



Hambling View School Relationships and Sex Education

Ratified by Chair of Govs.

Signed by

A handwritten signature in blue ink, appearing to read 'Guy Hooper', is positioned to the right of the 'Signed by' text.

Date 19th December 2024

Date	15.03.2024
Review Date	15.03.2025

RELATIONSHIPS AND SEX EDUCATION (RSE) POLICY

This Relationships and Sex Education Policy will:

- Define Relationships and Relationships and Sex education;
- Describe how Relationships and Sex education is provided and who is responsible for providing it;
- Say how Relationships and Sex education is monitored and evaluated;
- Include information about parents' right to withdraw; and
- Be reviewed regularly

Hambling View School believes that all children and young people have a fundamental right to high quality and comprehensive relationships and sex education which promotes good sexual health and equal and enjoyable relationships.

From September 2020 all secondary schools in England are required to teach Relationships and Sex Education. Our Long Term Overview is based on the PSHE Association Scheme of Work and we use EC Resources to support the delivery of our R&S curriculum. See the PSHE Subject Information for details.

Students with SEND

The DfE makes specific reference to the following guidance points which specialist provisions should implement to improve RSE provision for pupils with SEND:

1. **Accessibility and personalisation**

"Relationships Education, RSE and Health Education must be accessible for all pupils. This is particularly important when planning teaching for pupils with special educational needs and disabilities as they represent a large minority of pupils. High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility. Schools should also be mindful of the preparation for adulthood outcomes, as set out in the SEND code of practice, when preparing these subjects for those with SEND."

2. **Awareness of vulnerability**

"Schools should be aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education can also be a particular priority for some pupils, for example some with Social, Emotional and Mental Health needs or learning disabilities. Such factors should be taken into consideration in designing and teaching these subjects."

3. **Tailored content**

"In special schools and for some SEND pupils in mainstream schools there may be a need to tailor content and teaching to meet the specific needs of children at different developmental stages."

Hambling View School ensures that RSE teaching is adapted to meet the individual needs of all of our students.

We understand and appreciate the connection between RSE and Safeguarding. We recognise that our students are the most vulnerable in society. Teachers ensure that they make the most difficult of concepts accessible to all learners. They deliver differentiated, personalised learning experiences, using adapted resources.

Definition of Relationships Education

Relationships Education is teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other children and adults.

Relationships Education should:

- Include being taught what a relationship is, what friendship is, what family means and who the people are that can support them.
- Build on early education and ensure children are taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving and the concept of personal privacy.
- Teach about establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical and other contact - these are the forerunners of teaching about consent, which takes place at secondary school.
- Ensure the principles of positive relationships also apply online.
- Be inclusive in terms of different families and reflect sensitively that some young children may have a different structure of support around them
- Create an opportunity to enable pupils to be taught about positive emotional and mental wellbeing.
- Ensure pupils know how to report concerns and seek advice when they suspect or know something is wrong

Definition of Sex and Relationship Education (RSE)

Relationships and sex education (RSE) is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It should equip children and young people with the information, skills and positive values to have safe, fulfilling relationships, to enjoy their sexuality and to take responsibility for their sexual health and well-being.

RSE should:

- Be accurate and factual, covering a comprehensive range of information about sex, relationships, the law and sexual health, in order to make informed choices. In schools this should be part of compulsory curriculum provision;
- Be positively inclusive in terms of gender, sexual orientation, disability, ethnicity, culture, age, religion or belief or other life-experience particularly HIV status and pregnancy;
- Include the development of skills to support healthy and safe relationships and ensure good communication about these issues;
- Promote a critical awareness of the different attitudes and views on sex and relationships within society such as peer norms and those portrayed in the media;
- Provide opportunities for reflection in order to nurture personal values based on mutual respect and care;
- Be part of lifelong learning, starting early in childhood and continuing throughout life. It should reflect the age and level of the learner;
- Ensure children and young people are clearly informed of their rights such as how they can access confidential advice and health services within the boundaries of safeguarding;
- Be relevant and meet the needs of children and young people, and actively involve them as participants, advocates and evaluators in developing good quality provision;
- Be delivered by competent and confident educators;
- Be provided within a learning environment which is safe for the children, young people and adults involved and based on the principle that prejudice, discrimination and bullying are harmful and unacceptable.

The Law

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, make under section 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. They also make Health Education compulsory in all schools except independent schools. However, here at Hambling View, we

will ensure that Health Education is high on our agenda so that all of our students are working toward healthy and happy futures both in school and beyond.

The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. The school's relationships and sex programme meets the needs of all young people in the school and is developmentally appropriate. Teaching is sensitive, age appropriate and delivered with reference to the law.

Effective RSE does not encourage early sexual experimentation. It should teach young people to understand human sexuality and to respect themselves and others.

Relationship Education

Sex Education

By the end of secondary Year 11 students should be taught about:

Families

Criteria
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 - for example, 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 of raising children, including the characteristics of successful parenting
How to determine whether other children, adults or sources are trustworthy, judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships), how to seek help or advice, including reporting concerns about others, if needed.

Respectful relationships, including friendships

Criteria
The characteristics of positive and healthy friendships, in all contexts including online, such as: 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 (for example, 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

Criteria
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, for example 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

Being safe

Criteria
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

Criteria
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, for example physical, emotional, mental, sexual and reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women and menopause
That there are a range of strategies for identifying and managing sexual pressure, including 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 and 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

The Law

Criteria
Marriage
Consent, including the age of consent
Violence against women and girls
Online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, etc)
Pornography
Abortion
Sexuality
Gender identity
Substance misuse
Violence and exploitation by gangs
Extremism and radicalisation
Criminal exploitation (for example, through gang involvement or 'county lines' drugs operations)
Hate crime
Female Genital Mutilation (FGM)

Physical Health and Mental Wellbeing

Criteria
<p>Mental Wellbeing: How to talk about their emotions accurately and sensitively, using appropriate vocabulary, that happiness is linked to being connected to others, how to recognise the early signs of mental wellbeing concerns, common types of mental ill health (e.g. anxiety and depression), 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, the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.</p>
<p>Internet Safety and harms: The similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online, how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.</p>
<p>Physical Health and fitness: the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress, 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, about the science relating to blood, organ and stem cell donation.</p>
<p>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, the law relating to the supply and possession of illegal substances, the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood, the physical and psychological consequences of addiction, including alcohol dependency, awareness of the dangers of drugs which are prescribed but still present serious health risks, 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.</p>
<p>Health and Prevention: Personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist (late secondary) the benefits of regular self-examination and screening the facts and science relating to immunisation and vaccination the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.</p>
<p>Basic First Aid: basic treatment for common injuries, life-saving skills, including how to administer CPR · the purpose of defibrillators and when one might be needed.</p>
<p>Changing Adolescent body: key facts about puberty, the changing adolescent body and menstrual wellbeing, the main changes which take place in males and females, and the implications for emotional and physical health</p>

Sharing information with parents

Parents will be informed about Relationships and Sex Education via the school website. They will also be informed of their right to withdraw their child/children if they wish.

Withdrawing pupils from RSE

Parents have the right to withdraw their children from some or all of sex education delivered as part of statutory RSE (that does not form part of the National Curriculum e.g. Science), however parents cannot withdraw from Relationship Education.

Before parents decide on this option we encourage parents discussing their request with the Headteacher, and, where appropriate, with the child to ensure their wishes are understood and to clarify the nature, purpose of the curriculum. The Headteacher will also discuss the benefits of receiving RSE and any detrimental effects may have on the child. E.g. emotional and social exclusion.

After discussions schools should respect parents' requests to withdraw, up to three terms before the child turns 16. At this point, if the child wishes to receive SRE the school should make arrangements to provide the child with RSE during one of those terms.

Pupils who are withdrawn will still receive appropriate and purposeful education during the period of withdrawal.

Where will Relationships and Sex Education be delivered?

- Sex Education will be taught in classes with a teacher who is trained to deliver the content and who knows the needs of the students. In some cases this may be taught in single sex groups (ie menstruation) but all members of the school community will have access to the same education
- As part of the intrinsic work of the staff at Hambling View who are working in line with our school values
- As part of a planned assembly programme
- As part of a bespoke programme where it has been identified that additional input is required

See Hambling Views PSHE Curriculum Information booklet for details of what and where topics will be taught within the planned curriculum.

*An audit of the PSHE programme will take place annually to ensure that the coverage is continually developing and is relevant to the students at their point of learning.