



# BROMSGROVE SCHOOL

## RELATIONSHIPS, SEX AND HEALTH EDUCATION POLICY

Author:	Head of PSHE (Senior School)
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Scope:	Whole School

## **RELATIONSHIPS, SEX AND HEALTH EDUCATION (RSHE) POLICY**

This policy is applicable to all Pre-Preparatory, Preparatory and Senior School pupils up to Fifth Form and has due regard to the Department of Education statutory guidance.

It follows from the rationale for Relationships and Sex Education (RSE) and Health Education, 'Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.' (Foreword by the Secretary of State, September 2021.)

Some aspects of RSHE are taught in science, RS and PE, and others are taught as part of the whole school Personal, Social, Health and Economic Education (PSHE) programme.

Bromsgrove School intends that its programmes of RSE should provide accurate information about the body, reproduction, sex, and sexual health. It also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline. This policy takes account of all relevant legislation and guidance including the Equality Act 2010 and the current version of Keeping Children Safe in Education.

### **BACKGROUND**

#### **What is Relationships and Sex Education (RSE)?**

- Lifelong learning about physical, moral and emotional development.
- Understanding the importance of marriage for family life, stable and loving relationships, respect, love and care.
- Teaching about sex, sexuality, and sexual health.
- It is not about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching.

RSE includes teaching about:

- different types of relationships, including friendships, family relationships, dealing with strangers and, at secondary school, intimate relationships;
- how to recognise, understand and build healthy relationships, including self-respect and respect for others, commitment, tolerance, boundaries and consent, and how to manage conflict, and also how to recognise unhealthy relationships;
- how relationships may affect health and wellbeing, including mental health;
- healthy relationships and safety online; and
- factual knowledge, from Year 7 to Year 11, around sex, sexual health and sexuality, set firmly within the context of relationships.

#### **What is Sexual Health?**

"Sexual Health is a state of physical, emotional, mental and social well-being related to sexuality; it is not merely the absence of disease, dysfunction or infirmity. Sexual Health requires a positive and respectful approach to sexuality and sexual relationships, as well as the possibility of having pleasurable and safe sexual experiences, free of coercion, discrimination and violence. For sexual health to be attained and maintained, the sexual rights of all persons must be protected and fulfilled" (World Health Organisation, 2002).

#### **What is Health Education?**

Health Education covers aspects of physical health, mental health and emotional wellbeing. It recognises that physical health and mental health are interlinked, that good physical health contributes to good mental health, and vice versa.

## HOW DOES RSHE FIT INTO THE SCHOOL'S MISSION STATEMENT?

Bromsgrove School aims to produce:

**Happy, creative, moral citizens who live motivated, fulfilled lives while enriching the lives of others.**

It seeks to achieve this through:

**An enlightened, disciplined and broad education that responds to global change while retaining core values.**

The Core Values Bromsgrove seeks to foster in its pupils are:

**Humility and Confidence**  
**Compassion and Ambition**  
**Respect and Curiosity**  
**Tolerance and Vision**

All aspects of the Mission Statement are touched upon by the School's PSHE programme in general, and RSHE in particular, through group work, assemblies, Chapel, classroom discussion, the curriculum and presentations.

To fulfil this overall objective, the following points are important:

- Bromsgrove School recognises that effective RSHE is essential if young people are to make responsible and well-informed decisions about their lives. It is not delivered in isolation but rooted firmly in the Personal, Social, Health and Economic Education (PSHE) framework and through teaching of the National Curriculum.
- RSHE helps and supports Bromsgrovians through their physical, emotional and moral development; this means that they will learn to respect themselves and others, moving from childhood through adolescence into adulthood. This helps develop skills and understanding to live confident, healthy, independent lives, allowing the young person to deal with difficult moral and social questions.
- With the School's Christian ethos, education about the nature and importance of marriage for family life is encouraged, whilst realising that there are strong and mutually supportive relationships outside marriage. At no time will the School stigmatise children based on their home circumstances.
- The School provides accurate information on understanding difference and respect in order to prevent and remove prejudice. Pupils learn to understand human sexuality, the reasons and benefits for delaying sexual activity, and appropriate advice on sexual health. It does not encourage early sexual experimentation but enables pupils to make informed decisions built on strong self-esteem, in preparation for the many different and conflicting pressures on young people.

Teaching about mental health and emotional wellbeing as part of a comprehensive PSHE education curriculum is vital. It promotes pupils' wellbeing through an understanding of their own and others' emotions and the development of healthy coping strategies. It also contributes to safeguarding, providing pupils with knowledge, understanding and strategies to keep themselves healthy and safe, as well as equipping them to support others who are facing challenges.

## CURRICULUM ORGANISATION

The Governors recognise the importance of RSE and Health Education in the curriculum and its delivery is supported by the Executive and all staff, including those at the School Health Centre. External educators such as theatre groups, the community police officer, charities and the local NHS RSE adviser are also utilised when appropriate.

RSE at Year 7 and above should provide clear progression from what is taught in Relationships Education up to Year 6. Teachers should build on the foundation of Relationships Education and, as pupils grow up, at the appropriate time extend teaching to include intimate relationships.

The Pre-Preparatory, Preparatory and Senior Schools (Years 9, 10 and 11) have their own PSHE leads to ensure contextual and appropriate delivery of RSE and Health Education in each area of the School. The Sixth Form PSHE programme is managed through the Lead for Enrichment.

At Sixth Form level, beyond the years covered by statutory requirements, RSE provision (developing key themes of the statutory guidance for younger pupils) is delivered through the enrichment programme. Further details of this can be found in the Sixth Form Enrichment Policy.

Pre-Prep	PSHE Lead	Curriculum time delivered by class teachers - Use of the Jigsaw platform as a source of PSHE and Relationships Education content and scope
Prep	PSHE Lead	Relationships Education for Years 3 to 6 and RSE for Years 7 and 8 are taught in timetabled PSHE lessons and through whole school and extended timetable activities e.g. assemblies
Senior School Years 9, 10 and 11	PSHE Department lead by HOD	Years 9, 10 and 11 – delivered in timetabled PSHE-Life Skills lessons and through drop-down days/visiting speakers
Sixth Form	Head of Enrichment	Enrichment Programme

## **CURRICULUM CONTENT**

Throughout the School, emphasis is put on healthy relationships and respect, high self-esteem and tolerance, whether in the classroom, on the sports field, on stage, in House or within the wider community. Bromsgrove School recognises the breadth of diversity amongst its students and staff; international and UK students, boarders and day pupils have opportunities to integrate and work together in the classroom and in all areas of school. The School's approach to the Prevent strategy, British Values and SMSC is understood within this broader context. Some aspects of RSE are taught through subject-specific schemes of work.

The programme aims to:

- be accurate and factual, covering a comprehensive range of information
- be inclusive in terms of gender, sexual orientation, disability, ethnicity, culture, age, religion or belief or other life-experience
- include the development of skills to support healthy and safe relationships and ensure good communication about these issues
- give students an awareness of relationships, love and care and the responsibilities of parenthood as well as sex in key stages 3 and 4
- to teach, in key stages 3 and 4, responsibility for, and the consequences of one's actions in relation to sexual activity and parenthood
- promote a critical awareness of the different attitudes and views on relationships and sex within society such as peer norms and those portrayed in the media
- provide opportunities for reflection in order to nurture personal values based on mutual respect and care
- be part of lifelong learning, starting early in childhood and continuing throughout life. It should reflect the age and level of the learner
- ensure children and young people are clearly informed of their rights such as how they can access confidential advice and health services within the boundaries of safeguarding

- be relevant and meet the needs of children and young people, and actively involve them as participants, advocates and evaluators in developing good quality provision
- be delivered by competent and confident educators
- provide a learning environment that is safe for the children, young people and adults involved and based on the principle that prejudice, discrimination and bullying are harmful and unacceptable.
- provide a learning environment which shows that talking openly about mental health issues is an effective means of breaking down any associated stigma. The emphasis should always be on developing pupils' knowledge, understanding, skills, language and confidence to seek support, as needed, for themselves or others. They should understand when to seek help, what help is available, and the likely outcome of seeking support.

The RSHE curriculum is informed by the PSHE Association's programme of study [available online](#) and the Statutory Guidance updated in September 2021:

- Relationships Education (Primary) <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/relationships-education-primary>
- Relationships and Sex Education, RSE (Secondary) <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/relationships-and-sex-education-rse-secondary#by-the-end-of-secondary-school>

## **USE OF MATERIALS**

All materials used (internet links, leaflets, classroom aids) are in accordance with the law, having regard to the age of the pupils concerned. Internet links used are checked in advance or are taken from PSHE Association quality controlled lessons and suggestions. The School has an IT Acceptable Use Policy and a filtering system on the School's network preventing students from accessing unsuitable material.

## **CONFIDENTIALITY AND THE LAW**

The School encourages pupils to talk to trusted adults about RSE. It is desirable but not always possible that such persons should be parents or guardians. The law allows health professionals to see, and in some circumstances, to treat young people confidentially, and part of this process includes counselling and discussion about talking to parents.

## **PARENTAL RIGHT TO REQUEST WITHDRAWAL**

Parents have the right to withdraw their children from the sex education element of RSE that falls outside the National Curriculum Science programme of study from Year 7 and above. They should do so in writing to the Head of the relevant School. When the Head receives such a letter, parents will be invited to a meeting, at which it will be explained clearly what the School's policy is, and the wishes and/or concerns of the parents will be accommodated. If that is not possible, the pupil will be withdrawn from the sex education element of RSE, and suitable work and supervision will be provided.

The proviso to the right of parents to withdraw their child is that 15-year-olds will be able to opt into sex education despite the objections of their parents – a right that will apply to students from three terms before they turn 16.

Parents do not have a right of withdrawal for 'health', 'relationships' or any other aspect of PSHE. There is no right to withdraw a child from National Curriculum Science, which includes elements of sex education such as puberty and reproduction.

## **CHILD PROTECTION**

When talking to children, teachers will make it clear that they cannot always offer complete confidentiality. If a pupil makes a disclosure that indicates that abuse is taking place, the teacher is bound by law to refer that pupil to a member of the Safeguarding team. All staff are made aware of safeguarding and child protection rules and protocols.

## **EVALUATION**

The School works closely with health professionals and the Local Authority to ensure that the delivery of RSE is appropriate and up to date. New statutory guidance was published by the DfE in 2019, ready for the academic year 2020 (updated to September 2021) and this informs programmes of study.

The programmes of study and the statutory guidance will be regularly reviewed by the Heads of PSHE.

## **DIFFERENTIATION**

RSE and Health Education is delivered in a range of different subject areas. Lessons are differentiated depending on the makeup of individual groups, taking into account: ability, gender, ethnic origin and language ability. At a basic level, students will be required to build up a factual knowledge base. When delivering certain potentially sensitive subjects, teachers are aware of cultural differences and understanding. If necessary, groups may be split by gender but this would be considered an exception rather than the rule. EAL students are encouraged to mix with British students and mixed gender groups are encouraged to stimulate healthy and unbiased discussion. Liaison with the Health Centre, Houseparents, HODs of EAL, More Able and SEND means that any specific access issues can be addressed promptly and sensitively. A safe environment for discussion of sensitive subjects is always sought.

RSE, Health education and PSHE education addresses diversity issues and ensures equality for all by addressing contextual issues identified through our pastoral management system. The delivery of these subjects is designed to comply with the Equality Act 2010.

## **ASSESSMENT**

Pupils' knowledge and understanding is assessed through classroom discussion and formative assessment activities. Teachers should collect evidence of learning to make a judgement about pupils' progress which may include: presentations, written evidence, group work, observations. Application of knowledge and skills in wider school participation, resolving conflict, making decisions and forming positive relationships.

## **ADVICE AND SUPPORT FOR TEACHERS**

All teachers who teach RSE and Health Education will receive advice based on that issued by the PSHE Association including:

- ground rules
- distancing measures e.g. use examples of conversations or situations to avoid personal stories
- handling questions
- avoiding shock or shame
- positive social norms
- making RSE and Health Education safe and inclusive.

## **POLICY REVIEW**

This policy is formed and reviewed under the direction of the Senior School Head of PSHE in consultation with the PSHE leads in the Preparatory and Pre-Preparatory Schools, the PSHE staff in the three schools, the Designated Safeguarding Leads, Deputy Heads (Academic), the Health Centre staff and any other staff as required. Student voice will be taken into consideration as part of the monitoring and evaluation process. Parents are invited to engage with the policy review process and to make their views known via the PSHE leads in each School.

The policy is formally reviewed and subsequently presented to and adopted by the Education Committee of the Board of Governors on an annual basis. The finalised policy is then published on the School website and a copy is available to anyone who requests it.

## **LINKS TO OTHER POLICIES**

This policy is associated with the following Bromsgrove School policies:

- PSHE Policy (Senior School)
- PSHE Policy (Preparatory and Pre-Preparatory Schools)
- Sixth Form Enrichment Policy
- Anti-Bullying Policies
- Curriculum Policy
- Special Educational Needs and Disabilities Policy
- Pupil Conduct and Behaviour Policy
- Safeguarding Children Policy (including Child Protection)
- Equal Opportunities Policy
- Visiting Speakers Policy