



# **SARACENS**

## HIGH SCHOOL

### RELATIONSHIPS, SEX AND HEALTH POLICY

**Created: April 2018**

**Reviewed: June 2021**

**Reviewed: September 2022**

**To be reviewed: September 2024**

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## **What Is Relationship, Sex and Health Education (RSHE)?**

RSHE is lifelong learning about physical, sexual, moral and emotional development. It involves acquiring knowledge and information, developing skills and forming positive beliefs, values and attitudes. It is about the understanding of the importance of stable and loving relationships, respect, love and care, for family life.

### **Aims**

The aim of RSHE is to provide balanced information about human reproduction, together with consideration of the broader emotional, ethical, moral, and religious dimensions of sexual health. Our RSHE programme aims to prepare pupils for adult life in which they can:

- provide a framework in which sensitive discussions can take place;
- prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene;
- help pupils develop feelings of self-respect, confidence and empathy;
- create a positive culture around issues of sexuality and relationships;
- teach pupils the correct vocabulary to describe themselves and their bodies;
- 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;
- 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.

### **Principles and Values**

Saracens High School believes that RSHE should:

- Be an integral part of the lifelong learning process, beginning in early childhood and continue into adult life
- Be an entitlement for all young people
- Be set within the wider school context and support family commitment, love, respect, affection, knowledge, and openness. RSHE should acknowledge that family is a broad concept and not just one model. It includes a variety of types of family structure, and acceptance of different approaches should be recognised
- Encourage pupils and teachers to share and respect each other's views. Pupils should be aware of different approaches to sexual orientation and family structures without prejudice
- Generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment
- Recognise that parents/carers are the key people in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents/carers and pupils, consulting them about the content of schemes of learning where appropriate

- Recognise that the wider community has much to offer and we aim to work in partnership with health professionals, social workers, peer educators and other mentors or advisers

This policy has been developed through consultation with parents, pupils, and staff.

## **Definition**

RSHE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. Relationship education includes forming healthy friendships, keeping safe online, having positive relationships within the community, keeping safe and keeping others safe. These focus on developing kind and caring relationships.

RSHE involves a combination of sharing information, and exploring issues and values.

RSHE is not about the promotion of sexual activity.

RSHE at Saracens High School has three main components, which are taught within the context of family life:

## **Attitudes and Values**

- learning the importance of values, individual conscience and moral choices;
- learning the value of family life, stable and loving relationships, and marriage;
- learning about the nurture of children;
- learning the value of respect, love and care;
- exploring, considering and understanding moral dilemmas;
- developing critical thinking as part of decision-making;
- challenging myths, misconceptions and false assumptions about normal behaviour.

## **Personal and Social Skills**

- learning to manage emotions and relationships confidently and sensitively;
- developing self-respect and empathy for others;
- learning to make choices with an absence of prejudice;
- developing an appreciation of the consequences of choices made;
- managing conflict;
- empower pupils with the skills to be able to avoid inappropriate pressures or advances (both as exploited or exploiter)

## **Knowledge and Understanding**

- learning and understanding physical development at appropriate stages;
- 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.

## **The Law**

It is important for young people to know what the law says about relationships, sex, and health, as well as broader safeguarding issues. This includes a range of important facts and the rules regarding sharing personal information, pictures, videos and other material using technology. This will help young people to know what is right and wrong in law, but it can also provide a good foundation of knowledge for deeper discussion about all types of relationships. There are also many different legal provisions whose purpose is to protect young people and which ensure young people take responsibility for their actions.

Pupils should be made aware of the relevant legal provisions when relevant topics are being taught, including for example: equality; discrimination; violence against women and girls; sexual harassment and sexual violence; online behaviours including image and information sharing; pornography; marriage; consent, including the age of consent; sexuality; violence and exploitation by gangs; extremism and radicalisation; hate crime; and female genital mutilation (FGM).

## **Organisation and Content of Relationships, Sex and Health Education**

### **Roles and responsibilities**

#### **The Local Governing Body**

The Local Governing Body will approve the RSHE policy, and hold the Principal to account for its implementation.

#### **The Principal**

The Principal is responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSHE (see section below).

#### **Staff**

Staff are responsible for:

- Delivering RSHE in a sensitive way
- Modelling positive attitudes to RSHE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSHE

Staff do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching RSHE are encouraged to discuss this with the Principal.

Saracens High School delivers RSHE through its PSHE programme, PRE, and Science lessons at Key Stages 3 and 4. The member of staff responsible for coordinating the RSHE programme is Vice Principal, Sonia Green.

PSHE is taught by a team of teachers with support from professionals where appropriate. All staff have opportunities to train with external organisations (such as <https://www.brook.org.uk/about-brook/>), and are supported internally. RSHE lessons are set within the wider context of the PSHCE curriculum and focus more on the emotional aspects of development and relationships.

The Science National Curriculum is delivered by the Science team. These lessons are concerned with the physical aspects of development and reproduction.

PRE lessons focus on the social and religious aspects of RSHE including for example, the role and function of marriage within different religious groups. In Key Stage 3 this focuses on religious texts, while at Key Stage 4 more social matters, such as parenting and sexuality are considered as well.

These matters are also sensitively handled in Science when teaching the statutory components if questions are asked by pupils. Responses are carefully planned, being considerate to all different religious groups represented in the school.

Any RSHE lesson may consider questions or issues that some pupils will find sensitive. Before embarking on these lessons ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson. When pupils ask questions, we aim to answer them honestly, within the ground rules established at the start of the sessions. When it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the pupils, the question may be dealt with individually at another time.

### **Specialist support staff with the teaching of certain aspects of the curriculum**

These specialists may include health professionals and theatre groups who specialise in teaching those certain aspects.

### **Inclusion**

#### *Ethnic and Cultural Groups*

We intend our policy to be sensitive to the needs of different ethnic groups and we will respond to parental and/or pupil queries to allay any concerns that may exist about the RSHE curriculum.

#### *Pupils with Special Needs*

We will ensure that all young people receive Relationships, Sex and Health Education, and we will offer provision appropriate to the particular needs of all our pupils, taking specialist advice where necessary.

#### *Sexual Identity and Sexual Orientation*

We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate questions and offer support. Young people, whatever their developing sexuality need to feel that Relationships, Sex and Health education is relevant to them.

## **Pupils**

Pupils are expected to engage fully in RSHE and, when discussing issues related to RSHE, treat others with respect and sensitivity.

## **Right of Withdrawal of Pupils from Relationships, Sex and Health Education**

Some parents prefer to take the responsibility for aspects of this element of a pupil's education. They have the right to withdraw their children from all or part of the sex education programme except for those parts included in the statutory National Curriculum (i.e., the study of human growth and reproduction in Science lessons), until the third term before their 16<sup>th</sup> birthday. All pupils will take part in the relationship parts of the course.

We will *always* engage in positive dialogue with families and children to listen to their views, agreeing a suitable plan to deliver the statutory aspects of the curriculum. Parents are welcome to review any RSHE resources the school uses in advance of the teaching to help them make an informed decision.

## **Communication**

We will inform parents of sensitive topics being covered in Science in advance, as well as providing full details of RSHE drop down days well in advance. Not only will this allow parents time to consider the content and ask questions of staff, but also to help them prepare for conversations with their children following the learning.

## **Training**

Staff are trained on the delivery of RSHE and it is included in our continuing professional development calendar.

The Principal will also invite visitors from outside the school, such as school nurse or sexual health professionals, to provide support and training to staff teaching RSHE.

## **Controversial and Sensitive Issues**

Teachers cannot offer unconditional confidentiality, and this should never be offered to pupils. In a case where a teacher learns from a pupil under the age of consent that they are having or contemplating sexual intercourse:

- the young person will be persuaded, wherever possible, to talk to their parents and if necessary to seek medical advice
- child protection issues will be considered, and referred if necessary to Designated Safeguarding Lead under the school's procedures
- the young person will be properly counselled about contraception, including precise information about where young people can access contraception and advice services

Health professionals in school are bound by their codes of conduct in one-to-one situations with pupils, but in a classroom situation they must follow the school's confidentiality policy.

## **Monitoring and Evaluation of Relationships, Sex and Health Education**

It is the responsibility of the RSHE co-ordinator to oversee and organise the monitoring and evaluation of PSHE, in the context of overall school policies for monitoring the quality of teaching and learning. The RSHE programme will undertake self-evaluation and monitoring through the usual school cycle.

The Local Governing Body and School Leadership Team are responsible for overseeing, reviewing and organising the revision of the Relationships, Sex and Health Education Policy.

Ofsted is required to evaluate and report on spiritual, moral, social and cultural development of pupils. This includes evaluating and commenting on the school's Relationships, Sex and Health education policy, and on support and staff development, training and delivery.



## **Relationships, Sex and Health Education**

Appendix 1: Assemblies

[Assembly Rota 2020-21.xlsx](#)

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Appendix 2: Curriculum map

### **Relationships, Sex and Health Education curriculum map**

See the links below for the topics covered through PSHCE Curriculum

[Curriculum Map](#)