 4

and is therefore central to reducing the risk of bullying. We promote social learning and expect our students to show a high regard for others. We use our Relationships, Relationships and Sex and Health Education as a vehicle to address diversity issues and to ensure equality for all.

4.4 We seek to raise students' awareness of local, national and international political issues and views in a non-partisan way and without actively encouraging support of any particular political viewpoint in order to prevent political indoctrination. This will be done through the delivery of a balanced curriculum which promotes the respect of the rights and views of others.

4.5 We will challenge any behaviours that could lead to any form of sexual harassment or violence, through Relationships, Relationships and Sex and Health Education, PHSE, and the school's pastoral and curriculum provision as a whole.

## **5. Aims and Objectives**

5.1 Our Relationships, Relationships and Sex and Health Education provision is embedded into our PSHE programme, which is a values driven programme which aims to provide students with the knowledge, values and skills they need for spiritual, moral, social, emotional and cultural development. This links to our wider curriculum and whole school values (STEPS).

## **6. Intended Outcomes**

6.1 The aim of Relationships, Relationships and Sex and Health Education is 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 a successful marriage or other type of committed relationship.

In the Senior School, RSE also covers contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It teaches what is acceptable and unacceptable behaviour in 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. Through gaining the knowledge of what a healthy relationship is like, students can be empowered to identify when relationships are unhealthy. Students are taught that unhealthy relationships can have a lasting, negative impact on mental wellbeing. Effective RSE does not encourage early sexual experimentation. Students are taught to understand human sexuality and to respect

themselves and others. It enables students to mature, build their confidence and self-esteem and understand the reasons for delaying sexual activity.

In the Senior School, students should 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 is explored at a timely point and in a clear, sensitive and respectful manner. When teaching about these topics, teachers are aware that students may be discovering or understanding their sexual orientation or gender identity. There should be an equal opportunity to explore the features of stable and healthy same-sex relationships. This is integrated into the RSE programme, rather than addressed separately or in only one lesson.

It is recognised that there will be a range of opinions regarding RSE. The starting principle when teaching each of these must be that the applicable law should be taught in a factual way so that students are clear on their rights and responsibilities as citizens.

Students at Sidcot School should be well informed about the full range of perspectives and, within the law, should be well equipped to make decisions for themselves about how to live their own lives, whilst respecting the right of others to make their own decisions and hold their own beliefs. Key aspects of the law relating to sex, which should be taught, include the age of consent, what consent is and is not, the definitions and recognition of rape, sexual assault and harassment, and choices permitted by the law around pregnancy.

Grooming, sexual exploitation and domestic abuse, including coercive and controlling behaviour, is also addressed within the RSE programme, which includes the physical and emotional damage caused by female genital mutilation (FGM). As well as addressing this in the context of the law, students may also need support to recognise when relationships (including family relationships) are unhealthy or abusive (including the unacceptability of neglect, emotional, sexual and physical abuse and violence, including honour-based violence and forced marriage) and strategies to manage this or access support for oneself or others at risk.

Relationships, Relationships and Sex, and Health Education at Sidcot is also closely linked to internet safety education. Students will learn how to recognise risks, harmful content and

contact, and how and to whom to report issues. It also addresses issues around internet safety.

6.2 The learning outcomes of our programme will be that the students will:

- learn to respect themselves and others;
- develop the skills and knowledge to live confident, healthy and independent lives;
- build upon prior skills and knowledge;
- develop the confidence to ask questions, challenge information and express their views and opinions;
- be able to form and maintain healthy and respectful relationships, communicate and work with others;
- understand how relationships may affect mental and physical health
- understand they have a right to feel valued and respected and be able to the characteristics of healthy relationships and to identify what respectful behaviour looks like;
- learn and understand physical development at appropriate stages;
- understand human sexuality, reproduction, sexual health, emotions and relationships and contraception;
- and will have access to information about contraception, local and national health advice/services;
- learn the reasons for delaying sexual activity and the benefits to be gained from such delay, including the avoidance of unplanned pregnancy;
- respect others irrespective of their race, colour, religion or belief, national, ethnic or social origin, gender, gender reassignment, sexual orientation, pregnancy or maternity, disability or special educational needs;
- be able to identify gender roles, stereotyping, prejudice behaviour and equality;
- understand that sexual violence and sexual harassment is always wrong;
- be provided with the opportunity to make real decisions and understand students should take responsibility for their decisions and actions and contribute to the lives of others;
- have the skills to develop as an independent and emotionally resilient individual;
- understand the value of stable and loving relationships;
- understand consent and learn skills and techniques to communicate consent clearly
- explore, consider and understand moral dilemmas with an appreciation of the consequences of choices and develop critical thinking as part of decision- making;
- understand and promote, where possible, the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs;
- learn to recognise and avoid exploitation and abuse;
- learn of the legal consequences of sexting/distributing indecent images online

- have a strong moral sense of what is right and wrong (and consequently what is contrary to the law of England);
- any cultures of sexual harassment will be addressed.

## **7. Key Principles and Teaching Methodology**

7.1 PSHE is delivered in both the Junior and Senior schools in a discrete lesson on a weekly basis through a range of teaching methods, including group work, discussions and debates, student-led projects and presentations and guest speakers. Relationships, Relationships and Sex, and Health Education is embedded into the School's PSHE education programme. We will ensure learning 'starts from where the students are' by establishing prior knowledge at the beginning of each topic. The teacher/ facilitator will ensure that sessions, including those on risky behaviours, remain positive in tone whilst being reminded of the support available for those who may seek further support or advice. We will ensure cross-curricular learning by encouraging students to recognise any links with other subjects or activities within School. Relationships, Relationships and Sex, and Health Education delivered in PHSE builds on the 12 points found at Appendix 1. In the Senior School, Relationships and Sex Education takes place across all Senior forms (Third Form to Sixth Form) in Autumn Term 2. Health Education takes place in Spring Term 1 and Summer Term 1 (Appendix 2).

## **8. Responsibility for Teaching Relationships, Relationships and Sex, and Health Education**

8.1 In the Junior School, class teachers deliver Relationships Education as part of the wider PSHE curriculum in weekly standalone lessons. The Programme is overseen by the Head of Junior School. In the Senior School each year group's PSHE programme is produced, reviewed and coordinated by the respective Head of Year, under the supervision of the Assistant Head (Pastoral Care and Wellbeing) and delivered by tutors to their tutor groups. Our on-site Health Centre staff (qualified and practising nurses) also contribute to the delivery of Relationships, Relationships and Sex, and Health Education by offering individual support and guidance. Heads of Year may organise guest speakers or workshops to enhance the programme on offer. The PSHE programme has been aligned so that the whole Senior School deliver the same themes at specific times throughout the year (Appendix 2). This aids the use of in-house knowledge and specialism within our staff, as well as create opportunity of peer teaching between the older and the younger year groups. The overall PSHE programme is overseen by the Assistant Head (Pastoral Care and Wellbeing).

8.2 Sexual reproduction is covered in the following ways as part of the science curriculum:

- Year 7 study the reproductive system in the first part of the Autumn term. They cover: adolescence, reproductive systems, fertilisation and implantation, development of foetus, menstrual cycle.
- Following this, Year 11 study puberty and the menstrual cycle, contraceptives and fertility in second half of Autumn Term.



## **9. How we Assess Learning and Progress**

9.1 We assess students' learning and progression through a range of assessment for learning techniques. End of topic summative assessments may include the production of posters, in-class presentations and student led assemblies. Tutors keep an individual file for each student to collect and keep any work produced throughout the year.

## **10. How Parents and Carers are Involved**

10.1 We are clear that parents and carers are the prime educators for children on many of the issues related to Relationships, Relationships and Sex, and Health Education. It is our intention that Sidcot complements, reinforces and builds on the learning that has taken place in the home already. We are committed to working with parents and carers. We offer support to parents and carers by providing a dedicated Pastoral page on the School's Intranet, Firefly, where parents, carers and guardians can access the PSHE programmes for each year group, as well as find links to a range of useful and informative websites. On a termly basis we invite parents into school for a range of pastorally themed talks and workshops (called 'Let's Talk'), often led by experts in their fields. The aim of these workshops is to align PSHE and Relationships, Relationships and Sex, and Health Education content with the conversations parents have at home with their children, offer an opportunity to ask questions in a non-judgmental environment and work together with Sidcot to address pastoral issues.

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of the statutory RSE, which will take effect from September 2020. Any such requests must be made in writing to the Headmaster, who will inform the Pastoral Team.

## **11. Guest Speakers**

11.1 Year Heads may organise guest speakers to deliver a talk, presentation or workshop session as part of their PSHE education programme to enhance the delivery of PSHE. Staff who organise guest speakers must complete a risk assessment for visiting speakers and follow the School's safeguarding and child protection procedure for visitors (policies 2.1 and 3.5) in order to assess and limit the risk of harm or radicalisation of students in accordance with the Prevent Duty.

## **12. Legal Framework**

12.1 This policy has been written taking into account the following statutory (mandatory), and non-statutory guidance:

- Equality Act 2010
- Keeping Children Safe in Education, DfE 2019
- Working together to Safeguard Children, DfE 2018
- What to do if you're worried a child is being abused, DfE.
- Counter – Terrorism and Security Act 2015 (sections 26 and 29).

- The Prevent Duty Guidance for England and Wales and the Prevent Duty Guidance departmental advice for schools and childminders.
- The use of social media for on-line radicalisation.
- Equality Act 2010.
- Sex and Relationship Education Guidance, DfE 2000
- Healthy School Standard: Sex and relationships education, DofH and DfE 2000
- Sexual violence and sexual harassment between children in schools and colleges DfE December 2017
- Children and Social Work Act 2017
- Draft Statutory Guidance - Relationships education, relationships and sex education, and Health Education DfE 2019
- The Independent Schools Standards Regulations (2014)
- The ISI Regulatory handbook (September 2018)
- National minimum standards for Boarding Schools (2014)
- SMSC development of pupils in independent schools – departmental advice November 2014

### **13. Links to Other School Policies**

This policy supports/compliments the following policies:

- 2.1 Safeguarding and Child Protection
- 2.11 Equal Opportunities - Children
- 3.5 Procedure for Visitors
- 4.1 Medical Policy
- 4.2 Supporting Students with Medical Conditions, Disability and SEN
- 4.4 Mental Health and Wellbeing
- 5.1 Behaviour and Discipline
- 5.4 Anti-bullying
- 5.6 Smoking, Drugs & Alcohol
- 7.1 Personal, Social, Health and Economics Education Policy (PHSE).
- 8.1a Health and Safety
- 8.8 Risk Assessment Policy
- 12.1 Digital Safety

#### 14. Document Change History- document changes since policy redrafted

Date of change	Detail of significant changes and any new legislation/guidance taken into account
7.7.2016	Redraft of policy
	Review by Assistant Head (Pastoral Care and Wellbeing) Paragraph 8 – reference to alignment of programmes Paragraph 10 – inclusion of reference to the “Let’s talk” programme
01.12.2018	Reviewed in the light of the 2017 DFE Policy Statement on RSE and PHSE References to RSE amended to RSE Paragraph 8.2 – included information from science curriculum
26.09.2019	Review by Assistant Head (Pastoral Care and Wellbeing) Changes made in light of the February 2019 Draft Statutory Guidance on Relationships education, Relationships and Sex Education and Health Education References amended to reflect change of terminology Changes made to reflect difference of curriculum in Junior and Senior School Section 4 – information for SEND students added Section 6 - Additional information about the intended outcomes to reflect Draft Statutory Guidance Section 10 – information about working together with parents added, as well as parental right to withdraw their child from Sex Education.
05.10.2019	Reviewed and adopted by Board

## Appendix 1

**Our school is committed to relationships and sex education, which:**

1. Is an identifiable part of our personal, social, health and economic (PSHE) education curriculum, which has planned, timetabled lessons across all the Key Stages
2. Is taught by staff regularly trained in RSE and PSHE (with expert visitors invited in to enhance and supplement the programme where appropriate)
3. Works in partnership with parents and carers, informing them about what their children will be learning and about how they can contribute at home
4. Delivers lessons where pupils feel safe and encourages participation by using a variety of teaching approaches with opportunities to develop critical thinking and relationship skills
5. Is based on reliable sources of information, including about the law and legal rights, and distinguishes between fact and opinion
6. Promotes safe, equal, caring and enjoyable relationships and discusses real-life issues appropriate to the age and stage of pupils, including friendships, families, consent, relationship abuse, sexual exploitation and safe relationships online
7. Gives a positive view of human sexuality, with honest and medically accurate information, so that pupils can learn about their bodies and sexual and reproductive health in ways that are appropriate to their age and maturity
8. Gives pupils opportunities to reflect on values and influences (such as from peers, media, faith and culture) that may shape their attitudes to relationships and sex, and nurtures respect for different views
9. Includes learning about how to get help and treatment from sources such as the school nurse and other health and advice services, including reliable information online
10. Fosters gender equality and LGBT+ (lesbian, gay, bisexual, trans) equality and challenges all forms of discrimination in RSE lessons and in every-day school life
11. Meets the needs of all pupils with their diverse experiences - including those with special educational needs and disabilities
12. Seeks pupils' views about RSE so that teaching can be made relevant to their real lives and assessed and adapted as their needs change

**Notes**  
 These 12 points explain what is needed for good quality RSE. This is based on research evidence and is supported by a wide range of organisations. The purpose of RSE is to help children and young people to be safe, healthy and happy as they grow up and in their future lives. RSE must always be appropriate to pupils' age and stage of development and is an essential part of safeguarding. The law requires that, from September 2019, relationships and sex education (RSE) is taught in all secondary schools in England, and that relationships education is taught in all primary schools in England. In addition, National Curriculum Science\* (\*which is taught in maintained schools) includes some elements of sex education.

NSPCC

The Children's Society

Believe in children  
Barnardo's

ncb  
National Children

SEX EDUCATION FORUM  
working together for quality  
relationships and sex education

Relationships Education, Relationships and Sex Education  
And Health Insurance Education Policy

Dated: 5 October 2019

Page 12

## Appendix 2

### PSHE education: A whole school approach 2019 - 2020

(Aim: to better align the topics already covered, but in a whole school approach)

Key topics: **E Safety** **Drugs etc** **Careers & future/options/UCAS** **SRE** **Mental Health**

Terms	PSHE Assoc. Core theme	3F	L4	U4	L5	U5	L6	U6	Let's Talk Workshops	Let your life speak	Take Ten Focus	Inter/National campaigns
Autumn 1	Living in the wider world	Friendships E Safety Community & society Race, equality & diversity	L4 camp E Safety Friendships	E Safety Careers & options	Expectations & aspirations E Safety Social media	Expectations & aspirations E Safety	Introduction to self & others E Safety British traditions Academic review UCAS	Meet progression advisors UCAS Careers & future			Handling change Self-esteem & confidence Resilience	
Autumn 2	Relationships	SRE Relationships Puberty Gender	SRE Sexting Relationships	SRE Underage pregnancy	SRE Relationships	SRE Relationships Pregnancy Consent	SRE Abuse awareness Relationships Consent	SRE Abuse awareness Relationships Consent	Amy Forbes- Robertson from <a href="http://thappens.education">thappens.education</a>		Relationships & friendships Choices & self-control	Anti-bullying week (Nov)
Spring 1	Health & wellbeing	Mental Health Healthy lifestyle & self Body image Self esteem	Mental Health Healthy lifestyle Self esteem	Mental Health Big Brain project: how we learn & growth mindset	Mental Health Self esteem WEX	Careers & future Mental Health Mocks & stress management Healthy lifestyle	Mental Health Stress management Self awareness Study & revision skills Academic review	Mental Health Stress management Self awareness			Bullying Anxiety & depression Exam Stress & Pressure Relationships & friendships	Anti-bullying week (Nov) Random Act of Kindness week (Feb)
Spring 2	Living in the wider world	Careers & future	Careers & future	Careers & future British Values Fairtrade	Careers & future Personal finances	Careers & future Personal finances	Careers & future	Careers & future Personal finances Managing debt			Bullying Making positive change Anxiety & depression	Random Act of Kindness week (Feb)
Summer 1	Health & wellbeing	Smoking, alcohol & drugs Healthy lifestyle	Smoking, alcohol & drugs Healthy lifestyle	Smoking, alcohol & drugs Drugs & illegal highs Camp alcohol	Smoking, alcohol & drugs Study & revision skills Peace & global studies Community Prevent	Smoking, alcohol & drugs Study & revision skills	Smoking, alcohol & drugs	Smoking, alcohol & drugs			Drugs & alcohol Exam Stress & Pressure Perfectionism Exam Stress & Pressure	Mental Health Awareness Week (May)
Summer 2	Quaker values in Action	Environment Conflict resolution Bullying	Study & revision skills Big Brain project: how we learn & growth mindset	Study & revision skills	Study & revision skills Community Prevent	Study & revision skills	Academic review UCAS				Handling change	