



ACADEMY
GREAT BARR

RSHE Policy

Policy Owner:	Luke Price
Ratified by:	Local Governing Body
Reviewed:	February 2024
Next review date:	February 2025

Contents

Contents.....	2
1. What Is Sex and Relationship Education?	3
2. Principles and Values	3
3. Attitudes and Values.....	3
4. Personal and Social Skills.....	3
5. Knowledge and Understanding.....	4
6. Aims	4
7. Organisation and Content of Sex and Relationship Education	4
8. Inclusion	5
8.1 Ethnic and Cultural Groups	5
8.2 Students with Special Needs.....	5
8.3 Sexual Identity and Sexual Orientation.....	5
9. Right to Withdrawal of Students from Sex and Relationship Education.....	5
10. Controversial, Sensitive Issues and Confidentiality.....	6
11. Monitoring and Evaluation of Sex and Relationship Education.....	6
12. Roles and Responsibilities.....	6

1. What Is Sex and Relationship Education?

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

We must provide RSHE to all students as per s.34 Children and Social Work Act 2017 and in accordance with Department for Education's Relationships Education, Relationships and Sex Education (RSE) and Health Education Policy. In teaching RSHE, we are required by our funding agreements to have regard to guidance issued by the secretary of state as outlined in s.403 Education Act 1996. We also deliver RSHE as part of our public sector duty towards the Equality Act 2010. At Q3 Academy Great Barr we teach RSE as set out in this policy.

2. Principles and Values

In addition, Q3 Academy Great Barr believes that RSHE should:

- ✓ Be an integral part of the lifelong learning process, beginning in early childhood and continuing into adult life.
- ✓ Be an entitlement for all young people.
- ✓ Encourage every student to contribute to our community, and aim to support each individual as they grow and learn.
- ✓ Be set within this wider Academy context and support family commitment including love, respect and affection, knowledge and openness. Family is a broad concept; not just one model, e.g. nuclear family. It includes a variety of types of family structure, and acceptance of different approaches.
- ✓ Encourage students and teaching staff to share and respect each other's views. We are aware of different approaches to sexual orientation, without promotion of any in particular. The important values are love, respect, and care for each other.
- ✓ Generate an atmosphere where questions and discussions on relationship, health and sexual matters can take place without any stigma or embarrassment, supporting the signposting of services available to young people, directly.
- ✓ Recognise that parents/carers are the key people in teaching their children about sex, relationships, and growing up. We aim to work in partnership with parents/carers and students, consulting them about the content of programmes.
- ✓ Recognise that the wider community has much to offer and we aim to work in partnership with health professionals, social workers, peer educators, and other mentors or advisers.

RSHE in the Academy has three main elements: Attitudes and Values, Personal and Social Skills, and Knowledge and Understanding.

3. Attitudes and Values

- Learning the importance of values, individual conscience and moral choices;
- Learning the value of family life, stable and loving relationships, and marriage;
- Learning about the nurture of children;
- Learning the value of respect, love and care;
- Exploring, considering and understanding moral dilemmas;
- Developing critical thinking as part of decision-making;
- Challenging myths, misconceptions and false assumptions about normal behaviour.

4. Personal and Social Skills

- ✓ Learning to manage emotions and relationships confidently and sensitively;
- ✓ Developing self-respect and empathy for others;
- ✓ Learning to make choices with an absence of prejudice;
- ✓ Developing an appreciation of the consequences of choices made;
- ✓ Managing conflict;
- ✓ Empowering students with the skills to be able to avoid inappropriate pressures or advances (both as exploited and exploiter).

5. Knowledge and Understanding

- ✓ Learning and understanding physical development at appropriate stages;
- ✓ Understanding human sexuality, reproduction, sexual health, emotions, and relationships;
- ✓ Learning about contraception and the range of local and national sexual health advice, contraception and support services;
- ✓ Learning the reasons for delaying sexual activity, and the benefits to be gained from such delay;
- ✓ The avoidance of unplanned pregnancy.

6. Aims

The aim of RSHE is to provide balanced factual information about human reproduction, together with consideration of the broader emotional, ethical, religious, and moral dimensions of sexual health.

The aims of relationship and sex education at Q3 Academy Great Barr are:

- ✓ Provide a framework in which sensitive discussions can take place;
- ✓ Prepare students for puberty, and give them an understanding of sexual development and the importance of health and hygiene;
- ✓ Help students develop feelings of self-respect, confidence and empathy;
- ✓ Create a positive culture around issues of sexuality and relationships;
- ✓ Teach students the correct vocabulary to describe themselves and their bodies.

Our RSHE programme aims to prepare students for an adult life in which they can:

- ✓ Develop positive values and a moral framework that will guide their decisions, judgements and behaviour;
- ✓ Have the confidence and self-esteem to value themselves and others;
- ✓ Have respect for individual conscience and the skills to judge what kind of relationship they want;
- ✓ Understand the consequences of their actions and behave responsibly within sexual and platonic relationships;
- ✓ Avoid being exploited or exploiting others or being pressured into unwanted or unprotected sex;
- ✓ Communicate effectively by developing appropriate terminology for sexual and relationship issues;
- ✓ Develop awareness of their sexuality and understand human sexuality;
- ✓ Challenge sexism and prejudice, and promote equality and diversity;
- ✓ Understand the arguments for delaying sexual activity;
- ✓ Understand the reasons for having protected sex;
- ✓ Have sufficient information and skills to protect themselves and their partner from unwanted conceptions and sexually transmitted infections;
- ✓ Be aware of sources of help and acquire the skills and confidence to access confidential health advice, support and treatment if necessary;
- ✓ Know how the law applies to sexual relationships.

7. Organisation and Content of Relationship and Sex Education

Q3 Academy Great Barr specifically delivers RSHE through Religious Studies lessons, the PSHE Programme (Wellbeing Inspire), PE lessons (Wellbeing Active), and Science lessons at KS3 and KS4. At Post-16, RSHE is delivered through Wellbeing Inspire, the ASPIRE programme, and Tutor Time activities.

Much of the RSHE at Q3 Academy Great Barr takes place within Religious Studies, Wellbeing Inspire lessons, and Tutor Time. Academy staff deliver the RSHE Curriculum with support from professionals where appropriate. Personal Tutors work closely with their tutees over a number of years and are ideally placed to work with students on many of the RSHE strands as they have in depth knowledge of each of their tutees' individual circumstances. RSHE lessons are set within the wider context of the PSHE curriculum and focus more on the emotional aspects of development and relationships, although the physical aspects of puberty and reproduction are also included. Aspects of the RSHE programme are integral to the Science National Curriculum and are delivered by a specialist team. These lessons have a more detailed focus on the physical aspects of development and reproduction; however, the importance of healthy relationships is still addressed. Lessons are taught in age and developmentally appropriate groups and lesson topics are timed appropriately to support age-related matters.

The PSHE Programme and Science National Curriculum are taught to every Year Group.

Any RSHE lesson may consider questions or issues that some students will find sensitive. Before embarking on these lessons, ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson, in line with Safe Classroom Practice. When students ask questions, we aim to answer them honestly, within the ground rules established at the start of the sessions. When it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the students, the question may be dealt with individually at another time or referral made to support agencies if necessary.

More expert or specialist teaching staff support Personal Tutors who are uncomfortable with teaching certain aspects of the curriculum. Support is offered by the year team who will help with the planning or delivery of lessons if required. Further support is available from the Local Authority upon request.

Assessment is carried out at the end of every module and involves teachers, student and peer assessment of knowledge and understanding, interpersonal skills, and attitudes.

8. Inclusion

8.1 Ethnic and Cultural Groups

Our policy has been written sensitively to respect the needs of different ethnic groups. For some young people it is not culturally acceptable for them to be taught particular aspects in mixed groups. Where necessary we will respond to parental requests and concerns.

8.2 Students with Special Needs

We will ensure that all young people receive sex and relationship education, and we will offer provision appropriate to the particular needs of all our students, taking specialist advice where necessary.

8.3 Sexual Identity and Sexual Orientation

We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate questions and offer support. Young people, whatever their developing sexuality, need to feel that sex and relationship education is relevant to them.

9. Right to Withdrawal of Students from Sex and Relationship Education

Parents/carers have the right to withdraw their children from the non-science components of sex education within RSHE up to and until three terms before the child turns 16 years old. After this point, if the child wishes to receive sex education rather than being withdrawn, the Academy will arrange this.

Requests for withdrawal should be put in writing using the form found in Appendix 1 of this policy and addressed to the Headteacher.

A copy of withdrawal requests will be placed in the student's educational record. The Headteacher will discuss the request with parents and take appropriate action. Alternative work will be given to students who are withdrawn from sex education.

10. Controversial, Sensitive Issues and Confidentiality

Staff cannot offer unconditional confidentiality. Staff are not legally bound to inform parents/carers or the Headteacher of any disclosure unless the Headteacher has specifically requested them to do so.

In a case where a member of staff learns from an under 16-year-old that they are having or contemplating having sexual intercourse:

- ✓ The young person will be persuaded, wherever possible, to talk to parent/carer and if necessary to seek medical advice.
- ✓ Child protection issues will be considered, and referred if necessary to a Designated Safeguarding Lead under the Academy's procedures.
- ✓ The young person will be properly counselled about contraception and safe sex, including precise information about where young people can access contraception and advice services.
- ✓ If necessary, the young person will be referred to Brook for additional support.

In any case where child protection procedures are followed, the member of staff will ensure that the young person understands that if confidentiality has to be broken, they will be informed first.

Health professionals in the Academy are bound by their codes of conduct in a one-to-one situation with an individual student, but in a lesson situation they must follow the Academy's confidentiality policy.

11. Monitoring and Evaluation of Sex and Relationship Education

It is the responsibility of the Heads of Year and Assistant Heads of Year to monitor and evaluate the provision under the direction and support of the Assistant Vice Principal in charge of Personal Development.

12. Roles and Responsibilities

12.1 The Local Governing Body

The governing board will approve the RSE policy, and hold the Headteacher to account for its implementation. The governing board has delegated the approval of this policy to The Governors' Curriculum and Staffing Committee. The Governing Body will review this policy annually and assess its implementation and effectiveness.

12.2 The Headteacher

The Headteacher is responsible for ensuring that RSHE is taught consistently across the Academy, and for managing requests to withdraw students from non-statutory/non-science components of RSE (see section 9).

12.3 Staff

Staff are responsible for:

- ✓ Delivering RSHE in a sensitive way;
- ✓ Modelling positive attitudes to RSHE;
- ✓ Monitoring progress;
- ✓ Responding to the needs of individual students;
- ✓ Responding appropriately to students whose parents wish them to be withdrawn from the non-statutory/non-science components of RSHE.

Staff do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching RSHE are encouraged to discuss this with the Headteacher.

12.4 Students

Students are expected to engage fully in RSHE and, when discussing issues related to RSHE, treat others with respect and sensitivity in line with Safe Classroom Practice.

Appendix 1: Parent/Carer form: Withdrawal from Sex Education within RSHE.

TO BE COMPLETED BY PARENTS/CARERS			
Name of child		Tutor Group	
Name of parent/carers		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the Academy to consider			
Signature			
TO BE COMPLETED BY THE ACADEMY			
Agreed actions from discussion with parents/carers			
Signature			