

THE ALTERNATIVE SCHOOL GROUP LTD

Relationships, Sex and Health Education Policy



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Aims

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

The aims of relationships and sex education (RSE) at The Alternative School are to ensure pupils learn about:

- different types of relationships, including friendships, family relationships, intimate relationships, dealing with strangers
- how to recognise, understand and build healthy relationships, including self-respect and respect for others, commitment, tolerance, boundaries and consent, and how to manage conflict, and also how to recognise unhealthy relationships;
- how relationships may affect health and well-being, including mental health.
- healthy relationships and safety on-line; and
- factual knowledge around sex, sexual health and sexuality, set firmly within the context of relationships.

The aims above are in line with the core expectations that we promote to all pupils: maintain a positive attitude, show respect for all and display high levels of commitment to being the best you can be.

Statutory requirements

Under 'Policy statement: relationships education, relationships and sex education, and personal, social, health and economic education'.

Secondary schools must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

Definition

RSE is about the emotional, physical, moral, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values. RSE is not about the promotion of sexual activity.

Delivery of RSE

RSE is taught within the school's personal, social, health and economic (PSHEE) curriculum.

Biological aspects of RSE are taught within the science curriculum.

Across all Key Stages, pupils will be supported with developing the following skills:

- Communication, including how to manage changing relationships and emotions
- Recognising and assessing potential risks
- Assertiveness

- Seeking help and support when required
- Informed decision-making
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict
- Discussion and group work

Within primary education the teaching focuses on the fundamental building blocks and characteristics of positive friendships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Being safe

Within secondary education RSE focuses on giving young people the information they need to help them develop healthy; nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families; LGBT parents; foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers). We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

Roles and responsibilities

The policy committee will approve the RSE policy and hold the Headteacher to account for its implementation. The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE. The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE

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

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity. This response is in line with our core values of maintaining a positive attitude, respect for others at all times and displaying high levels of commitment.

Parents' right to withdraw

Parents' have the right to withdraw their children from the non-statutory components of RSE. Requests for withdrawal should be put in writing and addressed to the Headteacher. A copy of withdrawal requests will be placed in the pupil's educational record. The Headteacher will discuss the request with parents and take appropriate action. **This is only possible up to and until three terms before the pupil turns 16. At that point, if the pupil wishes to receive sex education, we will make arrangements to provide in during one of those terms.** Parent's/carer's are consulted at their initial face to face, meeting before a pupil starts at the school.

Appropriate alternative work will be given to pupils who are withdrawn from RSE.

Training

Staff are trained on the delivery of RSE on INSET days and during CPD twilight sessions.

The Headteacher will also invite visitors from outside the school, such as sexual health professionals, to provide support and training to staff teaching RSE.

Monitoring arrangements

The delivery of RSE is monitored by the Appraisal and Supervision programme of learning walks, book scrutinies, lesson observations and pupil voice minutes as detailed in the calendar.

Pupils' development in RSE is monitored by class teachers through the use of, "I Can ..." statements, but is not formally assessed using a grading system.

PULSE PROGRAMME

RELATIONSHIPS AND SEX EDUCATION SECONDARY

The objective of sex and relationship education is to help and support young people through their physical, emotional and moral development. A successful programme, firmly embedded in PSHE, will help young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.

AIMS:

It is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health. It is NOT about the promotion of sexual orientation or sexual activity.

It has three main elements:

1. attitudes and values – learning the importance of values and individual conscience and moral considerations; – learning the value of family life, marriage, and stable and loving relationships for the nurture of children; – learning the value of respect, love and care; – exploring, considering and understanding moral dilemmas; and – developing critical thinking as part of decision-making.
2. personal and social skills – learning to manage emotions and relationships confidently and sensitively; – developing self-respect and empathy for others; – learning to make choices based on an understanding of difference and with an absence of prejudice; – developing an appreciation of the consequences of choices made; – managing conflict; and – learning how to recognise and avoid exploitation and abuse.
3. 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; and – the avoidance of unplanned pregnancy.
4. In delivering these topics care is taken to take into consideration young males, not just young girls, ethnicity, those with special educational needs and learning difficulties and sexual identity and sexual orientation.

To cover the curriculum content outlined in the RSHEE Guidance, we will equip our pupils to build 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:

TOPICS	How are these delivered?
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<p>1. FAMILIES <i>including</i>: -</p> <ul style="list-style-type: none"> • Understand family structures, committed relationships and the legal status of different types of long-term relationships • Understand the responsibility of parenthood. 	<p>Collective reflection - Relationships</p>
<p>2. RESPECTFUL RELATIONSHIPS INCLUDING FRIENDSHIPS <i>including</i></p> <ul style="list-style-type: none"> • Build self-esteem and self-worth • Manage and explore difficult feelings and emotions (<i>including love</i>) 	<p>→ Collective reflection: Respectful relationships</p> <p>→ Collective Reflection – Physical and Mental Well being.</p> <p>→ Pupil voice</p> <p>→ TAS Personal Development Checklist (PULSE Programme)</p> <p>→ Monday morning chat and brew</p>
<p>3. ONLINE AND MEDIA</p>	<p>→ Collective Reflection -Internet Safety Day</p> <p>→ Collective Reflection – Online and Media</p>
<p>4. BEING SAFE <i>including</i></p> <ul style="list-style-type: none"> • Consider how their choices affect their own wellbeing and that of others • Understand and ensure the protection of their rights throughout their lives and the law regarding sexual relationships. • Resist pressure and avoid risk taking behaviours 	<p>→ Collective Reflection – Peer Pressure</p> <p>→ Collective Reflection – Drugs, Alcohol and Tobacco</p> <p>→ Collective Reflection – Staying Safe</p> <p>→ Agency Referral for alcohol and drug misuse and abuse</p>
<p>5. INTIMATE AND SEXUAL RELATIONSHIPS INCLUDING SEXUAL HEALTH</p> <ul style="list-style-type: none"> • wellbeing and dignity • including contraception and safe sex 	<p>→ Collective Reflection – Health and Prevention</p> <p>→ Guest speakers: Sexual Health</p>
<p>6. EXPLORE AND VALUE THEIR PERSONAL/SEXUAL IDENTITY AND THE PERSONAL/SEXUAL IDENTITIES OF OTHERS</p>	<p>→ Collective Reflection – Equality and Protected Characteristics</p> <p>→ Guest speaker: Chrysalis Transgender Support</p> <p>→ Attending Gay Pride Festival</p> <p>→ Creating Artwork for Pride as in FBV/SMSC</p>

RELATIONSHIPS AND SEX EDUCATION PRIMARY

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AIMS:

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It has three main elements:

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2. personal and social skills – learning to manage emotions and relationships confidently and sensitively; – developing self-respect and empathy for others; – learning to make choices based on an understanding of difference and with an absence of prejudice; – developing an appreciation of the consequences of choices made; – managing conflict; and – learning how to recognise and avoid exploitation and abuse.
3. 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; and – the avoidance of unplanned pregnancy.

In delivering these topics care is taken to take into consideration young males, not just young girls, ethnicity, those with special educational needs and learning difficulties and sexual identity and sexual orientation.

To cover the curriculum content outlined in the RSHE Guidance, we will equip our pupils to build 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:

TOPICS	How are these delivered?
1. FAMILIES AND PEOPLE WHO CARE FOR ME	<ul style="list-style-type: none"> → Monday morning chat and brew → Collective reflection
2. CARING FRIENDSHIPS	<ul style="list-style-type: none"> → Compulsory Qualification, 110231 AQA Emotional Wellbeing
3. RESPECTFUL RELATIONSHIPS	<ul style="list-style-type: none"> → Collective reflection: Respectful relationships → Compulsory Qualification, 110231 AQA Emotional Wellbeing
4. ONLINE RELATIONSHIPS	<ul style="list-style-type: none"> → Collective Reflection – Online Relationships → Collective Reflection -Internet Safety Day
5. BEING SAFE	<ul style="list-style-type: none"> → Collective Reflection – Peer Pressure → Collective Reflection – Effects of smoking and vaping on health. → Collective Reflection – Staying Safe → Agency Referral for alcohol and drug misuse and abuse <p style="margin-left: 20px;"><i>Access to:</i></p> <ul style="list-style-type: none"> → AQA Drugs Education and Harm Reduction → AQA Introduction to Sex and Drugs education

Appendix 1

By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
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<p>Families and people who care about me.</p>	<ul style="list-style-type: none"> • That families are important for children growing up because they can give love, security and stability. • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
<p>Caring friendships</p>	<ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends. • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.
<p>Respectful relationships</p>	<ul style="list-style-type: none"> • The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • Practical steps they can take in a range of different contexts to improve or support respectful relationships. • The conventions of courtesy and manners. • The importance of self-respect and how this links to their own happiness. • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. • What a stereotype is, and how stereotypes can be unfair, negative or destructive. • The importance of permission-seeking and giving in relationships with friends, peers and adults.

<p>Online relationships</p>	<ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not. • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous. • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • How information and data is shared and used online.
<p>Being safe</p>	<ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • That each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • How to recognise and report feelings of being unsafe or feeling bad about any adult. • How to ask for advice or help for themselves or others, and to keep trying until they are heard. • How to report concerns or abuse, and the vocabulary and confidence needed to do so. • Where to get advice e.g., family, school and/or other sources.

Appendix 2: By the end of secondary school pupils should know

TOPIC	PUPILS SHOULD KNOW
<p>Families</p>	<ul style="list-style-type: none"> • That there are different types of committed, stable. • How these relationships might contribute to human happiness and their importance for bringing up children. • 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. • Why marriage is an important relationship choice for many couples and why it must be freely entered into. • The characteristics and legal status of other types of long-term relationships • The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting. • How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others’ relationships); and, how to seek help or advice, including reporting concerns about others, if needed.

<p>Respectful relationships, including friendships.</p>	<ul style="list-style-type: none"> • The characteristics of positive and healthy friendships (in all contexts, including online) including trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship. • Practical steps they can take in a range of different contexts to improve or support respectful relationships. • How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g., how they might normalise non-consensual behaviour or encourage prejudice) • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people’s beliefs. • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help. • That some types of behaviour within relationships are criminal, including violent behaviour and coercive control. • What constitutes sexual harassment and sexual violence and why these are always unacceptable. • 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.
<p>Online and media</p>	<ul style="list-style-type: none"> • Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. • 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. • Not to provide material to others that they would not want shared further and not to share personal material which is sent to them. • What to do and where to get support to report material or manage issues online. • The impact of viewing harmful content. • 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. • That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail. • How information and data is generated, collected, shared and used online.
<p>Being safe</p>	<ul style="list-style-type: none"> • 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. • 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).

<p>Intimate and sexual relationships, including sexual health.</p>	<ul style="list-style-type: none"> • How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship. • 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. • The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women. • That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others. • That they have a choice to delay sex or to enjoy intimacy without sex. • The facts about the full range of contraceptive choices, efficacy and options available. • The facts around pregnancy including miscarriage. • 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). • 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. • About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment. • How the use of alcohol and drugs can lead to risky sexual behaviour. • How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.
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