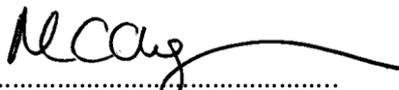
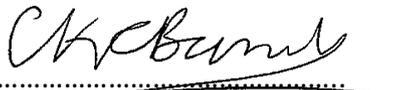


## ST ALBANS GIRLS' SCHOOL

	<b>RELATIONSHIPS, SEX AND HEALTH EDUCATION POLICY (RSHE) (STATUTORY)</b>		
	<b>GB sub-committee: Curriculum, Assessment and Standards</b>		
	<b>Co-ordinator: Miss E McHugh</b>		
	<b>Last Reviewed: Autumn 2019</b>	<b>Next Review: Autumn 2021</b>	

Signed by   
Margaret Chapman (Head Teacher)

Signed by   
Claire Barnard (Chair of Governors)

<b>1.</b>	<b>RATIONALE</b>
	<p>At STAGS students will develop the skills and knowledge to make informed decisions about their own physical, sexual and emotional development. The core aim of the RSHE programme is to reduce risk and promote safe, healthy lifestyle choices. This is not a task for the PSHCE team in isolation but as a collaborative process within school across subjects, with the pastoral team as well as with parents and occasionally outside agencies to ensure that the teaching of Relationships, Sex and Health Education reflects their expectations and complements teaching at home. Provision is made for students whose parents wish to withdraw their children from lessons where the intention of the teacher is to focus the whole lesson on Sex Education, however the school will advise that students should attend all lessons.</p>
<b>2.</b>	<b>AIMS</b>
<b>2.1</b>	<p>The curriculum intention of relationships and sex education (RSHE) is to:</p> <ul style="list-style-type: none"> <li>• Teach students how to keep themselves and others safe, healthy and to know how to thrive now and in the future;</li> <li>• Provide a framework in which sensitive discussions can take place;</li> <li>• Prepare students for puberty, and give them an understanding of sexual development and the importance of health and hygiene;</li> <li>• Help students develop feelings of self-respect, confidence and empathy;</li> <li>• Create a positive culture around issues of sexual orientation, gender identity, gender expression and relationships;</li> <li>• Teach students the correct vocabulary to describe themselves and their bodies</li> <li>• Address the current Public Health agenda to reduce unplanned teenage pregnancy and reduce STIs.</li> </ul>
<b>2.2</b>	<p>The Relationships Education, Relationships and Sex Education (RSE) and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, has made Relationships Education compulsory for students receiving primary education and Relationships and Sex Education (RSE) compulsory for all students receiving secondary education. Health Education is also compulsory in all schools.</p>
<b>2.3</b>	<p>RSHE forms an integral part of the whole school curriculum intent and the schemes of learning for science, PSHE, REP, PE, Food Technology, Child Development, Health and Social Care, and English contain explicit reference to the teaching of RSHE and is informed by Keeping Children Safe in Education.</p>
<b>2.4</b>	<p>RSHE is about the emotional, social and cultural development of students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.</p>
<b>2.5</b>	<p>RSHE involves a combination of sharing information and exploring issues, and values.</p>
<b>2.6</b>	<p>RSHE is not about the promotion of sexual activity.</p>

	<b>2.7</b>	<p>The PSHCE Curriculum also includes lessons on citizenship, personal finance and careers education. Years 7-9 receive one PSHCE lesson per week and are taught by staff who have received specific training on how to teach these topics. In Year 10 students receive 18 weeks of PSHCE lessons in a carousel with REP. In Year 11 students receive 12 weeks of PSHCE lessons in a carousel with REP (students finish Year 11 lessons in May each year due to GCSE examinations)</p> <p>An overview of the content of the RSHE Curriculum taught in distinct PSHE lessons can be found in appendix 1.</p>
<b>3. POLICY DEVELOPMENT</b>		
	<b>3.1</b>	<p>This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:</p> <ul style="list-style-type: none"> <li>• Review – the Curriculum Leader of PSHE pulled together all relevant information including relevant national and local guidance</li> <li>• Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations</li> <li>• Parent consultation – parents were invited to attend a Parent Voice meeting about the policy</li> <li>• Student consultation – STAGS held focus groups with each year group to learn what students want from their RSHE lessons</li> <li>• Ratification – once amendments were made, the policy was shared with governors and ratified</li> </ul>
<b>4. PROCEDURES</b>		
	4.1	<p>The governing body will:</p> <ul style="list-style-type: none"> <li>• seek the advice of the head teacher on this policy, keep it up to date, and make it available to parents</li> <li>• ensure that RSHE is provided in a way that encourages pupils to consider personal morals, the value of family life, and the importance of healthy relationships</li> </ul>
	4.2	<p>The SLT will ensure that:</p> <ul style="list-style-type: none"> <li>• The governing body is advised about the nature and organisation of RSHE and how it meets the “human right” to know how their body works and how to safeguard themselves and how it reflects the aims and values of the school</li> <li>• RSHE is provided in a way that encourages students to consider personal morals, the value of family life, and the importance of marriage, as well as safe sexual health</li> <li>• Students are provided with age appropriate teaching materials</li> <li>• A scheme of learning is agreed and implemented within PSHE lessons</li> <li>• Parents are advised about the programme for RSHE within the curriculum</li> <li>• SLT respond appropriately to those parents who wish to withdraw their daughter from sex education after consultation with the Designated Senior Lead for Child Protection. These students will be considered vulnerable from a safeguarding perspective and provided with an alternative learning environment for the duration of lessons where the teaching of sex education is the primary intention of the teacher</li> </ul>
	4.3	<p>The teachers of RSHE will ensure that they:</p> <ul style="list-style-type: none"> <li>• provide sex education in accordance with this policy and in a way which encourages pupils to consider personal morals and the value of family life</li> <li>• participate in training to provide sex education in line with the school curriculum policy and fulfil the government statutory requirement</li> <li>• implement the agreed scheme of learning</li> <li>• draw to the attention of the head Teacher any materials which they consider to be inappropriate</li> <li>• deliver lessons in accordance with the RSHE policy and follow the prescribed SoL as agreed by the department with line management. Which will include specific lessons</li> </ul>

- which promote diversity as well as re-enforcing the core value of equality and diversity throughout all schemes of learning
- to teach RSHE without allowing their own beliefs and attitudes to influence them
  - create a safe and supportive learning environment by understanding the needs of every child. Using class ground rules and sometimes the use of an anonymous question box
  - follow Child Protection and Safeguarding policy and Keeping Children Safe in Education closely on any disclosed information
  - take into consideration, where possible, students prior learning and background as well as students ability, age, readiness and cultural background including students with English as a second language
  - promote social learning that shows align regard for the needs of others with the use of class rules on shared personal information
  - employ current principles and methodology to teach RSHE, moving away from outdated practices of scare tactics, and moving towards a place where students are making their own informed choices and understanding the link between positive healthy choices and future successful selves
  - assess student work by use of self, peer and teacher assessed work
  - differentiate work to ensure accessibility regardless of ability, disability, level of maturity, personal circumstances, sexual orientation, gender identity, faith or culture and / or sexual orientation, gender identity, faith or culture of their family, friends and wider community as is outlined in our inclusion policy
  - should use information provided by the pastoral support team to inform their teaching including social issues such as bullying but also gender identity including “emerging”, sexual orientation, ability, disability, nationality, religion and race
  - allow questioning from the students that operates with an openness which will be answered, with due care to the safeguarding of staff and maturity and safeguarding of the students. Where myths and misconceptions are challenged and questions answered truthfully in accordance with the age of the students
  - follow the protocol for confidentiality; in each lesson class rules will be agreed, to help students understand that they should all be free to contribute ideas and ask questions in the safety of the classroom and that those contributions should stay private, but understanding that this cannot necessarily be guaranteed by the teacher. However, students will also understand clearly that any disclosure of issues of a child protection nature will immediately be passed on to the DSL (Mary Karen Thomas, Deputy DSL Vicki Blackburn, or Margaret Chapman). No student will be offered anonymity by a classroom teacher. Students will also regularly be signposted to places where they can ask questions and get help with concerns
  - deliver lessons on sensitive issues such as puberty, menstruation, contraception, teenage pregnancy, STIs including HIV/ AIDS and safer sex, which are balanced and offer factual information to guide young people to make informed choices
  - clearly signpost students to relevant medical professionals, where to gain help and places to get advice and help on the full variety of topics covered; including pastoral support in school, school nurse - in person and via text, a variety of online support and guidance apps and forums, YC Hertfordshire, local health authority clinics, GP, and Childline

Staff do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching RSHE on the basis of religious, cultural, or other personal reasons are encouraged to discuss this with the Head Teacher.

4.4	<p><b>Curriculum Leader of PSHCE</b> with responsibility for RSHE is expected to:</p> <ul style="list-style-type: none"> <li>• ensure that learning across the curriculum in other subject areas follow the RSHE policy and compliments the spiral curriculum being delivered in distinct PSHCE lessons</li> <li>• co-ordinate the delivery of an effective spiral curriculum with recurring themes that are age and maturity specific</li> <li>• ensure that all teaching materials are of a satisfactory standard and are not offensive or could be construed as such, in consultation with their Line Manager</li> <li>• co-ordinate any outside speakers and ensure quality of provision in line with this policy;</li> <li>• keep parents informed through the school website and school newsletter about PSHCE provision at STAGS. Work with SLT to deliver parent/ carer information evenings to find out more about RSHE and PSHCE topics</li> </ul>
4.5	<p>Role of students:</p> <ul style="list-style-type: none"> <li>• Students are expected to engage fully in RSHE lessons and, when discussing issues related to RSHE, treat others with respect and sensitivity</li> </ul>
<p><b>5. PARENTS' RIGHT TO WITHDRAW</b></p>	
5.1	<p>Parents have the right to request to withdraw their child from Sex Education lessons.</p> <ul style="list-style-type: none"> <li>• Parents cannot withdraw their child from the Relationships or Health Education content of the curriculum.</li> <li>• To withdraw their child from the Sex Education lessons parents are request that they do so in writing.</li> <li>• Parents will then be contacted by Ms Karen Thomas, Deputy Head Teacher and Designated Safeguarding Lead who will discuss the concerns that parents have regarding the content of the lessons.</li> </ul>
5.2	<p>Following these discussions, if parents wish for their child to be withdrawn, then unless there are exceptional circumstances, STAGS will provide the child with an alternative learning environment for the duration of the PSHCE lessons which have the intention of teaching about:</p> <ul style="list-style-type: none"> <li>• Sex acts to give and receive pleasure;</li> <li>• Masturbation;</li> <li>• Use of contraception in lessons that use a model of an erect penis.</li> </ul>
5.3	<p>From September 2020 a student can opt to remain in a lesson that has the intention of teaching sex education once they are 15 years old (i.e. three school terms prior to turning 16 years old) regardless of the views of their parents.</p> <p>In these circumstances the CL for PSHE will contact the parents to inform them of the choice that their child has made.</p>
<p><b>6. MONITORING OF IMPACT</b></p>	
6.1	<p>Monitoring of the impact of the Scheme of Learning will be undertaken by the Curriculum Leader in the first instance through school procedures, and will report findings to SLT and any issues raised in that monitoring procedure</p>
6.2	<p>Student development in RSHE is monitored by class teachers as part of our internal assessment systems.</p>

**Relationships and Sex Education and Health Education taught in the PSHCE Curriculum at STAGS**

Year	Relationships Education	Sex Education	Health Education
7	<ul style="list-style-type: none"> <li>Rights and responsibilities</li> <li>Social interactions</li> <li>PENN Resilience Programme- developing self-esteem</li> <li>Anti-Bullying</li> <li>Online Safety including online pornographic imagery</li> </ul>		<ul style="list-style-type: none"> <li>PENN Resilience Programme - mental health</li> <li>Puberty</li> <li>Menstruation</li> <li>Personal Hygiene</li> </ul>
8	<ul style="list-style-type: none"> <li>Online Safety and Social Media</li> <li>Government and Democracy</li> <li>Crime</li> <li>Relationship Smarts <ul style="list-style-type: none"> <li>Developing positive, healthy relationships</li> </ul> </li> <li>Sex Ed Sorted (pt 1) <ul style="list-style-type: none"> <li>Human variation and LGBT</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Sex Ed Sorted (pt 1) <ul style="list-style-type: none"> <li>Masturbation</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Body Image</li> <li>Media and Health</li> <li>Alcohol and Drugs Education</li> <li>Sex Ed Sorted (pt 1) <ul style="list-style-type: none"> <li>Effective reproduction</li> <li>Fertility</li> <li>Conception</li> </ul> </li> </ul>
9	<ul style="list-style-type: none"> <li>Healthy and unhealthy relationships</li> <li>Chelsea's Choice, sexual exploitation</li> <li>Who am I, I think I am? <ul style="list-style-type: none"> <li>Britishness</li> <li>Multicultural Britain</li> <li>Racism</li> <li>LGBTQ+</li> <li>Radicalisation</li> </ul> </li> <li>Sex Ed Sorted pt 2 <ul style="list-style-type: none"> <li>What is Sex?</li> <li>Consent and Control</li> <li>Sexual and gender identity</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Sex Ed Sorted (pt 2) <ul style="list-style-type: none"> <li>Using Contraception including how to use a male condom, female condom, and dental dam</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>School Health and Alcohol Reduction Project</li> <li>Making resilient decisions</li> <li>Sex Ed Sorted (pt 2) <ul style="list-style-type: none"> <li>Safer Sex including STIs</li> <li>Good Sexual health</li> </ul> </li> </ul>
10	<ul style="list-style-type: none"> <li>My money- impact of debt</li> </ul>		<ul style="list-style-type: none"> <li>Mental Illness Investigated</li> <li>Unplugged Substance Misuse programme <ul style="list-style-type: none"> <li>Risks of unprotected sex is a lesson included within the lessons on substance misuse</li> </ul> </li> </ul>
11	<ul style="list-style-type: none"> <li>Impact of Teen Pregnancy</li> <li>Parental skills</li> <li>Unplanned pregnancy <ul style="list-style-type: none"> <li>Termination</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Contraception including how to use a male condom, female condom, and dental dam</li> </ul>	<ul style="list-style-type: none"> <li>Self-Esteem</li> <li>Plastic Surgery</li> <li>Personal well-being drugs education</li> <li>Prevention of STIs and how to access treatment</li> <li>Emotional Health</li> <li>Stress, Anxiety, Depression</li> <li>Mindfulness</li> </ul>



## ST ALBANS GIRLS' SCHOOL

### Equality Impact Analysis

When reviewing all schools' policies, the following Equality Impact Analysis (EIA) should be undertaken to ensure fairness of the new proposals/policy and to identify any action needed to redress any potential discrimination, positively promoting equal opportunities, improved access and participation for all.

<b>Title of Policy:</b>	Relationships, Sex And Health Education
<b>Date:</b>	Autumn 2019
<b>EIA carried out by:</b>	Miss E McHugh
<b>EIA reviewed by:</b>	Curriculum Assessment and Standards

<b>1. Identify the aims and objectives of the policy, what will be the proposed change and how will it be implemented</b>	
<ul style="list-style-type: none"> <li><b>Policy contains information about:</b> Overall aims and objectives? What is the proposed change? Who is intended to benefit from the proposal and in what way? Outcomes of the policy? How will it be put into practice and who is responsible for this?</li> </ul>	<p>The purpose of this policy is to outline how students will develop the skills and knowledge to make informed decisions about their own physical, sexual and emotional development. The core aim of the RSHE programme is to reduce risk and promote safe, healthy lifestyle choices. This is not a task for the PSHCE team in isolation but as a collaborative process within school across subjects, with the pastoral team as well as with parents and occasionally outside agencies to ensure that the teaching of Relationships, Sex and Health Education reflects their expectations and complements teaching at home. The policy also outlines what provision is made for students whose parents wish to withdraw their children from lessons where the intention of the teacher is to focus the whole lesson on Sex Education, however the school will advise that students should attend all lessons.</p>

<b>2. Assessment of Impact? <i>To include impact of policy, any plans needed to mitigate any negative impact, equality issues to be addressed</i></b>		
Characteristic	Group	Effect/Impact
• Age		No impact
• Disability		
• Gender reassignment		
• Marriage/civil partnership		
• Pregnancy/Maternity		
• Race		
• Religion or Belief		
• Sex		
• Sexual orientation		

**3. Consultation**

- **New policy contains information about:**  
Policy audience, expected actions and outcomes.  
Consultation and communication process  
Accessibility for all  
Fair access to the consultation process  
Lessons learnt from previous consultation, if appropriate

Policy has been written in consultation with students via a focus group, parents via Parent Voice, School Governors as well as STAGS Staff

**4. Decision**

- Should the new proposal/policy be agreed and any impacts identified following consultations?
- What reasonable adjustments are required?

No issues or adjustments required

**5. Action Planning**

- Any actions identified to address inequality for different groups?
- Any actions identified to promote equality and diversity?
- Where are these actions recorded and who is responsible for them?

None

**6. Monitoring and Review**

- When will the impact assessment be reviewed?
- Who is responsible?

Autumn 2021

Miss E McHugh

**7. Publication of the results of the impact assessment**

- Results of EIA are published – where and when?
- The results are kept as a public record of the EIA – where and when?

With policy