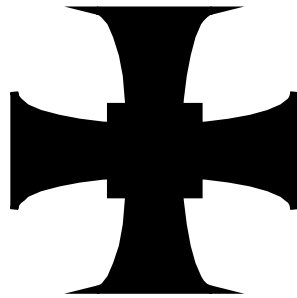


# TRINITY SCHOOL CARLISLE



A CHURCH OF ENGLAND ACADEMY

## RELATIONSHIPS AND SEX EDUCATION (RSE) AND HEALTH EDUCATION POLICY

**Pastoral Committee**

**Reviewed:** October 2024

**Approved by the Pastoral Committee:** November 2024

**Ratified by the Governing Body:** December 2024

**Next review:** July 2026

**Review sheet**

<b>Version Number</b>	<b>Version Description</b>	<b>Date of revision</b>
1	Policy update and renewal LLV	Oct 2024
2	Policy renewal	July 2026
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The policy will be reviewed biannually.

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## 1. What is Relationships and Sex Education and Health Education?

### Foreword from the Secretary of State:

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. The DfE's statutory requirements means that secondary schools must provide Relationships and Sex Education and Health Education to all students.

[Relationships Education, Relationships and Sex Education and Health Education guidance \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

### Definition:

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. Trinity School is a Church of England Academy, therefore, RSHE will take place within a clear legal and moral framework, which is in keeping with the Christian ethos of the School. Students will be discouraged from becoming sexually active whilst still young and will be encouraged to wait until they have formed a lasting and committed relationship. The right to be confident and assertive, and to wait and to say no, is central to our approach.

## 2. Aims

The DfE policy states that the aim of RSHE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what is acceptable and unacceptable behaviour in relationships. This will help students understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed.

The aims of our Relationships and Sex Education (RSE) and Health Education Policy are based on the guidance from the DfE:

- To help all students to develop the skills, knowledge and understanding they need to live confident, healthy and independent lives.
- To deliver effective RSHE so that students can make responsible and well-informed moral decisions and valued judgements about their lives and behave appropriately. An understanding of the consequences of their actions will also be included.
- To ensure that students are prepared for the opportunities, responsibilities and experiences of adult life so that they can manage their emotions, relationships and conflicts confidently and sensitively.
- To teach students about the nature of stable and loving, caring relationships, marriage, family life, responsibilities of parenthood and the significant part that marriages and stable relationships have within communities and society.
- To learn about and understand their physical development, reproduction and sexual health.

- To be aware of their sexuality, understand human sexuality and have the confidence and self-esteem to value themselves and others and have the skills to judge what kind of relationships they want. This will also be instrumental in the prevention and removal of prejudice.
- To understand fully the arguments for delaying sexual activity and develop the skills needed to avoid being pressured into unwanted sex. To also learn to communicate their views effectively and avoid being exploited or exploiting others.
- To understand fully the reasons for having protected sex and develop the skills to avoid unprotected sex.
- To develop sufficient information and skills to protect themselves, and a partner if they have one, from unwanted pregnancies and sexually transmitted infections including HIV.
- To explore moral dilemmas and develop critical thinking as part of their decision making.
- To know how the law applies to sexual relationships.

### **3. Curriculum**

Our policy and provision are based on the belief that sex education is an integral part of the learning process, beginning in childhood and continuing into adult life. It should be age appropriate and accessible for all students. The curriculum should encourage consideration of values, moral issues, sexuality, personal relationships and the development of communication and decision-making skills; and should foster self-esteem, self-awareness, the skills to avoid and resist unwanted sexual experiences and a sense of moral responsibility. Sex education will not be taken out of context or over-emphasised in any way. There may be a number of LGBTQ young people within the school and it is essential that sex and relationships education be as equally relevant to their needs. Care will be taken when teaching not to make any assumptions that relationships and sexual practices will automatically be taking place with members of the opposite sex. LGBTQ people have Protected Characteristics under the Equality Act 2010. This means that schools have a legal obligation to ensure they are not discriminated against by staff and other students and that any incidents of homophobic bullying are addressed at the earliest opportunity.

The specific details of the curriculum programme supports students' knowledge and understanding of;

- Staying safe online, internet safety and online harms
- Keeping personal information private
- Mental Well being
- Physical health and fitness including healthy eating, drugs, alcohol and tobacco
- Basic first aid
- The changing adolescent body
- LGBTQ issues
- Families
- Respectful relationships, including Friendships
- intimate and sexual relationships, including sexual health

Our curriculum has been designed to help and support all students through their physical, spiritual, cultural, emotional, mental and moral development so that they move, with confidence, from childhood into adulthood. RSHE is delivered across Key Stages 3, 4 and 5. It is delivered through a variety of methods ranging from timetabled lessons for Y7 using Chameleon PD resources, 'freeze timetable' sessions across KS3-5 focussing mainly on mental health, Thought for the Week which coordinates the themes for assemblies and a range

of visiting speakers and workshops. Members of staff and outside speakers who deliver the programme will do so in accordance with this policy and in a way which encourages students to consider morals and family life. Some aspects of RSHE are covered in the curriculum of other subjects such as PE, Computer Science and Science. Our sessions are delivered mainly to mixed-ability groups, with additional support and scaffolding provided where necessary to ensure that all students can access the content. All staff have access to Classcharts which details SEND information for all students. This will be used to ensure that all students can access the content of each session.

The Personal Development Curriculum Plan and Personal Development Curriculum Map are separate documents and they can be found on the school website in the Pastoral policies section. Staff can view the documents on the school N Drive – whole school – school policies.

Our provision for Relationships and Sex Education (RSE) and Health Education is designed to be complementary to, and supportive of, the role of parents/carers in educating their children about sexuality and relationships. It recognises that the prime responsibility for bringing up children rests with parents/carers. It is natural for caring adults to want to protect children and young people from information, attitudes and lifestyles which they themselves find distasteful. However, it is important to recognise the power of confusion caused by “informal” learning – from television, radio, magazines, newspapers, gossip, jokes and various other sources. Education within the curriculum can do much to dispel myths, reduce fear and anxiety, clear up misunderstanding and counteract prejudice.

#### **4. Roles and Responsibilities**

##### **The Governing Body**

The Governing Body is required to have a written statement of the policy available to parents/carers. The statement must be drawn up in consultation with the Headteacher, who must ensure that any sex education is provided in a way that ensures students are taught about the nature of marriage and/or stable relationships and their importance for family life and for bringing up children, and that students are protected from teaching materials which are inappropriate, having regard to the age and cultural background of the students concerned. Governors ensure the policy is designed to:

- Protect children and young people from harm
- Keep them healthy
- Prepare them for life’s challenges and opportunities
- Teach them about families, respectful relationships, safety, privacy, and sexual health
- Equip them with knowledge to make informed decisions about their wellbeing, health, and relationships
- Prepare them for a successful adult life.

##### **The Headteacher**

The Headteacher is responsible for ensuring the RSHE is taught consistently across the school, and for managing requests to withdraw students from non-science components of RSE.

##### **Assistant Headteacher**

The Assistant Headteacher with responsibility for RSHE will ensure that the Curriculum Plan for RSE is updated regularly, reflects the needs of the students within the school and that both

parents and students are consulted. Staff delivering the sessions will be fully trained and have the resources they need.

## **Teachers**

Teachers are responsible for delivering RSHE sessions in a sensitive way, to model positive attitudes to RSHE, to scaffold lessons for all students and to monitor progress of students.

### **5. Parents right to withdraw**

Parents have the right to withdraw their students from some or all the Relationships and Sex Education Programme (not where it is part of the statutory science curriculum) if they wish up to and until 3 terms before the child turns 16 years of age. After this point, if the child wishes to receive sex education rather than be withdrawn the school will arrange this. Parents who do have concerns about the provision and practice of Sex Education are strongly encouraged to contact the Headteacher to discuss their concerns. Should parents still wish to withdraw their students from the programme they are required to state this in writing to the Headteacher. Alternative work will be provided for the student in a different learning environment.

### **6. Monitoring and Evaluation**

The school's RSE provision is monitored by the Assistant Headteacher through discussions with staff, student voice, parent voice, learning walks, joint planning and work scrutiny.

### **7. Confidentiality, controversial and sensitive issues**

Each lesson begins with the setting down of ground rules to create a safe learning environment for everyone. This generally involves listening to each other, not sharing personal information and feeling able to share opinions without feeling judged.

By law, members of staff at the school are not allowed to provide confidential advice or guidance to students. Members of staff must make it clear to students that confidentiality cannot be kept. All staff are trained annually on the school's safeguarding procedures, and these will be followed should a member of staff have concerns. Students should be encouraged to talk to their parents/carers about personal issues that are raised by the Relationships (and Sex) and Health Education programme, and/or seek help from their doctor or the school nurse.