



**Avanti Fields School**  
**Relationships and Sexual Health Education (RSHE) Policy**

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## Avanti Fields School

### Relationships and Sexual Health Education (RSHE) Policy

#### **Policy Process:**

This policy sets out the key points relating to relationships and sexual health education (RSHE) delivered at Avanti Fields School. Once ratified this policy will be posted on the school's website. Paper copies can be requested free of charge by any parent/carer of a student at Avanti Fields by telephoning the main reception.

#### **Consultation:**

*The SSC ratified this policy on 11.5.21 (tbc) following a consultation process including parents, carers, students and staff. A record of this consultation is held by the Principal.*

#### **RSHE Definition:**

RSHE is lifelong learning about sex, sexuality, emotions, relationships and sexual health. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. RSHE has a key part to play in the personal, social, moral and spiritual development of young people. It begins informally in the home with parents and carers long before any formal education takes place at school. The DfES Guidance 2000 offered this definition: "RSHE is the 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."

#### **Principles:**

The long-term happiness and well-being of every child is at the heart of all that we do. Our intention is that the students in Avanti Trust Schools feel prepared, safe and nurtured. We are committed to promoting pupil well-being through the delivery of a RSHE programme. Developing responsible attitudes and behaviour towards relationships and sex will assist pupils in order to ensure that they stay safe and healthy. The following principles and values that are key to RSHE teaching because of the personal and social nature of the issues covered. There are clear core values that run through our RSHE lessons. These include:

- Mutual respect
- Happy relationships
- Right to accurate information, safety and health
- Equality
- Responsibility for oneself and others

Furthermore, these correlate and overlap with our school values:

Empathy: I cultivate an understanding of others' and my own feelings within a relationship. I learn to listen and respond appropriately to people's feelings and develop a language that helps to build shared understanding in my relationships.

Respect: I learn to see every person as a unique individual and appreciate and value difference. I cultivate a vision of seeing a spark of the divine within each person and learn to live this in my relationships with all.

Integrity: I take responsibility for my actions and aspire to act appropriately with others through my behaviour, words, and thoughts.

Self-discipline: I continually develop an inner resolve to see strength in restraint and am attentive in my speech, interaction and service to others.

Courage: I bring with confidence my best version to each relationship, with a continuous pursuit to evolve and improve.

Gratitude: I celebrate the relationships in my life as a blessing and serve and reciprocate with each appropriately.

### **Curriculum:**

At Avanti Fields we deliver the secondary learning content as outlined the DfE **statutory guidance** for RSE (Appendix 1) in accordance with learners' needs and the character and ethos of our school. Students will also learn about the biological aspects of sex and reproduction through the National Curriculum Science Orders (links in Appendix 1).

RSHE is provided within the citizenship programme at Avanti Fields School. This takes into account the cultural and religious traditions represented in the school's community. It is delivered by the students' form tutor to teaching groups that students are familiar with. Lessons may be supplemented by approved external providers (e.g. school nursing service). The majority of the curriculum is taught through the Government approved Christopher Winter Programme that ensures students are learning in a developmentally appropriate manner. It will be monitored and evaluated by the lead teacher for citizenship and appropriate senior manager.

Through its programme of RSHE Avanti Fields aims to:

- Help students to understand their growth and developmental changes;
- Equip students to take responsibility for their behaviour in all relationships;
- Enable students to develop the skills to help them manage their relationships in a morally responsible, healthy, legal and safe manner;
- Teach students how to keep safe on the internet;
- Educate students about the law relating to relationships.

### **Inclusion:**

Learning will be accessible for all students regardless of educational needs, language needs or sexual orientation.

**Safeguarding:**

Staff will support pupils who seek guidance on particular matters and will refer them to pastoral leads/SEND lead. Should safeguarding concerns occur, staff must follow the school policy and procedures for Safeguarding Children.

**Right to Withdraw:**

Parents/carers will be informed in advance of the RSHE lessons being taught. Parents and carers with legal responsibility for a student had the right to withdraw their child from all or parts of sex education outside of the science orders. Parents/Carers who wish to exercise this right are asked to contact the Principal in the first instance.

**Equality Act, 2010:**

This policy and the RSHE programme at Avanti Fields complies with the Equality Act 2010, including the allowance to take positive action to support a group because of a protected characteristic.

**RSHE Policy Appendix 1**

**Science National Curriculum** available through this link:

<https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study/national-curriculum-in-england-science-programmes-of-study#key-stage-3>

<https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study/national-curriculum-in-england-science-programmes-of-study#key-stage-4>

Extract from: **Department for Education**

**Relationships Education, Relationships and Sex Education (RSE) and Health Education**

**Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers**

**By the end of secondary school:**

Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary:

**Families**

Pupils should know

- 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**

Pupils should know

- 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**

Pupils should know

- 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.

## **Being safe**

Pupils should know

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**

Pupils should know

- 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 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.
- 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

## **The Law**

It is important to know what the law says about sex, relationships and young people, as well as broader safeguarding issues. This includes a range of important facts and the rules regarding sharing personal information, pictures, videos and other material using technology. This will help young people to know what is right and wrong in law, but it can also provide a good foundation of knowledge for deeper discussion about all types of relationships. There are also many different legal provisions whose purpose is to protect young people and which ensure young people take responsibility for their actions. Pupils should be made aware of the relevant legal provisions when relevant topics are being taught, including for example:

- 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/radicalisation
- criminal exploitation (for example, through gang involvement or 'county lines' drugs operations)
- hate crime
- female genital mutilation (FGM)

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