



THE
ADEYFIELD ACADEMY

Longlands, Hemel Hempstead, Hertfordshire HP2 4DE
t: 01442 406020 f: 01442 406025
e: admin@adeyfield.herts.sch.uk
www.adeyfield.herts.sch.uk

Relationship and Sex Health Education (RSHE) Policy

Date:	Summer 2020
Review Date:	Summer 2022
Co-ordinator:	Miss I Walbank

Signed by..... Dawn Mason (Principal)

Signed by..... Paul Lerwill (Chair of Governors)

1. Introduction

The Adeyfield Academy believes that relationship and sex and health education is an educational entitlement for all pupils and an integral part of each pupil's emergence into adulthood. RSHE provides knowledge, and encourages the acquisition of skills and attitudes that will allow pupils to manage their lives in a responsible and healthy way. RSHE is provided with due regard to the importance and value of family life, and within the framework of spiritual, moral, social, cultural and physical development.

2. Aims

The aim of RSHE is to enable pupils to make informed decisions about personal relationships from a basis of knowledge and a recognition of their responsibilities. RSHE is a crucial part of preparing our pupils for their lives now and in the future as adults and parents; it calls for careful and sensitive treatment. Parents are key figures in helping their children cope with the physical and emotional aspects of growing up. Our teaching should be complementary and supportive of the role of the parents of our pupils.

- To develop students' social and decision-making skills to help them make sensible and informed choices with regard to their own behaviour, including sexual behaviour
- To provide students with up-to-date, reliable and accurate knowledge and understanding about matters related to sex and sexuality appropriate to the needs and levels of maturity (physical, intellectual, emotional and social) of the student
- To provide students with the opportunity to examine and discuss the implications of the issues involved within an atmosphere of mutual trust and respect in a stimulating and supportive learning environment in which students can develop their feelings of self-worth and confidence, especially in relationship with others

3. Values and Beliefs

There are three main elements to our RSHE policy:

- Gaining knowledge and understanding so pupils make informed, reasoned and responsible decisions about their lives now and in the future.
- Developing positive attitudes and values in present day society
- Extending personal and social skills

- As well as knowledge and information, students will be encouraged to consider the importance of the following values which link with whole school values:
- Honesty, openness and respect for the rights and interests of others
- Regard for the principle of equal opportunities for all and tolerance towards the way of life of others
- Self-respect, self-discipline and personal responsibility for your own actions
- A sense of responsibility to the school, their family and the wider community

4. Skills and Abilities

We aim to help students develop the following skills:

- Valuing themselves as unique individuals
- Recognising and using opportunities to develop a healthy lifestyle
- Knowing how and where to gain information and support and participating in society

- Communication
- Assertiveness
- Decision Making
- Risk Assessment

5. Organisation of RSHE

RSHE is part of our Personal, Social, Health & Economic Education and Citizenship programme. Some aspects are taught mainly in National Curriculum Science lessons. Through planned lessons in the curriculum as well as through wider school activities such as assemblies and curriculum days children are able to develop their ideas, knowledge and skills gradually and appropriately.

Teachers have the main responsibility for teaching about RSHE in the classroom. SRE is coordinated by the Assistant Principal in charge of PSHCE and the PSHCE coordinator, who are responsible for the overall planning, implementation and review of the programme. Both plan and liaise with other specialists to ensure our students receive an up to date and balanced programme.

6. Teaching strategies

As much as possible we provide an interactive learning environment which is motivating and allows students to practise skills as well as to gain information and knowledge. We also allow time for reflection.

7. Staff training

All teachers and other staff members who are required to teach SRE will have relevant training and resources.

8. Monitoring and evaluation

Our Science and PSHE and Citizenship coordinators will monitor teaching and learning according to school policy. Implementation will be monitored by the Principal, Vice Principal, Assistant Principals, PSHE and Citizenship coordinators and reported on to the Governing Body.

9. Inclusion

In our school we have a commitment to ensure that our SRE programme is relevant to and inclusive of all students.

10. Confidentiality, advice and child protection

Students will be made aware that some information cannot be held confidential, and made to understand that if certain disclosures are made, certain actions will ensue. At the same time students will be offered sensitive and appropriate support. The following procedures will be adhered to by all adults:

- Disclosure or suspicion of possible abuse - The school's Child Protection Policy & Safeguarding procedures will be invoked
- Pregnancy – students who disclose that they are, or have made someone else pregnant should be asked whether they can tell their parent/carer(s) and whether they want help in doing so. Support may be given in setting up a meeting between student and parent/carer(s), with a

member of staff. Further support may then be needed to arrange meetings with a health professional. Subsequent responsibility will then lie with the parent/carer(s). Where a student refuses to inform their parent/carer(s) the school will inform them. Support will be offered as outlined above. Any member of staff to whom a student makes such a disclosure should report this to the designated Child Protection member of staff or the Principal

- Sexual orientation – Adults will deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support

11. Forced Marriage (FM)

A forced marriage is where one or both people do not consent to the marriage and pressure or abuse is used. It is recognised in the UK as a form of violence against women and men, domestic/child abuse and a serious abuse of human rights. The Anti-social Behaviour, Crime and Policing Act 2014 makes it a criminal offence to force someone to marry. This is a separate issue from arranged marriage. Young men and women can be at risk in affected ethnic groups. Whistle-blowing may come from younger siblings. Other indicators may be detected by changes in adolescent behaviours. This issue is taught explicitly in both a cultural and religious context. The value of marriage is explored through discussion both in Citizenship and PSHE.

12. Female Genital Mutilation (FGM)

FGM involves procedures that intentionally alter/injure the female genital organs for nonmedical reasons. FGM is internationally recognised as a violation of human rights of girls and women. FGM is illegal in the UK. It is also illegal to take a British national or permanent resident abroad for FGM or to help someone trying to do this. FGM is explicitly taught to Year 8s and its illegal status is emphasised. FGM assemblies are also given to all Year groups.

13. Partnership with parents/carers

Most of a student's informal sex and relationships education occurs within the family and the school's programme will complement and build on this in co-operation with homes. Parents/carers have the right to withdraw their child from some, or all, RSHE lessons but not statutory Science lessons. If a parent/carer wishes to withdraw their child they need to have a discussion with the Principal, so that he/she can be made aware of the reasons and provide alternative arrangements. The DfES has produced a free leaflet explaining this position.

14. Organisation of SRE programme (through PSHE and Citizenship)

14.1. KS3

Puberty, personal safety, friendships, love, family life, relationships, gender, conception and birth, contraception, HIV/AIDS, sex and the law, stereotyping, prejudice, feelings, peer pressure, self esteem, decision making, awareness of outside agencies.

14.2. KS4

Abortion, teenage parenting, sexually transmitted infections, sexuality, breast, cervical and testicular cancer, marriage and relationships, awareness of outside agencies, prejudice, different faiths and cultures, risk, divorce.

14.3. KS5

Sexuality, marriage, cohabitation, contraception, HIV/AIDS, sexually transmitted infections. This is complemented by the **National Curriculum for Science**. Within the National Curriculum for Science, students should be taught:

15. At Key Stage 3 (11-14)

- that living things have structures that enable life processes to take place
- the ways in which some cell types, including sperm and ovum are adapted to their functions
- the human reproductive system, menstrual cycle, fertilisation, and the role of the placenta
- how the foetus develops in the uterus
- the physical and emotional changes that take place during adolescence
- that bacteria and viruses can affect health

16. At Key Stage 4 (14-16)

- that the nucleus contains chromosomes that carry the genes
- the way in which hormonal control occurs, including the effects of insulin and sex hormones
- the medical use of hormones, including the control and promotion of fertility and the treatment of diabetes
- how variation may arise from both genetic and environmental causes
- that sexual reproduction is a source of genetic variation while asexual reproduction produces clones
- how gender is determined in humans
- the basic principles of genetic engineering, cloning and selective breeding

17. Time Available

RSHE forms some part of the curriculum in every year group (see relevant schemes of work). All year groups receive a 1 hour PSHE lesson which incorporates RSHE themes.

18. Links with other policies

For specific details about possible related issues, e.g. inclusion, confidentiality, child protection, bullying etc. Reference needs to be made to our relevant school policy.

This policy does, however link directly to the following:

- PSHE Policy
- Teaching and Learning Policy