



**THE NELSON THOMLINSON SCHOOL**  
**RELATIONSHIPS, SEX AND HEALTH EDUCATION POLICY**  
**(Formerly Sex and Relationship Education Policy)**

Signed by Headmaster:

Signed by Co-Chair of Governors:

Reviewed by Behaviour, Safeguarding and Wellbeing Committee:

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# **RELATIONSHIPS, SEX AND HEALTH EDUCATION POLICY**

## **1 . WHAT IS RELATIONSHIPS, SEX AND HEALTH EDUCATION (RSHE)**

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

## **2. PRINCIPLES AND VALUES**

The Nelson Thomlinson School is committed to helping and supporting its pupils in their physical, social, emotional and moral development. This policy has been created in partnership with parents, but final decisions on its content are undertaken by the school.

Relationships, Sex and Health Education (RSHE) is a statutory requirement for secondary school pupils, and the mandatory curriculum can be found here:

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

## **3. AIMS**

The Nelson Thomlinson School believes that RSHE should provide young people with:

- The means to safeguard themselves in their current and future sexual and non-sexual relationships
- Relationships and personal skills that prepare them for the challenges of the teenage years and beyond
- Opportunities to explore their own values and those of others and develop their own moral framework
- Opportunities to support and understand diversity
- An understanding of their own and others bodies, including how to maintain good physical and mental health
- The ability to know where to seek help and advice
- High self-esteem, self-awareness and emotional health
- An awareness of the right they have over their own body and others have over theirs
- The skills to be assertive and to make informed choices
- The ability to respect the right of others to hold opinions that differ from their own as long as these don't impact on the rights of others
- The ability to take responsibility for and accept the consequences of their actions

When delivering lessons in RSHE, the religious background of all pupils will be taken into account so that the topics are handled appropriately. Faith perspectives on a number of topics such as relationships and families will be explored in Religious Education lessons.

#### **4. ORGANISATION AND CONTENT OF RELATIONSHIPS, SEX AND HEALTH EDUCATION**

- Most RSHE lessons are delivered by designated PSHE teaching staff using materials endorsed by the PSHE Association or provided by other experts in the field.
- Some aspects of RSHE are covered in Science, PE or RE lessons.
- The school nurse, who may be consulted regarding individual concerns.
- The Heads of Year, who liaise with the PSHE Coordinator, the Designated Safeguarding Lead and the Headmaster if individual problems and concerns are brought to their notice (see Safeguarding Policy for more information).
- All members of staff are trained regularly in safeguarding procedures at our school and report concerns via the CPOMS reporting system.
- Our school librarian advises on recommended reading for RSHE topics.

#### **Sequence of RSHE delivery**

THE PSHE Scheme of Work for Key Stage 4 which includes, but is not limited to, RSHE lessons, will be delivered by PSHRE teachers.

The following elements of the new guidance will be covered in Science:

- Hormones during menstruation
- Blood, organ and stem cell donation
- Antibiotics
- How germs (including viruses and bacteria) are spread
- Immunisation and vaccination

In PE, aspects of health education are not taught explicitly but are touched upon on continuously throughout Key Stages 3 and 4. This may take the form of a lesson delivered to a class, small group, team or individual discussion as appropriate, such as healthy diet and lifestyle in Year 7 and personal hygiene in Year 9. Healthy diet and lifestyle are also covered in Key Stage 3 Food Technology lessons.

Topics covered in RSHE lessons and during curricular enrichment sessions will include aspects from:

- Families
- Respectful relationships including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health
- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs alcohol and tobacco
- Health prevention
- Basic first aid
- Changing adolescent body.

## 5. RIGHT OF WITHDRAWAL OF PUPILS FROM SEX AND RELATIONSHIP EDUCATION

### Withdrawal of Pupils

- Parents do have the right to withdraw their child from some aspects of sex education, but not what is taught as part of the National Curriculum for science (i.e. puberty, menstruation and reproduction). The governmental guidelines state that parents do not have the right to withdraw their child from relationships or health education
- Parents are advised to consider that it may be preferable for their child to learn about sex from a trained professional in a controlled environment, however, rather than for them to be misinformed by unreliable sources.
- Any request for withdrawal from sex education should be done in writing to the Headmaster, and parents opting out are advised to meet with him to discuss the matter; however, a child can request to opt back into sex education without their parents' consent or knowledge from three terms before their 16<sup>th</sup> birthday, and if they opt back in, the school has a duty to provide them with sex education.
- Pupils may not opt out of sex education themselves; however, arrangements will be made during sex education lessons so that all pupils feel comfortable and safe, such as opting out of individual activities.
- A supervised room will be provided for any pupils whose parents have opted them out of sex education, and alternative study will be provided.

## 6. CONFIDENTIALITY, CONTROVERSIAL AND SENSITIVE ISSUES

### Confidentiality:

- Pupils will be encouraged to talk to a trusted adult if they have any concerns regarding their relationships. This may not necessarily be a parent or carer.
- If, as a result of a conversation with a pupil, concerns are raised regarding a pupil's safety, the normal safeguarding procedures will be followed.

### Safeguarding of Pupils

- All pupils are required during RSHE lessons to adhere to a set of ground rules in order to create a safe learning environment for all. These generally include listening to others, keeping anecdotes anonymous and being non-judgemental.
- All pupils are offered the opportunity of "time out" if they feel vulnerable during a lesson.
- Heads of Year are made aware in advance of lessons taking place where pupils may feel vulnerable and advised to talk to them about coping strategies.
- Pupils are made aware of and reminded of the staff responsible for their welfare, in case a pupil needs to make a disclosure.
- All staff are trained annually in the school's safeguarding procedures.

### Catering for learners with Special Educational Needs and Disabilities (SEND):

- All staff have access to a database which lists SEND learners and are therefore aware of which learners in their classes have SEND.
- All staff receive regular training from the SEND department regarding different types of special educational needs and disabilities and how to adapt teaching so that learners with SEND can make progress.
- Some staff have completed additional training on supporting the mental health of SEND pupils.
- Particularly vulnerable learners with SEND are monitored in lessons dealing with sensitive topics, and as with all learners, there is a "time-out" option.
- Some lesson activities may be adapted for SEND learners to allow them to access the tasks.

## **7. MONITORING AND EVALUATION OF RELATIONSHIPS, SEX AND HEALTH EDUCATION**

- a. It is the responsibility of the Headmaster to oversee and organise the monitoring and evaluation of the Relationships, Sex and Health Education programme in the context of the overall school procedure for monitoring the quality of teaching and learning.
- b. The Behaviour, Safeguarding and Wellbeing Committee is responsible for overseeing, reviewing and organising the revision of the RSHE Policy.
- c. 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 RSHE policy, and staff development, training and delivery in support of this.

Parents with concerns or questions about this policy can e-mail the school at [admin@nts.cumbria.sch.uk](mailto:admin@nts.cumbria.sch.uk)

This policy is due for review 01/09/22