



Hednesford Valley High

Relationships and Sex Education (RSE) Policy

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Last reviewed:	February 2024
Next review due by:	February 2025

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1. **Rationale**

Relationship, sex and health education forms an intrinsic part of all students' learning, good learning about relationships, sex and health can help young people to understand how to build and sustain healthy relationships in varied contexts within their lifetime, to understand how sex works and how to practice a safe and wholly consensual sex life when they are legislatively and personally ready for this, and how to remain as healthy as possible throughout their life both physically and mentally.

At Hednesford Valley High School we value true consultation with all stakeholders, which was carried out via meetings, questionnaires and informal discussions. The results of the consultations have helped to shape this policy so that it best meets the needs of the students and the community as a whole. Parents felt that RSE should be covered through a combination of discrete lessons and through the rest of the curriculum as a whole. Parents also felt that it was especially important to teach students about mental health, personal safety and risk management and friendships and bullying. These aspects will be covered in the PSHCE curriculum on a spiral basis, with students re-visiting them as they go through the school. Parents also felt that it was specifically important for students to be shown "how to use personal hygiene products, including sanitary wear" as appropriate, and for students to be specifically shown "how to use items for safe sex". These will be included in the curriculum.

This policy is for staff to help them to decide the boundaries and scope of the teaching they are planning to carry out which falls under RSE discretely or as part of the wider curriculum. It is also for visiting speakers to ensure that they match the intent of the school when delivering content relating to RSE. Finally the policy is for parents / carers so that they may understand what the school is teaching their child in relation to RSE, why the school is teaching those things and how the school is delivering the education.

2. **Legislation and Guidance**

As a maintained secondary school we must make sure that we deliver all elements listed in the [statutory guidance for relationships and sex education and health education \(2019\)](#), although how we do this must also take into account the special educational needs of our students and make all the necessary learning accessible and appropriate to them. We have used the additional legislation and guidance below to help inform the creation of this policy.

[Education Act 2011 \(legislation.gov.uk\)](#)

[Keeping Children Safe in Education](#) (statutory guidance)

[Equality Act 2010 and schools](#)

[SEND code of practice: 0 to 25 years](#) (statutory guidance)

[Alternative Provision](#) (statutory guidance)

We have also used guidance available from the [PSHE Association](#), whom the government provide grant funding to for this purpose.

*Please note under current legislation parents have a right to request their child be excused from sex education under RSE only. At Hednesford Valley High School we deliver these elements under the science curriculum and this right does not apply to the science curriculum. However, as a school we will still consider all such requests fully.

3. RSE Curriculum Intent

RSE at Hednesford Valley High School aims to give students the knowledge and skills they need in order to form, recognise and maintain healthy relationships in all contexts, to understand what to do if they feel they are in an unhealthy relationship, and places they can seek help. We want students to learn how to engage in safe and mutually consensual sex without judgement or promotion of any specific sexuality or gender identity, including the learning of relevant legislation and how it impacts them. We want students to learn how to keep themselves healthy physically and mentally and to leave school with the tools they need in order that they can manage their health as independently as possible and be Ready for Life!

4. RSE Curriculum Delivery

RSE at Hednesford Valley High School will be delivered to students through a combination of a personal development day every Friday, which will include assemblies, discrete PSHCE lessons, special events, and a carousel of personal development activities, such as; volunteering, living skills, personal care, creative experiences, healthy lifestyle activities, community engagement, enterprise activities, but also through the rest of the existing curriculum, especially, but not limited to Science (sex and health education), Religious Education (relationships, respect, diversity, mental health, spirituality), Physical Education (physical health), Food Technology (healthy eating, life skills), Computing (internet safety, using the internet for research), Living Skills lessons, and activities, and extra-curricular clubs, and day to day via staff and student modelling of correct behaviours and skills, through encouragement and prompting as needed to ensure that all students follow the values of the school;

Teamwork

Respect

Independence

Confidence

Kindness

Aims - The intended learning outcomes of our RSE programme are for students to:

- Know who they are, what they feel about important topics and belief systems
- Understand how to keep themselves safe in different situations
- Understand how to practice safe and mutually consensual sexual activities
- Understand how to keep themselves healthy and happy, physically and mentally
- Understand how to ask for help and who the most appropriate people are in certain circumstances
- Understand the need to treat everyone with respect, fairly and equally

5. Teaching RSE

The majority of RSE will be taught through discrete PSHCE lessons; sex education (the mechanics of sexual intercourse and practicing safe sex, including how to use barrier contraception) will be taught through the science curriculum in year 9 and year 11, which will be taught by current members of the teaching staff as per the students' timetable. All staff will enable students to access knowledge, skills and understanding that relate to RSE throughout their school day as opportunities arise, for example explaining how to be good friends or helping students to understand healthier choices of food or activities.

- Each lesson will have the intended differentiated learning outcomes made clear at the beginning.
- Lessons should start with a recall of previous learning.
- Lesson activities should be well planned and differentiated to meet the needs of all learners.
- New learning should be connected to previous learning.
- New language should be introduced to students with meanings.
- Students should have new knowledge or skills explicitly taught with opportunities given for students to practice new knowledge and skills under the direction of staff.
- Students should be challenged to use new knowledge and skills to demonstrate understanding.
- Lessons should be asked to recap the lesson's learning.
- Staff should set ground rules that create a safe and secure learning environment, where students are comfortable to share their opinions and answers.
- Where staff feel it is appropriate external visitors can be requested to come into school to deliver specific parts of the curriculum, but this must be agreed by the senior leadership team in advance.
- Staff will be trained to keep their subject knowledge up to date.

6. Safeguarding Considerations

In order to make the learning experience as relevant and as productive as possible staff will create a climate of learning where students are able to share their honest thoughts and opinions. This will enable students to ask questions that they may have previously felt uncomfortable in doing, the students will gain new knowledge and understanding of themselves and how the social world works during these processes. It is possible that in this environment that students could disclose information that may relate to sensitive and highly personal circumstances or incidents. Where there is concern from staff about the wellbeing of the student because of a disclosure then staff are trained and expected to follow up that concern through the school's safeguarding policy.

7. Equality and Diversity

The Equality Act 2010 states that schools must make sure that no student is disadvantaged or discriminated against in their access to any part of the school's curriculum. As a maintained secondary school for students with special educational needs, we take this responsibility particularly seriously, and the curriculum has been designed with this in mind. Students will be taught that all people regardless of race, colour, religion, language, disabilities or sexual orientation should be treated with the respect that they would want others to show towards themselves. In addition to this all teaching staff are expected to modify learning opportunities so that the needs of all learners are met and so that all learners can access all parts of the curriculum.

8. Assessment

Students' RSE progress will be assessed using the model of ASDAN Lifeskills challenges where students will be assessed as completing outcomes at a level appropriate to their current progress in their areas of personal development. Once they have completed a set of outcomes they will be judged as having completed a 'Challenge' at that level.

It is anticipated that students progress over the years to successively higher-level challenges, for example in year 7 a student may complete a challenge in functional life skills at pre entry level, then in year 9 they may have progressed to complete functional life skills at entry level 1, and by year 11 entry level 3.

Students will receive certificates at the end of each term to show the progress that they have made in their personal development and successes will be shared in the assemblies.

9. Links to Other Policies

This policy should be read and considered in conjunction with other school policies, especially the following policies:

- Access and Inclusion Policy
- Alcohol and Substance Misuse Policy
- Anti-Bullying Policy
- ASC Policies
- Behaviour Management Policy
- Careers Policy
- Curriculum and Timetable Policy
- Disability Policy
- Drug Misuse Policy
- Drugs Policy
- E-Safety Policy
- Educational Visits Policy
- Equal Opportunities Policy
- Mobile Devices for Students Policy
- Personal, Social, Health, Citizenship, Economic (PSHCE) Education policy
- Preparing for Adulthood Policy
- Presentation, Marking and Feedback Policy
- Preventing Extremism and Radicalisation Policy
- Race Equality Policy
- Safeguarding Children and Vulnerable Adults
- Self-Harm or Disclosure of Intent to Commit Suicide Policy
- Special Educational Needs Policy
- Social, Moral, Spiritual and Cultural Policy

10. Dissemination and Review

This policy will be distributed to all staff and governors through email / SharePoint and briefings. The policy will also be made available on the school website so that parents and carers and external agencies can access it freely.

RSE delivery and content will be monitored and evaluated by the senior leadership team through the mechanisms in place for quality assurance in the quality assurance policy, which includes learning walks, lesson observations, work scrutiny, subject monitoring weeks.

The policy will be reviewed annually, parents / carers, students and staff will be consulted via questionnaires and discussion prior to the policy review at the end of each autumn term, see front page for details.