

John Spence Community High School
'Relationship and Sex education' Policy

Overview:

School: John Spence Community High School

Date of policy: March 2020

Member of staff responsible: Rebecca Howard

Last updated: September 2024

Review date: July 2025

1. Aims

Our vision is to ensure that upon leaving school, John Spence Community High School pupils are 'Fit for Life'.

Relationship and Sex Education (RSE) has been an integral part of our work at John Spence Community High School to help students to be physically, socially, and emotionally healthy. RSE is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It should equip children and young people with the information, skills and positive values to have safe, fulfilling relationships, to enjoy their sexuality and to take responsibility for their sexual health and mental and physical well-being.

This policy aims to:

- Provide an overview of the RSE program for each year group, along with justification for the timings and delivery content of the program
- Summarise the learning that will take place for our pupils in each year group
- Provide a better understanding of each of the key strands within the program
- Provide a better understanding of how each strand overlaps and compliments the next

2. Legislation and Statutory Requirements

The RSE Program has used advice and guidance from the Relationships Education, Relationships and Sex Education and Health Education (February 2019) published by the Department for Education and The Equality Act 2010.

3. Vision

Our RSE curriculum has a vision to:

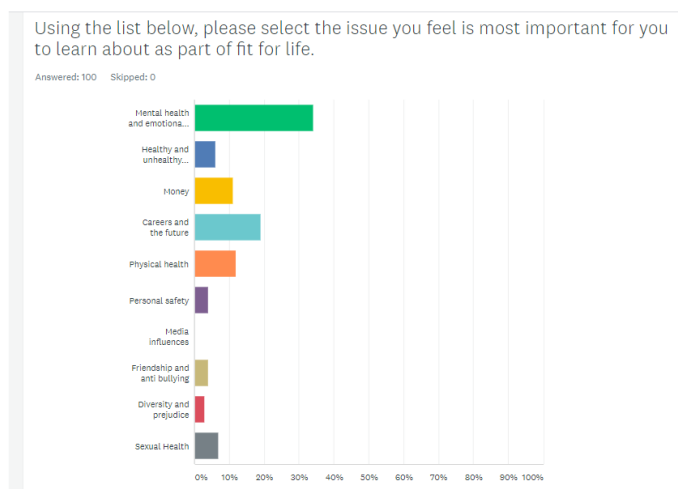
- Support young people to develop skills, consideration and resilience.
- Enable pupils to make well informed choices about their well-being, health and relationships.
- Build self-efficacy in pupils.
- Better equip pupils to make sound decisions when facing risks, challenges and complex contexts.
- Educate against discrimination and prejudice.
- Enable pupils to learn about spiritual, moral, social, cultural, mental and physical development.
- Let pupils explore their own and others attitudes.
- Develop the skills that enable informed healthy living.

4. Justification for the content and delivery of RSE:

The content delivered in RSE meets the statutory guidance in Relationships Education, Relationships and Sex Education and Health Education (February 2019) published by the Department for Education.

The scheme of work's were designed following an extensive period of research which includes; staff and student Fit for Life surveys, feeder primary school data collection, The North Tyneside School's survey and other credible sources, such as Woman's Aid and the World Health Organisation. An example of this is the result of the Fit for Life survey (see below) which highlights how pupils see

mental health and emotion wellbeing as the most important issue to them hence why it is delivered in year 7.



Parents will be informed of the RSE content delivered in Fit For life via a letter which will be released in September 2020 and a designated section on the school website.

5. Content Overview

We have carefully designed the curriculum to ensure that each theme is delivered sequentially, exploring age appropriate and more complex content as pupils move through the school.

	Relationship and sex education	Health and mental well-being
Year 7	<ul style="list-style-type: none"> Respectful relationships including friendships The wider world Being safe (the law) 	<ul style="list-style-type: none"> Mental wellbeing Basic first aid Personal safety
Year 8	<ul style="list-style-type: none"> Families The wider world Being safe (the law) 	<ul style="list-style-type: none"> Developing bodies Physical health and fitness Healthy Eating Personal safety
Year 9	<ul style="list-style-type: none"> Intimate and sexual relationships, including sexual health Respectful relationships including friendships (sexual harassment and sexual violence) Being safe (the law) 	<ul style="list-style-type: none"> Health, protection and prevention Drugs, Alcohol and Tobacco and vaping Online safety and harms Personal safety
Year 10	<ul style="list-style-type: none"> Intimate and sexual relationships, including sexual health Being safe (the law) 	
Year 11	<ul style="list-style-type: none"> Intimate and sexual relationships, including sexual health Being safe (the law) 	<ul style="list-style-type: none"> Mental wellbeing

Other	<ul style="list-style-type: none"> ● Online and media is delivered is delivered in ICT lessons across multiple year groups 	<ul style="list-style-type: none"> ● Online safety and harms is delivered in ICT lessons across multiple year groups..
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6. Relationship and sex education

Year 7: Pupils will study respectful relationships, including friendships in year 7. Examples of what is covered within this topic are; the characteristics of positive and healthy friendships, the different types of bullying, how stereotypes can cause damage and information about The Equality Act 2010.

Year 8: Pupils will study the families and some examples of what they study in this topic are; the different types of relationships, how they contribute to happiness, the roles and responsibilities of parents and how to determine whether people are trustworthy.

Year 9: Pupils will learn about intimate and sexual relationships, including sexual health in year 9. This will strongly compliment the work that pupils do in science but examples of what it also explores are; how to recognise the characteristics of a healthy one-to-one intimate relationships, how sexual health impacts mental wellbeing, how to reduce the risk of STI's and choices in relation to pregnancy. In addition to this, pupils will look at how to identify and deal with sexual harassment and violence. Towards the academic year and at the request of pupils during student voice, pupils will learn about personal safety and being safe in the context of suicide, eating disorders, self harm, domestic violence and honour based violence.

Year 10: Pupils will also build on their year 9 knowledge of intimate and sexual relationships, including sexual health.

Year 11: At the request of pupils, pupils will continue to develop their knowledge and understanding of intimate and sexual relationships, including sexual health.

Other: Online and media is delivered is delivered in ICT lessons. The teachers who deliver ICT have received training in Child Exploitation and Online Protection.

7. Physical health and mental wellbeing

Year 7: Pupils will study mental wellbeing in year 7. Examples of what they will explore are; factors that have a positive and negative impact upon their mental wellbeing, how to seek support and how to talk about their emotions. Pupils will also learn basic first aid and aspects of personal safety e.g. how to manage and identify risks.

Year 8: Pupils will explore their changing adolescent body and physical health and fitness where they will look at how a healthy life, including healthy eating, can impact mental and physical health. Towards the end of the academic year, pupils will learn about personal safety with an emphasis on criminal activity and gangs.

Year 9: Pupils will look at health and prevention where they will explore infections, sleep and dental health. They will also study drugs, alcohol, tobacco vaping and look at how these substances impact their mental and physical health.

Year 11: Pupils will study mental wellbeing and how to deal with exam stress in preparation for the GCSE's (mocks and final exams).

Other: Internet safety and harm is delivered in ICT lessons. The teachers who deliver ICT have received training in Child Exploitation and Online Protection.

8. Content delivery

This curriculum is delivered through three main strategies:

- Fit for Life lessons
- Drop down days
- Subject lessons

Fit for life

RSE is mostly delivered within fit for Life. Students have formal lessons of Fit For Life on their timetable which is led by a range of teachers. All RSE lessons ensure that pupils of differing abilities are suitably challenged and supported.

Drop down days

There are a number of opportunities to engage in RSE throughout the year, including drop down days and presentations from internal and external providers.

Subject lessons

As we teach the national curriculum, we provide opportunities to draw links between the subjects and integrate the teaching of RSE where appropriate.

During all methods of delivery, we ensure that we respond to local public health and community issues, meet the needs of their community and adapt materials to meet the needs of our pupils. In addition to this, we comply with The Equality Act 2010 to ensure that our provision is suitable and accessible to all pupils, including LGBT and SEND, and make reasonable adjustments when required. With specific regards to SEND, lessons reflect the following research and guidance (Rodden); there is a clear focus on oracy skills such as 'how to talk about emotions' and direct language is used in resources to communicate in clear language.

9. Safeguarding and Confidentiality

It is the responsibility of the RSE Lead to ensure that both staff and parents are informed about our Relationship and sex education policy and subject content. Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Before granting this request, the RSE lead and/or headteacher will discuss this request with parents and as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. Once those discussions have taken place, except in exceptional circumstances, the school will respect the parents' request to withdraw the child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school will make arrangements to provide the child with sex education during one of those terms. This process is the same for pupils with SEND. However, there may be exceptional circumstances where the headteacher may want to take a pupil's specific needs arising from their SEND into account when making this decision. 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

Teachers conduct relationship and sex education lessons in a sensitive manner. It is the responsibility of the classroom teacher to create a safe environment through ground rules and distancing techniques. However, if a child causes the teacher reason for concern, then the teacher will take the matter seriously and deal with it as it is a matter of child protection. Teachers will respond in a similar way if a child indicates that they themselves may have been a victim of abuse. In these circumstances the teacher will talk to the child as a matter of urgency. If the teacher has concerns, they will draw their concerns to the attention of the head of year and head of safeguarding. The head of year and head of safeguarding will then deal with the matter in consultation with health care professionals.

Pupils know that they are free to ask further questions and to discuss issues with their teacher and support staff. They will answer pupil's questions in an open, factual and appropriate way but will not enter into discussions about personal issues. Governors and staff are agreed that staff will answer questions as long as they are age appropriate. Staff will also encourage the children to discuss questions with their parents.

10. Assessment, monitoring and evaluation

To support staff to provide a safe and effective practice, the headteacher and RSE lead will ensure that members of staff are given sufficient continuous professional development, so that they can teach effectively and handle any difficult issues with sensitivity.

We have the same high expectations of the quality of work that produce when studying RSE topics as for any other curriculum area. To ensure that the curriculum is having desired impacts, the following monitoring processes are applied:

- Learning walks
- Work scrutiny
- Regular feedback from teaching staff during departmental meetings
- Regular feedback from middle leaders during curriculum leaders meetings
- Regular feedback from pastoral leads during pastoral meetings
- Pupil surveys
- Parental feedback
- Evaluation of CPD and student events

To assess pupils, all KS3 pupils receive homework tests at appropriate points in the curriculum. The tests are set in half term 1 (Keeping me happy), 4 (Keeping me healthy) and 6 (Keeping me safe) for each year group. The homework is set on google classroom and pupils complete a quiz which tests their knowledge and understanding of the topics they have been studying. Staff are not required to give 1-1 feedback, but they are asked to address common misconceptions that appear in subsequent lessons.