



Tomlinscote  
School

# RSE and Health Education Policy

<b>Policy Type:</b>	Statutory
<b>Approved By:</b>	AQC
<b>Effective From:</b>	September 2022
<b>Revision Date:</b>	September 2024

## Introduction and Purpose of procedure

The aim of Relationships and Sex Education at Tomlinscote is to provide accurate information, allowing all students (regardless of gender, race, religion, culture or SEND) the opportunity to consider and develop their own values and attitudes regarding the love, respect, equality, commitment and significance of relationships and take responsibility for their physical, sexual and emotional health and wellbeing.

Relationships and Sex Education is defined by the PSHE Association as ***'learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health'***. The content is delivered in an age-appropriate way in relation to the key stage that our young people are in.

The school policy is in line with the current regulations from the DfE (Department for Education) and complies with the relevant provisions of The Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics. Staff are knowledgeable of KCSiE (Keeping Children Safe in Education) September 2022.

As part of implementing the RSE curriculum, "[a]ll schools must have in place a written policy for Relationships Education and RSE. Schools must consult parents in developing and reviewing their policy. Schools should ensure that the policy meets the needs of pupils and parents and reflects the community they serve" (DfE, 2019:11).

## Consultation

Through discussion, parents were consulted in the design and content of the PSHE curriculum. Parents agreed and accepted the need for the more sensitive topics of:

- Consent
- Extremism and radicalisation
- Impact of pornography
- Forced marriage
- Honour based violence
- Bereavement
- FGM
- Misogyny

to be included in the curriculum.

Parents are kept informed through letters home and details on the website. The consultation process is managed through parental forums and questionnaires to review and update any required changes.

In addition, feedback from students and staff has been implemented to help shape the policy.

At Tomlinscote we aim for our students to:

### **Attitudes and Values**

- understand the value of family life, relationships, marriage and stable, loving relationships. This includes the nurture of children
- understand and describe the value of love, care and respect for others
- explore, consider and understand moral dilemmas
- encourage the establishment of a personal moral code and to promote self-confidence and self-esteem
- promote a positive attitude to personal health, both physical and mental, and that of others.

### **Personal and Social Skills**

- develop self-respect and empathy for others
- learn to make choices based on understanding the options
- develop an appreciation of the consequences of choices made
- recognise and avoid pressure and exploitation.
- explore the legality and consequences of underage sex.
- learn to manage emotion and relationships confidently and sensitively
- communicate effectively
- develop personal attributes including kindness, integrity, generosity and honesty.

### **Equality**

Tomlinscote delivers RSE with regards to the Equality Act 2010 and observance of the protected characteristics of age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership and sexual orientation. We will make reasonable adjustments to alleviate disadvantage and be mindful of the SEND Code of Practice in our planning. The curriculum will be delivered in an inclusive way.

Tomlinscote expects students to engage in a healthy and respectful way through peer to peer communication. Attitudes between boys and girls should not be limited by perceived views based on their gender or any other characteristic.

We will be pro-active in building a positive culture, combating sexism, misogyny, homophobia and gender stereotypes. Any occurrence will be tackled and students will know that these will not be tolerated.

Importance will be placed upon the understanding that sexual violence and harassment are not acceptable, will never be tolerated and are not an inevitable part of growing up.

### **LGBT**

‘At the point at which schools consider it appropriate to teach their pupils about LGBT, they should ensure that this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a stand alone unit or lesson. Schools are free to determine how they do this, and we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum’ DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education.

## **SEND**

Tomlinscote is committed to ensuring that RSE education is accessible for all of our students. We will further consider the needs of our SEND students when planning and delivering the lessons, differentiating where appropriate. The teaching will be ‘sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law’.

## **Provision**

### **Relationships and Sex Education**

The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships.

The following are topics in which we are required to cover:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

In addition, it is important that our young people knows what the law states about sex, relationships and young people as well as safeguarding issues.

## **The Law**

It is important to know what the law says about sex, relationships and young people as well as broader safeguarding issues.

### **Physical Health and Mental Wellbeing**

It is important that our young people understand how to keep themselves physically and mentally well. We aim to give them the information they need to make good decisions about their own health and wellbeing. We would encourage them to recognise what is normal and what might be potentially an issue. Signposting to the relevant support agencies both in and out of school is crucial. The following topics will be covered under this umbrella:

- Mental wellbeing

- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

### **Delivery and training**

The curriculum will be delivered by all teachers whether through PSHE lessons, tutorials, 'drop down days' or assemblies.

Led by a member of the SLT (Senior Leadership Team) there will be ongoing communication throughout the year by the PSHE Coordinator.

### **During lessons staff will:**

1. Set clear ground rules
2. Not insist that students take part in discussion
3. Depersonalise discussions
4. Ensure that no one, staff, student or visitor, will have to answer a personal question
5. Develop a safe, non-threatening environment in which reflection and the development of decision making skills can take place
6. Refer back to the ground rules if questions asked, during the lesson, are inappropriate
7. Raise the issue with the Head of Year, Head of PSHE or DSL if the question causes concern

### **Confidentiality and Safeguarding**

Situations may arise where there is serious cause for concern regarding the safety of students or staff are approached individually for advice regarding a sexual matter.

1. Students must be reassured that their best interests are of prime consideration
2. **But no guarantee of confidentiality can be given by any member of staff**
3. Staff will ensure that the student knows that the information is to be shared before discussing it with the Assistant Principal, DSL and provide appropriate support
4. It is not appropriate for any member of staff to give advice on sexual matters **to individual students**
5. All suspected abuse cases must be reported to DSL immediately, in accordance with the school's Safeguarding Policy

6. Students must be encouraged to talk to their parents or carers and given support to do so
7. Staff will ensure that the student is informed of the sources of help

### Withdrawal Policy

Parents have the right to withdraw their children from sex education within the RSE programme only. Students must study areas of topics in the statutory National Curriculum Science. The biological aspects of human growth and reproduction are essential elements of National Curriculum Science.

See table below to see what is defined as ‘Sex’ education and what is considered Statutory.

Non-withdrawal subjects - Statutory	Right to withdrawal subjects – ‘Sex’ education
RSE – relationships (health relationships, identify unhealth relationships, solving conflict, types of relationships including LGBTQ+),	RSE – Contraceptives and safer sex, sexuality in the media (including impact of pornography)
PSHE – Parenting, Breastfeeding, FGM, CSE, health (checking for cancers, checking for symptoms of STIs, where to get information about reproductive organ health), Consent (as it’s a safeguarding concern)	
Biology/PSHE- (puberty, organ functions, reproductive system)	

If a parent/carer wishes to withdraw their child from any other part of the RSE curriculum, we would request that you put this request in writing to the Principal.

### Withdrawal Process

- Topics overview coverage shared with parents and students via the school website, parental forum and information on curriculum sent home via letter/email
- Draft RSE policy discussed at parental forum
- Parents invited to contact PSHE Lead and/or Principal via email, phone or letter
- Meeting arranged with PSHE lead and Principal to discuss arrangements
- Students must still attend school during missed sessions and complete work agreed
- Within 3 terms of their 16<sup>th</sup> birthday a student can wish to opt back in to RSE education against parents’ wishes
- In these circumstances the school will provide the missed topic coverage with the remaining terms.

## **Monitoring and Assessment**

Monitoring of the RSE programme will take the following forms:

1. Lesson Observations by the Head of PSHE and report to SLT member who oversees the PSHE programme
2. Evaluation of any 'drop down days' through student questionnaires
3. Evaluation forms completed by all students with regard to the PSHE programme
4. Reviewing the plan of provision against the requirements of legislation and the curriculum by the Head of PSHE
5. Review of provision by the AQC
6. Feedback from parents

## **Consultation, Policy Development and Review**

In order for everyone to be consulted effectively, it may be necessary to ensure that councillors and parents receive information about RSE on occasions. This policy document is open for consultation with the entire school community, including students, parents/carers, school staff, councillors and any other appropriate stakeholders. This document is freely available to the entire school community and is available on the school website. It will be reviewed on a biannual basis and approved by the AQC.

Links to other policies:

Anti-Bullying Policy  
Behaviour Policy  
Equality Policy  
Equality Objectives  
Prospect Trust Use of Technology Policy  
Child Protection and Safeguarding Policy.

Review date: September 2024