



St Andrew's
C O L L E G E

RELATIONSHIPS, SEX & HEALTH
EDUCATION POLICY

4th April 2024

APPROVED BY: COLLEGE GOVERNING BODY
NEXT REVIEW DUE BY: SEPTEMBER 2025

St Andrew's Relationships, Sex and Health Education Policy

1. Policy Summary

Relationships and Sex Education (RSE) is about the emotional, social and cultural development of learners, 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. It is not about the promotion of sexual activity.

Relationships Education, Relationship and Sex Education and Health Education forms an integral part of Personal, Social and Health Education (PSHE), Protective Behaviours, Science and Physical Education (PE) programmes.

Aims

Relationships Education, Relationship and Sex Education (RSE) and Health Education programmes at St Andrew's College aim to:

- Educate learners that meaningful relationships are built on trust
- Recognise and sensitively explore the need for responsible and caring relationships within the family unit
- Sensitively explore both personal and collective attitudes and feelings
- Acknowledge peer group pressure and the associated moral dilemmas
- Increase knowledge relating to personal health and keeping safe
- Encourage and develop positive decision making skills
- Acknowledge the effect of lifestyles and one's actions
- Sensitively explore acceptance of one's own and others sexuality
- Learn to give and receive support
- Provide a framework in which sensitive discussions can take place
- Prepare learners for puberty and give them an understanding of sexual development and the importance of health and hygiene
- Help learners develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach learners the correct vocabulary to describe themselves and their bodies
- Provide learners with information about physical health and mental wellbeing in order that they can make good decisions about their own health and wellbeing

Through this policy it is intended that learners are well informed about the full range of viewpoints and, within the law, should be well equipped to make decisions for themselves about how to live their own lives, whilst respecting the right of others to make their own decisions and hold their own beliefs.

Learners will be given the information they need to recognise and to report abuse, including emotional, physical and sexual abuse. This includes age and stage appropriate information relating to sexual violence, sexual harassment and online abuse. Learners will be informed how to report concerns and seek advice when they suspect or know that something is wrong.

CAMHS staff, including Social Workers, Occupational Therapists, Speech and Language Therapists, Nurses, Doctors and any others with expertise to offer in this area of education, may be approached by College staff and asked for advice.

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 and how to recognise and report abuse
- Positive emotional and mental wellbeing
- Intimate and sexual relationships, including sexual health and consent

Physical Health and Mental Wellbeing

Through the delivery of the curriculum, it is intended that learners are able to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources.

The College encourages openness which enables learners to feel they can check their understanding and seek any necessary help and advice as they gain knowledge about how to promote good health and wellbeing.

Puberty, including menstruation, will be covered in Health Education. With regards to menstruation, where appropriate, key facts about the menstrual cycle will be shared with learners including what is an average period, range of menstrual products and the implications for emotional and physical health. In addition to curriculum content, CAMHS wards will make adequate and sensitive arrangements to help girls prepare for and manage menstruation, including requests for menstrual products.

Learners will be provided with information relating to the benefits and importance of:

- Daily exercise
- Good nutrition
- Sufficient sleep
- Self-care and personal hygiene
- Hobbies, interests and participation in their own communities
- Understanding of the normal range of emotions that everyone experiences

Who does this policy apply to?

This policy applies to all teaching staff (Teachers and Technical Instructors) involved in the preparation and delivery of the Relationships Education, Relationships and Sex and Education and Health Education programmes in St Andrew's College.

Other staff with responsibility for learner care must be aware of the policy and the potential implications of raised awareness may have on individual learners.

2. Links to Procedures

College PSHE Vision

College Curriculum Policy

3. Monitoring and Oversight

The implementation of this policy will be monitored by the College Senior Leadership Team (SLT) and governors.

The SLT and governing body are responsible for ensuring:

- The subjects are well led, effectively managed and well planned
- The quality of provision is subject to regular and effective self-evaluation
- Teaching is delivered in ways that are accessible to all learners with SEND
- Clear information is provided for parents on the subject content and the right to request that their child is withdrawn
- The subjects are resourced, staffed and timetabled in a way that ensures that the College can fulfil its legal obligations

The Leads for PSHE, Science and PE are responsible for coordinating and developing the Programme of Study to ensure that the Relationships Education, Relationships and Sex and Education and Health Education programme is consistent with the principles outlined in this policy.

Staff are responsible for:

- Delivering Relationships Education, Relationships and Sex and Education and Health Education in a sensitive way
- Modelling positive attitudes to Relationships Education, Relationships and Sex and Education and Health Education
- Monitoring progress
- Responding to needs of individual learners
- Responding appropriately to learners 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.

Learners are expected to engage fully in Relationships Education, Relationships and Sex and Education and Health Education and, when discussing issues related to RSE, treat others with respect and sensitivity.

4. Diversity and Inclusion

St Andrew's Healthcare is committed to *Inclusive Healthcare*. This means providing patient outcomes and employment opportunities that embrace diversity and promote equality of opportunity, and not tolerating discrimination for any reason.

Our goal is to ensure that *Inclusive Healthcare* is reinforced by our values, and is embedded in our day-to-day working practices. All of our policies and procedures are analysed in line with these principles to ensure fairness and consistency for all those who use them. If you have any questions on inclusion and diversity please email the inclusion team at DiversityAndInclusion@stah.org

St Andrew's College will ensure that an inclusive approach is adopted in delivering the RSE curriculum and will deliver these topics in a manner that:

- Considers the diverse range of learners and will relate to them
- Is sensitive to all learners' experiences
- Makes learners feel safe and supported as well as able to engage with the key messages
- Make sure that learners learn about these topics in an environment that's appropriate for them, i.e. on a 1:1 or small group basis
- Considers a learner's level of understanding and differentiate the work if needed

- Use of resources, external organisations and materials

St Andrew's College will consider whether any resources we plan to use:

- Are aligned with the requirements as set out in the statutory RSE guidance
- Would support learners in applying their knowledge in different contexts and settings
- Are age appropriate, with consideration also of the background of our learners
- Are evidence-based, contain robust facts and statistics and are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to learners' experiences

St Andrew's College will, when using external organisations and materials, ensure:

- They are in line with our legal duties around political impartiality
- They do not undermine fundamental British Values
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with

St Andrew's College will be clear on:

- What the external organisation are going to say
- Their position on the issues to be discussed
- Asking to see materials to be used in advance
- Knowing the named individuals who will be present, and follow the College's usual safeguarding procedures for these people
- Declining requests made to take photos or use any learners personal data within these sessions
- Reminding teachers that they can say "no" or, in extreme cases, stop a session
- Ensuring that the teacher is in the room during any sessions with external

speakers We won't, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme

The College remains responsible for what is said to learners. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

In the development and implementation of these programmes, the College will consider the makeup of their own learner body, including the gender and age range of their learners, and consider whether it is appropriate or necessary to put in place additional support for learners with particular protected characteristics.

These programmes 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, families headed by grandparents, adoptive parents, foster parents/carers

amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (i.e. Looked After Children).

The College 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.

Any safeguarding concerns raised will be handled in line with the Safeguarding Policy.

Parents'/carers rights to withdraw/be excused from sex education

- Parents/carers have the right to withdraw their children from the non-statutory components of sex education within RSE up to and until three terms before the child turns 16
- After this point, if the child wishes to receive sex education, the College will arrange this
- Requests for withdrawal should be put in writing via email addressed to the Headteacher, outlining the reasons for withdrawing the learner and any other information the parents would like the College to consider
- A copy of the withdrawal request will be placed in the learner's educational record
- The Headteacher will discuss the request with parents/carers and take appropriate action
- Alternative work will be given to learners who are withdrawn from sex education

5. Training

Staff are trained on the delivery of RSE as part of their Continuing Professional Development (CPD) and it is included in the Colleges' CPD calendar.

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.

6. References to Legislation and Best Practice

St Andrew's College adheres to the DfE's Relationships Education, Relationships and Sex Education (RSE) and Health Education Regulations (2019), made under the section 34 of the Children and Social Work Act 2017, which states Relationships and Sex Education (RSE) is compulsory for all learners receiving secondary education.

With regards to the delivery of these programmes St Andrew's College will comply with:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 Equality Act 2010

The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities.

The College will ensure that, through a robust review of the content, materials, online searches of the agency, the approach taken by any external agencies fulfils the criteria as set out above, but that they also comply with:

- DfE's Relationships Education, Relationships and Sex Education (RSE) and Health Education Regulations (2019)

- This policy
- The Teachers' Standards
- The Equality Act 2010
- The Human Rights Act 1998
- The Education Act 1996

7. How to request a change or exception to this policy

Please refer to the exception process [Policy and Procedure Exception Application Link](#)

8. Key changes

Version Number	Date	Revisions from previous issue
1.0	March 2024	New College policy

Appendix 1: By the end of secondary school learners should know:

Topic	Learners should know
Families	<ul style="list-style-type: none"> • That there are different types of committed, stable relationships • 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
Respectful relationships, including friendships	<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
Online and media	<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

	<ul style="list-style-type: none"> • 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
Being safe	<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)
Intimate and sexual relationships, including sexual health	<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