

Parkstone Grammar School



RELATIONSHIPS, SEX AND HEALTH EDUCATION POLICY

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NEXT REVIEW	2024-25
TYPE OF POLICY	Statutory



RELATIONSHIPS, SEX and HEALTH EDUCATION POLICY

OVERVIEW

This policy covers Parkstone Grammar's whole school approach to Relationships, Sex and Health Education (RSHE). We believe that RSHE is vital for the personal, social and emotional development of our pupils. It equips students with the information, skills and values they need to have safe, respectful and enjoyable relationships and empowers them to take responsibility for their sexual health and physical and mental wellbeing. At Parkstone we believe that all students have a right to holistic, inclusive and needs-led RSHE. We believe that through providing high quality RSHE, we are upholding the ethos and values of our school, courage, commitment and compassion and its commitment to equality and celebration of difference. This policy was produced in consultation with our staff, board of governors, pupils and parents. We will ensure the policy is effectively communicated to staff and parents, including through publishing the policy on our school website.

The information below complies with our statutory obligations to deliver RSHE under sections 34 & 35 of the Children and Social Work Act 2017. It will have due regard for the DfE's statutory Relationships Education, Relationships and Sex Education and Health Education Guidance 2019, the Human Rights Act 1998 and the Education Act 1996. We will review the policy on a regular basis to ensure that it is in line with current Government guidance and legislation and to ensure that our RSHE programme continues to meet the needs of our pupils. The policy should be read in conjunction with other relevant policies:

- Anti-bullying policy
- Behaviour policy
- Child protection and safeguarding policy
- Online safety policy
- Drug Education

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/781150/Draft_guidance_Relationships_Education__Relationships_and_Sex_Education__RSE__and_Health_Education2.pdf

EQUALITY, INCLUSION AND SOCIAL JUSTICE

We believe that RSHE is a key vehicle for promoting equality, inclusion and social justice. Our RSHE is designed to promote gender equality through challenging gender stereotypes and sexism and sexual harassment in schools. We take these issues seriously and ensure that we embed content on gender equality throughout the curriculum. We are also committed to an RSHE that makes every pupil feel valued and included and is relevant to them. This means we are committed to an LGBTQ+ inclusive and SEND inclusive curriculum and are mindful of the SEND Code of Practice 2014⁵ when planning for this subject. We will also ensure that we take into account the religious and cultural background of all pupils when teaching RSHE. Therefore, will seek to challenge all forms of discrimination and prejudice between pupils and promote understanding and respect as outlined under the Equality Act 2010



DEFINITION OF RELATIONSHIPS, SEX AND HEALTH EDUCATION

- We define relationships education as learning about aspects of human relationships including friendships, intimate, sexual and committed relationships and family life.
- We define sex education as learning about the physical, social, legal and emotional aspects of human sexuality and behaviour, including human reproduction. This includes conception and contraception, safer sex, sexually transmitted infections and sexual health.
- We define health education as learning about mental wellbeing, internet safety and harms, physical health and fitness, healthy eating, drugs, alcohol and tobacco, health and prevention, basic first aid including CPR and changing adolescent body.

We take the approach that Relationships, Sex and Health Education are best approached in an integrated way and using a gender equity and human rights framework. We will take care to highlight lessons that contain what we define as sex education so that we can respect the wishes of parents who have withdrawn their children from this content. Simultaneously, we will seek to nurture children's curiosity about the world around them, supporting their development and their respect for themselves and each other.

AIMS AND OBJECTIVES

Our policy fits within the framework of the whole school aims:

- To help students to develop personal moral values, respect for religious values and tolerance of other races, nationalities, religions and ways of life
- To help students to understand the world in which they live and the interdependence of individuals, groups and nations
- To provide a caring, sensitive and happy environment within which each individual feels confident and valued
- To establish and develop links between the school and the wider community: governors, parents, friends, employers and other educational establishments

The policy follows the guidance as set out by DfE and it aims specifically to ensure all students receive an effective Relationships, Sex and Health Education by:

- Building positive and respectful relationships online and offline.
- We seek to ensure that it gives pupils the knowledge, skills, attitudes and values that will help them to: support their health (including sexual health), wellbeing and dignity
- Build self-esteem and self-worth
- Explore and value their personal and sexual identity and the personal/sexual identities of others
- Understand family structures, committed relationships and the legal status of different types of long-term relationships
- Understand and make sense of the real-life issues they are experiencing in the world around them
- Manage and explore difficult feelings and emotions
- Consider how their choices affect their own wellbeing and that of others
- Develop as informed and responsible citizens
- Understand and ensure the protection of their rights throughout their lives.
- Linking sex and relationship education with issues of peer pressure and other risk-taking behaviour, such as drugs, smoking and alcohol, online safety
- Ensuring young people understand how the law applies to sexual relationships such as consent and confidentiality



We believe that high quality, comprehensive RSHE does not encourage early sexual experimentation but in fact builds young people's confidence and self-esteem and helps them understand the reasons for delaying sexual activity. Evidence shows that effective RSHE plays a role in behaviour change, including reducing unprotected or unwanted sex and reducing harmful behaviour, including sexual harassment and sexual violence.

ORGANISATION AND DELIVERY OF RELATIONSHIPS, SEX and HEALTH EDUCATION

The curriculum programme is developed by Alex Wasch (Mental Health and Wellbeing Lead Practitioner) in conjunction with the views of teachers, pupils and parents. At Parkstone we will meet the learning objectives and content outlined in the Relationships Education, Relationships & Sex Education and Health Education Guidance. Content will be delivered to Year 7, 9, 10 and 11 via a specific timetabled lesson – Wellbeing, once per cycle. This lesson will be taught by the Mental Health and Wellbeing Lead Practitioner. All year groups also have a Time to Talk session on a Thursday morning week B – where student led needs on RSHE and Wellbeing will be delivered by the tutor. Year 8 will also during this time have some specific taught lessons by the Mental Health and Wellbeing Lead Practitioner and other key staff. All content will be delivered in a timely way and will be age and developmentally appropriate to meet the needs of our pupils, including those pupils with SEND. Furthermore, within the Wellbeing lessons and Time to Talk sessions – there will also be time given to support careers and personal development – this links to the Statutory requirements of the Gatsby Benchmarks 2019 and the new framework devised by the Careers Development Institute 2021

The scheme of work according to each age group and key stage is outlined in **Table 1**. The scheme of work follows a spiral model, which can be seen in the colour coding to build on knowledge as students progress.

The delivery of RSHE is through a variety of curriculum areas including Wellbeing, Time to Talk, Science, Religion and Philosophy, PE and Computer Science and detailed information about content can be found in the relevant schemes of work for these areas, an over view can be found in **Table 2**.

The biological areas of Sex Education are taught by specialist staff in Science, the other areas will be delivered by the Mental Health and Wellbeing Lead Practitioner. A wide range of teaching methods are employed. Knowledge and information are imparted through presentations. However, more participatory methods are used to examine more sensitive issues. Some questions from students may need to be redirected to an alternative, appropriate source.

The programme will be delivered in a non-judgemental, factual way, using the correct medical terms where appropriate (for example when teaching about external body parts). School staff will not express or be expected to express their personal views or beliefs when teaching RSHE. All staff who have responsibility for delivering RSHE will undergo training on a regular basis to ensure they are up-to-date with the RSHE policy and curriculum requirements regarding RSE. In addition to ongoing training, CPD will also be scheduled in response to updates to our RSHE scheme of work and any new development in terms of course content.



The effectiveness of the programme will be reviewed through student and staff evaluation and adapted accordingly



Table 1 Wellbeing Content Overview

Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Health and Wellbeing 7C's of Resilience and transition Focusing on coping, character, control, competence, confidence, connection, contribution	Health and Wellbeing Making choices – taking care of me Caffeine Alcohol Smoking	Health and Wellbeing Taking care of me Rethinking Periods Relationship between physical and mental health Positive self-image and healthy lifestyle Body Image – stereotypes and influence of social media and peers Eating Disorders – over and under eating	Living in the Wider World Preparation for Work Experience How to contact employers - Writing formal emails, making formal phone calls. Use of Unifrog	Living in the Wider World Complete CV Interview techniques- mock interviews will take place on 29 th and 30 th September Next steps Application processes, and skills for further education, employment, and career progression Managing work life balance	Health and Wellbeing Mental health and emotional wellbeing New challenges and transition Managing work life balance Managing stress Healthy coping strategies	Living in the Wider World Post 18 Preparation Personal statements, Apprenticeships Unifrog LinkedIn
Living in the Wider World Developing skills and aspirations Problem solving, teamwork, challenging stereotypes about aspirations Use of Unifrog	Living in the Wider World Making choices - Community and careers Equality of opportunity in careers and life choices, and different types and patterns of work Academic – linked to options Talk to year 10 students about options Use of Unifrog	Living in the Wider World letter from Year 13 Use of Unifrog Strengths and weaknesses Setting goals – long term and short term	Health and Wellbeing Mental health Stigma, safeguarding health, reframing negative thinking Strategies to promote mental wellbeing Signs of emotional or mental ill health Mental health and the media and challenging stigma	Health and Wellbeing Contraception – all types, including same sex sexual health support. STI's – all types specific focusing on chlamydia and herpes FGM Pornography how it presents a distorted picture of sexual behaviour, revenge porn and up skirting	Living in the Wider World Readiness for work Launch of work experience Review your CV Preparing for interviews Career opportunities in a global economy Unifrog Skills builder	Health and Wellbeing Independent health choices How to maintain a healthier diet Screening and self-examination Illnesses that particularly affect young adults, such as meningitis and 'freshers' flu' Support with revision techniques Managing stress Drug awareness and support review First Aid review and refresher
Relationships Diversity Prejudice and Discrimination – British Values –, tolerance and freedom of expression Case study areas – Persons with Hearing impairments and persons with autism	Relationships Making choices – discrimination being a bystander – linked to racism Friendships and peer pressure – link to consent and healthy and unhealthy relationships – managing risk	Relationships Respectful Relationships Different types of families and parenting, including single parents, same sex parents, blended families, adoption and fostering Positive relationships in the home and ways to reduce homelessness amongst young people Conflict and its causes in different contexts, this will include separation and divorce.	Relationships Healthy relationships Relationships and sex expectations, myths, pleasure, and challenges, including the impact of the media and pornography Consent Safe / unsafe relationships – link back to harassment work in year 9 Coercive control – including gaslighting and Sexting	Relationships Communication in relationships Consent, abstinence, and sexual relationships - recap how to communicate wants and needs how to handle unwanted attention, including online Challenging harassment and stalking Abusive relationships signs and support	Relationships How to evaluate readiness for parenthood and positive parenting qualities Fertility, including how it varies and changes Pregnancy, birth and miscarriage Unplanned pregnancy options, including abortion How to manage change and loss	Relationships Intimate relationships Personal values, including in relation to contraception and sexual health Fertility Pregnancy Review of contraception and STI Periods, Fertility and Menopause



Health and Wellbeing Puberty, periods, female anatomy, and support science work on reproduction. Rethinking Periods healthy lifestyle choices including diet, dental health, physical activity, and sleep, sugar	Health and Wellbeing Mental health and emotional wellbeing, including body image and coping strategies	Health and Wellbeing Peer influence, substance use and gangs, assertiveness, substance misuse, and gang exploitation to manage risk in relation to gangs about the legal and physical risks of carrying a knife about positive social norms in relation to drug and alcohol use about legal and health risks in relation to drug and alcohol use, Managing exam wellbeing and revision support	Health and Wellbeing Rethink Periods Endometriosis, PCOS and Menopause First Aid and CPR Training Managing exam wellbeing and revision support The influence and impact of drugs, gangs, role models and the media County lines – drug awareness And New Psychoactive drugs Link between drugs and mental health	Health and Wellbeing how to develop self-efficacy, including motivation, perseverance, and resilience the nature, causes and effects of stress and stress management strategies, including maintaining healthy sleep habits how to balance time online Quiet revision time to prepare for mock exams and support with revision techniques	Health and Wellbeing Health choices and safety •Independence and keeping safe •Travel – Driver Awareness •First aid – refresher for externals •The impact of substance use – Vita Nova Health update – self-examination and screening services. Looking after sexual health. Pregnancy choices Review of consent, contraception, STI support for external students	Living in the Wider World Financial choices Managing money Financial contracts Budgeting Saving Debt Influences on financial choices
Relationships Self-worth, romance and friendships (including online) and relationship boundaries	Digital literacy Online safety, digital literacy, media reliability, and gambling hooks	Relationships Intimate relationships Consent, abstinence, and romantic curiosity all types of relationships Contraception – Condoms male and female pill – link to heterosexual and LGBTQ+ Introduction to STI	Relationships Addressing extremism and radicalisation Community cohesion and challenging Extremism Feminism – link to discrimination and toxic masculinity	Living in the Wider World Finance Pay slips and Taxation Savings, Loans and Debt Mortgages and renting Maternity and Paternity rights Budgeting Game	Relationships Respectful relationships Consent Assertive communication Positive relationships and recognising abuse Strategies for managing dangerous situations or relationships Victim support – link to harassment and safe unsafe relationships – coercive control – include gaslighting forced Marriage	Relationships Building and maintaining relationships New friendships and relationships, including in the workplace Personal safety Victim support – link to harassment and safe unsafe relationships – coercive control
Living in the Wider World Financial decision making Saving, borrowing, budgeting and making financial choices		Living in the Wider World Employability skills Young people's employment rights and responsibilities Skills for enterprise and employability How to give and act upon constructive feedback How to manage their 'personal brand' online	Living in the Wider World Health and Safety for work Work experience Unifrog skills builder Producing a CV Gambling and risk	Health and Wellbeing Independence Festivals and drugs Organ donation and blood donation Screening services and self-examination Body alteration – influences and risks	Living in the Wider World Planning for the future Work Experience Personal Statements Gap Year information Rights and responsibilities in different types of employment Workplace health and safety and bullying The impact of financial decisions	



Table 2 Relationships, Sex and Health Education Checklist

Core Topic Area	Specific Content	RP	Science	PE	Computer Science	Wellbeing and Time to Talk
Families	Different types of relationships.					7,8,9
	How these relationships might contribute to human happiness and their importance for bringing up children.					7
	What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.					8 and 9
	Why marriage is an important relationship choice for many couples and why it must be freely entered into.					8, 9,11
	The characteristics and legal status of other types of long-term relationships.					9, 11
	The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.					8 and 11
	Unsafe relationships					7,8,9,10,11,12,
Respectful relationships	The characteristics of healthy friendships					7,8,9,10,11,12,13
	Practical steps they can take in a range of different contexts to improve or support respectful relationships.					7,8,9,10,11,12,13
	How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability can encourage prejudice	9, 10 and 13				7 disability and race 9 sexual orientation 10 gender and religion
	About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.				7, 8, 9	7, 8,9,10
	That some types of behaviour within relationships are criminal, including violent behaviour and coercive control.					9,10,11,12
	What constitutes sexual harassment and sexual violence and why these are always unacceptable.					9,10,11,12
	The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal	9, 10 and 13				All year groups
Online and media	Their rights, responsibilities and opportunities online.				7, 8, 9, 11	7,8,9, 10
	About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.				7, 8, 9	9,10
	Not to provide material to others that they would not want shared further and not to share personal material which is sent to them.				7	8,9,10,11
	what to do and where to get support to report material or manage issues online.				7	8,9,10,11



	the impact of viewing harmful content.				7, 8, 9	,9,10,11
	that specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.					10,11 and 13
	that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.				7, 8, 9	10 and 11
	how information and data is generated, collected, shared and used online.				7, 8, 9, 10, 11	
Being safe	The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.	10 and 13 in sexual ethics				9,10,11,12,13
	how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).	13				9,10,11,12,13
Intimate and sexual relationships, including sexual health	How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships.					9,10,11,12,13
	that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.					9,10,11,12,13
	the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.	10	KS3 –			13 – fertility and menopause
	that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.					7,8,9,10,11
	that they have a choice to delay sex or to enjoy intimacy without sex.					9,10,11
	the facts about the full range of contraceptive choices, efficacy and options available.	10				10, 11,12,13
	the facts around pregnancy including miscarriage.	10				11
	that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help).	10				11
	how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing.					10, 11, 13
	about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.		KS4			11,13
	how the use of alcohol and drugs can lead to risky sexual behaviour.					9, 10,11,13
	how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.					10, 11,13



The law and links to the following areas:	marriage	10 and 13				8,9
	consent, including the age of consent	10 and 13				9,10,11
	violence against women and girls					7,8,9,10,11,12,13
	online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, etc.)				7, 8, 9	10,11
	pornography					11
	abortion	10				
	sexuality	10 and 13				9 and 11
	gender identity					9
	substance misuse					7,9,10
	violence and exploitation by gangs					9, 10
	extremism/radicalisation	Year 9 and 10 Core Rp				10
	criminal exploitation (for example, through gang involvement or 'county lines' drugs operations)					9, 10
	hate crime					7, 9, 10
	female genital mutilation (FGM)					11
Mental wellbeing	how to talk about their emotions accurately and sensitively, using appropriate vocabulary.	7, 8, 9, 10, 11, 12, 13				All year groups
	that happiness is linked to being connected to others.	7				All year groups
	how to recognise the early signs of mental wellbeing concerns.					All year groups
	common types of mental ill health (e.g. anxiety and depression).			11		All year groups
	how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.					All year groups
	the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.			7,8,9,10,11		All year groups
Internet safety and harms	the similarities and differences between the online world and the physical world				7, 8, 9	7,8,9,10 and 11
	the impact of unhealthy or obsessive comparison with others online including through setting unrealistic expectations for body image.					8,9,11
	over-reliance on social media				7, 8, 9, 10, 11, 12, 13	7,8,9,10 and 11
	the risks related to online gambling including the accumulation of debt	9				11, 13
Physical health and fitness	the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.			7,8,9,10,11		7 and 9
	the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardio-vascular ill-health.			9,10,11		7,8, 11, 13
	about the science relating to blood, organ and stem cell donation.	9 and 10 Core RP –	KS3			11 - some
Healthy Eating	how to maintain healthy eating and the links between a poor diet and health risk and cancer.		Some elements in KS3	11		7 and 9 - some



	Tooth decay					7
Drugs, alcohol and tobacco	the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions.		KS3 – physical impact	11		8, 9,10, 12
	the law relating to the supply and possession of illegal substances.					9
	the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.					7, review 12 and 13
	the physical and psychological consequences of addiction, including alcohol dependency.					7, 10, review 12 and 13
	awareness of the dangers of drugs which are prescribed but still present serious health risks.			11		9,20,11, 13
	the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.			11		7
Health and prevention	about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.		KS4			
	about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.					7
	the benefits of regular self-examination and screening.					12
	the facts and science relating to immunisation and vaccination.		KS4			
	the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.					All year groups
Basic first aid	basic treatment for common injuries.			10,11		10
	life-saving skills, including how to administer CPR.					10,11, year 13 refresher
	the purpose of defibrillators and when one might be needed.					10,11, 13 refresher
Changing adolescent body	key facts about puberty, the changing adolescent body and menstrual wellbeing.		KS3			7,8
	the main changes which take place in males and females, and the implications for emotional and physical health.		KS3			7,8



MONITORING AND EVALUATION AND ASSESSMENT

We regularly monitor our RSHE scheme of work to ensure that the quality of teaching is consistent, that the curriculum is meeting the new national requirements under the national guidance, and that learning outcomes are reflective of pupil need. This policy will be reviewed by the school's leadership team in conjunction with Mental Health and Wellbeing Lead Practitioner and Governors on a regular basis. If changes are needed, members of staff, parents/carers and pupils will be consulted, and any subsequent changes made clearly communicated. The School's Leadership Team monitors the implementation of the programme through

- Lesson observations/team teaching/Learning Walks
- Discussions with students, student voice
- Scrutiny of work/displays
- Student feedback via TEAMS

Parkstone Grammar uses a range of assessment methods to get regular feedback on pupil progress in RSHE. We also use pupil assessment to identify where pupils need extra support or intervention. Lessons are planned to ensure that pupils of differing abilities, including the most able, are suitably challenged. Assessment methods used include:

- Project work
- Students' pre and post unit self-evaluation

PUPIL VOICE

Pupil voice is central to the culture and ethos of Parkstone. We use pupil voice to evaluate how relevant and engaging RSHE is to children's lives.

To review RSHE over 2021 -2022 student surveys in year 9,10,11 and a student panel with a range of Year 7 students was used. Before sensitive issues are discussed, students are made aware that the topic is forthcoming and are asked if they have any specific questions or areas, they would like to find out more about.

Throughout our RSHE scheme of work we embed pupil voice practices to enable students to express their views on the range of topics and issues that RSHE covers and to ensure that they listen to other opinions and evidence, reflect on their own perspectives and take a broader view. We want to ensure that all pupil voices are heard but that those views that are hurtful, offensive or exclusionary do not dominate and are addressed. We want to ensure a culture where human rights, social justice, inclusion and diversity are promoted.

ANSWERING PUPIL QUESTIONS

RSHE explores a range of issues that may provoke questions from pupils. We view questions as a positive sign that pupils are engaged with what is being taught and feel able to express natural curiosities about themselves, their bodies and relationships with others. As much as possible, where a question is relevant to the whole class, we will answer it to the whole group. There may occasionally be the need to deal with a question outside of the classroom if it is not suitable for the entire class.

- Questions will always be answered in an age and developmentally appropriate way and take into account whether a parent/carer has requested their child to be removed from sex education lessons.
- School staff will not be expected to answer personal questions about themselves or to ask direct personal questions of their students that could make either party vulnerable.



- We believe that an open approach to answering questions prevents pupils from learning inaccurate or harmful information online or from peers and older students.
- We believe exploring issues with the whole class helps to reduce the stigma and shame that can surround some of the issues explored in RSHE.

Importantly, we believe that children are better protected from harm and abuse when they are able to discuss issues openly with trained professionals and in a safe environment.

WORKING WITH PARENTS / CARERS

We believe that the successful teaching of RSHE involves parents/ carers and schools working together. We also believe that parents/ carers can play an important role in the RSHE of their children through exploring discussions at home that have taken place in school. Our RSHE policy has been developed through consulting parents and carers. We work with parents/carers to ensure that they are aware of what we teach and when through the following methods:

- surveys to identify what are the best ways to engage with parents/carers and highlight where there is misinformation/ lack of clarity/ questions about the curriculum as well as to identify barriers to engagement.
- Parents' information evenings
- Inductions to the school – for new year 7
- Welcome packs
- School website
- Sharing copies of the policy in face-to-face meetings and/ or through emails
- Letters to parents/carers giving information about when RSHE will be delivered and when certain classes (including classes that involve sex education) will take place

PARENTAL RIGHT TO REQUEST THEIR CHILD BE EXCUSED FROM SEX EDUCATION

As outlined within the Statutory Guidance 2019, parents/carers have the right to request their child be withdrawn from all or part of sex education lessons that are delivered as part of RSHE.

- Parents/carers do not have a right to withdraw their child from Relationships Education.
- Parents/carers do not have the right to withdraw their child from any sex education delivered as part of the Science curriculum.
- Parents do not have the right to withdraw their child from Health Education.

All children will have the right to opt into sex education three terms before they turn 16 and the school will make arrangements for this to happen. In practice, this means that when a child turns 15, they have the right to be taught sex education if they want to.

Although parents/carers have the right to request to withdraw their child from any or all of sex education as part of Relationships Education, it is our aim to encourage parents to see the value of RSHE learning and its contribution to keeping children safe, developing their emotional, social and physical wellbeing and for promoting equality and social justice.

Should a parent decide that they do not wish their child to take part in any of these lessons, we would ask that they first speak to the headteacher to discuss their concerns. The headteacher will discuss the request with the parent/carer to fully understand and address any concerns/objections to the content of the curriculum.



If parents/carers do decide to withdraw their child, they should inform the headteacher in writing and the school will keep a record of this. Except in exceptional circumstances, we will respect the parents' request to withdraw their child up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school will make arrangements to provide the child with sex education during one of those terms.

We will remind parents annually that the request to withdraw is still in place and invite them to confirm whether they still want it.

Areas that parents can withdraw their child from are:

- Contraception – taught in year 9, 10 and 11
- STI's – taught in year 9 and 10 and 11
- Sexual pleasure – 10 and 11
- Pornography – taught in year 10,11
- Sexting – year 10

WORKING WITH VISITORS AND EXTERNAL AGENCIES

From time-to-time Parkstone may invite external experts and visitors to deliver parts of our RSHE scheme of work. External visitors will be selected in order to enrich and supplement our RSHE by bringing particular skills, methods and expertise to the classroom and the whole school.

External visitors may include:- The Police, Dorset Health, Dorset Mind, Victims Support, Vita Nova. Mosaic, Mental Health School Team

A teacher will always be present throughout these lessons so as to build on the pupil's learning after the session/s as well as answer any questions the pupils may subsequently have. Any external visitor will be expected to comply with this policy and other related policies, including the school's confidentiality and child protection policy.

We will also ensure that:

- There is appropriate planning, preparatory and follow up work for the session.
- The visitor understands the cohort of children involved, including the different ability levels and diversities in identities across protected characteristics.
- They will also be made aware of any specific issues relating to child protection.

SAFEGUARDING AND CHILD PROTECTION

Parkstone Grammar acknowledges that RSHE is crucial for creating a culture of safeguarding within the school and for meeting our statutory obligations as outlined in Keeping Children Safe in Education. RSE helps children to understand the difference between healthy and abusive relationships and to understand how to get help if they are experiencing abuse, or have experienced, abuse.

We recognise that when discussing some of the issues RSHE covers some pupils could disclose abuse or other harmful experiences. In cases of a disclosure, all staff have statutory training around child protection and will follow the schools safeguarding policy and procedures.

The Mental Health and Wellbeing Lead Practitioner meets fortnightly with the Assistant Headteacher for



Well Being and Student Support where the RSHE and Wellbeing content is reviewed to flag potential areas of safeguarding concern. Furthermore, the DSL will have the opportunity to notify any students who may require additional support due to ongoing concerns in their private life.

While Parkstone wants to create a learning space that feels safe for young people to disclose, we also want to protect children's privacy.

We do this by using a number of teaching techniques: -

- The use of a working agreement, where rights respecting ground rules are created with pupils on what makes a safe and welcoming environment for all.
- Once ground rules have been set, we will check they are in place throughout the scheme of work and actively referred to.
- Through the use of ground rules and other approaches, such as distancing techniques, we believe the school can create a supportive environment for discussions that can be sensitive or difficult.

DISSEMINATION OF THE POLICY

The policy is included in the Staff Handbook and is on the J-drive and so is available for all staff.

Information about the policy is included in the school prospectus and the policy is available to all parents from the school website.

Members of staff responsible for Policy:

- Jez Graves
- Alex Wasch