



This policy is based on a 'Southfield School' policy, which closed on 31 December 2016. This policy has been adopted as far as possible following the sponsored conversion to Northern House Academy Trust. The policy is due for full review and will be done so at the earliest opportunity by the Local Governing Body of Northern House School (Wokingham), within a period of 6 months.

Introduction

Healthy Relationships and Sex Education is the lifelong learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It is about the understanding of the importance of all forms of marriage, partnerships and family life, stable and loving relationships, respect, love and care.

Effective Relationships and Sex Education (RSE) as part of Personal Social Health Education, (PSHE) along with Science, other National Curriculum subjects, and within a whole school approach, is essential if young people are to make responsible and well-informed decisions about their lives. It gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and off line.

Aim of the Healthy Relationships Policy

The aim of the Healthy Relationships and Sex Education Policy is to communicate to staff, the Governing Body, parents, carers, visitors and pupils the manner in which Healthy Relationships and Sex Education will be delivered and supported at Northern House School (Wokingham), in accordance with the *Secretary of State's Guidance 2000 on SRE*.

Context

High quality education about Healthy Relationships and Sex helps create safe school communities in which pupils can grow, learn and develop healthy positive behaviour for life. It is essential for the following reasons:

- Healthy Relationships and Sex education plays a vital part in meeting schools' safeguarding obligations. Both the DfE and Ofsted are clear that schools must have a preventative programme that enables pupils to learn about safety and risks in relationships, including the need to protect pupils from inappropriate online content, cyberbullying and exploitation.
- Schools maintain a statutory obligation under the Children Act (2004) to promote children's well-being and under the Education Act (1996) to prepare young people for the challenges, opportunities and responsibilities of adult life. An effective RSE programme can have a positive impact on the health and well-being of pupils and their ability to achieve and can play a crucial part in meeting these obligations.
- Schools have a clear duty under the Equality Act 2010 to ensure that teaching is accessible to all pupils. Inclusive RSE will foster good relations between pupils and tackle all types of prejudice –including homophobia-and promote understanding and respect.
- If young people are to make responsible well-informed decisions about their lives.
- To promote the spiritual, moral, cultural and physical development of our pupils as well as preparing them for the opportunities, responsibilities and experiences of later life.



PURPOSES

Healthy relationships and sex education has three main elements:-

Attitudes and values

- Learning the importance of values, individual conscience and moral understanding
- Learning the value of all forms of family life and partnerships, of stable and loving relationships for the importance of children, including the safeguarding and nurturing 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

Personal and social skills

- Learning to manage emotions and relationships confidentially 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 domestic violence
- Learning how to recognise and avoid exploitation and abuse, including online

Knowledge and understanding

- Learning and understanding physical development at appropriate stages (puberty, child to adult)
- 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
- Understanding the nature and diversity of relationships and sexuality

Healthy relationships and sex education –its place in the curriculum

The National Curriculum Framework (DfE) 2013 states:

Every state funded school must offer a curriculum which is balanced and broadly based and which:

- *Promotes the spiritual, moral and physical development of pupils at the school and society*
- *Prepares pupils at the school for the opportunities, responsibilities and experiences of later life*

The National Curriculum clearly states that all state schools should ‘*make provision for personal, social, health and economic education (PHSE) and that ‘sex and relationships is an important part of PSHE education’.*

It is compulsory that all maintained secondary pupils have relationships and sex (RSE) education that includes HIV and AIDS and other sexually transmitted infections. Statutory sex education is taught as part of the science programmes at Key Stage 1 -3.



Parents have the right to withdraw pupils from all or part of the RSE programme in PSHE lessons. They do not have the right to withdraw pupils from the RSE which takes part as part of the Statutory National Curriculum for Science.

Effective relationships and sex education

Northern House School (Wokingham) adheres to the principles of high quality relationships and sex education within PSHE and it:

- Is planned to ensure it is age appropriate and relevant to pupils at each stage in their development
- Includes the acquisition of knowledge , the development of life skills and respectful attitudes and values
- has sufficient time to cover a wide range of topics with strong emphasis on relationships, consent, rights and responsibilities to others, negotiation and communication skills and accessing services
- is medically and factually correct
- teaches pupils about the law and their rights
- helps pupils understand on and offline safety, consent, violence and exploitation
- is inclusive of difference ; gender identity , sexual orientation , disability , ethnicity, culture , age, faith, or belief or other life experience
- helps pupils to understand a range of views and beliefs about relationships and sex in society
- uses engaging learning methods and is rigorously planned, assessed and evaluated
- uses teaching and learning resources which are quality assured and having regard to the age, religion and cultural background of the pupils concerned

Provision of sexual health advice

Northern House School (Wokingham) believes that it is important to make access to information, advice and guidance regarding matters of health and well-being as easy as possible for pupils

Confidentiality and Safeguarding in the context of the RSE lesson

- All staff, visitors and members of the school staff have responsibility to ensure the safety and welfare of the pupils .
- Staff cannot guarantee pupils unconditional confidentiality. Pupils are reminded through the establishment of ground rules, that lessons are not the place to talk about their personal experiences
- Staff are legally bound to inform the Child Protection Lead (Safeguarding) of any disclosure. Staff should inform the designated member of staff for Child Protection or a member of the designated team if a child under the age of 16 is having or contemplating having sex
- Any visitor to the classroom is bound by the school's Safeguarding Policy, regardless of whether they or their organisation has a different policy. Visitors are made aware of this

How is HRE taught at Northern House School (Wokingham)?

The school recognises the need to begin with pupils' own beliefs and values and, therefore, places a great importance on creating a supportive and secure atmosphere where they can develop the confidence to talk, listen and think about healthy relationships.

Lessons are underpinned by:

- Clear ground rules which are established by all parties, understood by all and cover rights to respect and boundaries
- the use of clear and appropriate language that avoids misunderstanding, prejudice and assumption of experience
- The use of distancing techniques, including DVD and case studies
- The ability to provide a safe environment to deal with unexpected questions, comments and sensitive issues

How does RSE relate to equal opportunities?

The school's policies for 'Equal Opportunities' and 'Equality' also underpin the teaching of RSE. RSE can act as a basis for promoting equality between individuals and groups. The school works to ensure that HRE education is relevant and accessible to all our pupils and that it is appropriate to all levels of understanding and maturity, catering for all pupils. It necessarily involves an exploration of human and social diversity, and a fostering of self-esteem and self-worth in a learning environment that recognises and respects difference. The school works to ensure that RSE is relevant and accessible for all our pupils and that it is appropriate for all levels of understanding and maturity, catering for all pupils and is respectful of how pupils choose to identify themselves, their sexual orientation and gender identity (emerging), This means that RSE is sensitive to the different needs of individual pupils and may evolve and adapt over time.