

## **Relationship, Sex and Health Education (RSHE) Policy**

The Folkestone School for Girls Academy Trust is known as “the school” in this policy. This policy forms part of the school’s Single Equalities Scheme and fully incorporates all six equality strands: ethnicity, gender, disability, sexuality, age and belief. The principle of levelling up is used at all times.

### **Rationale**

Relationships, Sex and Health Education (RSHE) is a subject taught at both primary and secondary school.

In 2020, Relationships and Sex Education was made compulsory for all secondary school students in England and Health Education compulsory for all students in state-funded schools

In May 2024, the then Prime Minister and Education Secretary brought forward the first review of the curriculum following reports of students being taught inappropriate content in RSHE in some schools. The results of the review and updated guidance for consultation has now been published. Since then, there has of course been a change of government. However, we believe it prudent to adopt the new DRAFT RSHE guidance as it remains the latest national guidance available **and** because, following the consultation, the guidance will be statutory.

### **As per national guidance there are five key principles in mind**

1. RSHE should teach children about the law, in addition to the importance of tolerance and respect for everyone in the school community and beyond.
- 2 The curriculum should seek to keep children safe and informed about growing up and the challenges this may present, how relationships develop and how to be safe once sexually active. It should enable topics to be taught appropriately by a trusted adult and help ensure that prevention of harm and early intervention are supported.
- 3 **Schools should follow the age limits set out in the guidance** to ensure students don’t learn about sensitive topics earlier than is necessary or at an inappropriate stage of their development. At FSG we endeavour to focus our Y7 & 8 curriculum, in the round, on ‘joy and wonder’ versus the ‘shock and horror’ that can come with some GCSE specifications content. Put simply, as for RSHE, we tend to focus earlier years on the positives as opposed to negatives of life. In that vein, sexual violence and assault, FGM, or explicit details of any sexual acts are not taught until Y9.
4. Schools should be transparent with parents about all materials used in RSHE, and all materials should be available to parents.
5. Parents have a right to request that their children are withdrawn from **sex** education.

National guidance also dictates that schools should differentiate between **relationships** and **sex** education where applicable.

**Relationship education** focuses on all forms of relationships and whilst romantic relationships may arise as a topic of conversation, the focus is on other important life relationships, friendships, family and acquaintances. It is about the understanding of the importance of stable, nurturing, respectful

and healthy relationships with those closest to us and those we encounter more broadly. It involves acquiring information, developing skills and forming positive beliefs, values, attitudes and behaviours.

**Relationships education** should be modelled by staff in our dealings with students and each other and be

- an integral part of our school curriculum given that our aim is not just to prepare students for exams, but to prepare them for life;
- be an entitlement for all young people;
- be set within this wider school context and support the ideas of family and community. Whilst we seek to promote independence in our students we also want them to recognise our inter-dependence with those around us. 'Family' is a broad concept which includes a variety of types of family structure and acceptance of different approaches;

**In Ys 7 & 8 the focus is on Relationships Education.**

**Sex education** focuses on romantic relationships and sexual activity within these, and indeed outside of these. We consider moral & emotional maturity and physical & sexual development and

**Sex education** is taught within discrete lessons and these aim to provide **balanced** factual information about sex (including reproduction), together with consideration of the much broader emotional, ethical, religious, and moral dimensions of relationships. These lessons aim to:

- generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment;
- encourage students and teachers to share and respect each other's views and be aware of different approaches to sexual orientation;
- recognise that parents are the key people to teach their children about sex, relationships and growing up. We aim to work in partnership with parents and students, consulting them about the content of programmes;
- recognise that the wider community has much to offer and we aim to work in partnership with health professionals, social workers, peer educators and other mentors or advisers;
- be responsive and relevant to the girls and to current world events including online;
- provide the knowledge they may need in later life to avoid sexually transmitted infections and unwanted pregnancies

And yet, at FSG, it is of particular importance to us that sex education also:

- is balanced to ensure that there is not an over-focus on risks and dangers and to ensure that our girls leave us aware that most people would cross the road to help us, not hurt us; that most people are not sexual predators out to take advantage of us; that most of us will have dates and kisses and embraces and loves and relationships that will enrich our lives and help shape our lives and partners that value us, love us and treat us as we deserve to be treated;
- ensure, alongside our wider curriculum and personal development & character education programme, The FSGBacc, that we enable our girls to leave us valuing themselves enough to know what they want and confident in doing only what they want to do, with the person they want, when the time is right, for them and for potential partners.

Our **sex education** programme aims to prepare students for an adult life in which they can:

- have strategies to keep themselves safe when out with friends or on dates;
- have the confidence and self-esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationship they want;
- have full and frank knowledge around the issue of consent and the confidence and self-esteem to value themselves and others regarding sexual consent;
- to know and respect that 'no means no' and that consent to one person or to one activity does not imply consent to another'
- understand the consequences of their actions and behave responsibly within sexual and pastoral relationships themselves;
- avoid being exploited or exploiting others or being pressured or pressurising others into unwanted or unprotected sex or sexual activity including online
- communicate effectively by developing appropriate terminology for sex and relationship issues;
- develop awareness of their sexuality and understand human sexuality;
- challenge sexism and prejudice and promote equality and diversity;
- understand the arguments for delaying sexual activity;
- understand the reasons for having protected sex;
- have sufficient information & skills to protect themselves and, where they have one, their partner from unwanted/unwanted conceptions & sexually transmitted infections incl. HIV;
- be aware of sources of help and acquire the skills and confidence to access confidential health advice, support and treatment if necessary;
- educate students on FGM to create awareness and help students understand how and when to access help if they are at risk of FGM;
- know how the law applies to sexual relationships and to understand and be able to recognise, report and potentially prevent sexual harassment, sexual violence including that which occurs online.

In recent years we have:

- trained all pastoral staff and senior leaders to be a Designated Safeguarding Lead (DSL). There are staff across the site fully trained and able to deal with safeguarding issues and disclosures, on top of the annual update training for all staff;
- invested in qualified DAY facilitator training so that we have a member of staff on site ready and available to support students experiencing domestic abuse, sexual harassment or exploitation;  
[https://www.dayprogramme.org/;](https://www.dayprogramme.org/)
- introduced self defence classes for students in Y7 & Y8 as part of our FSGBacc programme and provided intensive one day workshops for students in Y13. These focus on self-defence, de-escalation and situational awareness including 'date rape' and spiking.
- provided a think piece 'theatre in education' experience, "UNACCEPTABLE" to begin to highlight some of the issues raised by recent world events concerning sexual violence, harassment and consent.
- and perhaps, most importantly, introduced discrete, weekly PSHE lessons across all year groups to ensure that RSHE is given due time and regard from subject specific and female staff.

### **RSHE in this school has five main elements**

#### **Families**

#### **Students 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 - and that forced marriage and marrying before the age of 18 is illegal.
- 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 and the importance of the early years of a child's life for brain development.
- 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 and acquaintances**

#### **Students should know:**

- the characteristics of positive and healthy friendships (in all contexts, including online) including romantic relationships 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.
- that fixated, obsessive, unwanted and repeated behaviours can be criminal, and where to get help if needed.
- 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.
- the legal rights and responsibilities regarding equality, and that everyone is unique and equal
- what constitutes harmful sexual behaviour and why and that such behaviour is unacceptable, emphasising that it is never the fault of the person experiencing it. This should not be taught before Y7.
- that some types of behaviour, including within relationships, are criminal, including violent behaviour and emotional abuse, such as controlling or coercive behaviour.

**We will not, however, teach about the details of violent abuse before Y9 as it is important that students are not introduced to distressing concepts when they are too young to understand them. This aligns with our early focus on 'joy and wonder' as opposed to 'shock and horror'**

### **Online and media**

#### **Students 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 that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up.
- not to provide material to others that they would not want shared further and not to share personal material which is sent to them. **Students should understand the serious risks of sending material to others.**
- what to do and where to get support to report material or manage issues online.
- about circulating images and information and how to safely report to trusted adults the non-consensual creation or distribution of an intimate image. Students should understand that making, keeping or sending naked or sexual images of someone under 18 is a crime, even if the photo is of themselves or of someone who has consented, and even if the image was created by the child and/or using AI generated imagery. Students should understand the potentially serious consequences of asking for naked, semi-naked or sexual images, including the potential for criminal charges and severe penalties including imprisonment. This topic should not be taught before Y7.
- the impact of viewing harmful content, including pornography, which presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others, and can negatively affect how they behave towards sexual partners. This can affect students who see pornographic content accidentally, as well as those who see it deliberately. The risks of inappropriate online content can be discussed in an age-appropriate way from Y7; however, the details of sexual acts should not be discussed before Y9.
- how information and data is generated, collected, shared and used online.
- the characteristics of social media, including that social media users may say things in more extreme ways than they might in face-to-face situations, and that some users present highly exaggerated or idealised profiles of themselves online.
- that websites may share personal data about their users, and information collected on their internet use, for commercial purposes (i.e. to enable targeted advertising).
- that criminals can operate online scams, for example using fake websites or emails to extort money or valuable personal information. This information can be used to the detriment of the person or wider society.

## **Being Safe**

### **Students should know:**

- how to recognise, respect and communicate boundaries in relationships, including in early romantic relationships (in all contexts, including online) such as kissing or touching.
- the concepts and laws relating to harmful sexual behaviour, including sexual harassment, revenge porn, upskirting and taking/sharing intimate sexual photographs without consent, public sexual harassment, and unsolicited sexual language / attention / touching.
- The concepts/laws relating to sexual exploitation, abuse, grooming, stalking and forced marriage.
- The concept and laws relating to sexual violence, including rape and sexual assault. Whilst it's important for students to understand the key principles around sexual offences and violence, for example the importance of understanding what consent means, **we do not teach about this in any sexually explicit way before Y9.**
- the physical and emotional damage which can be caused by female genital mutilation (FGM), virginity testing and hymenoplasty, where to find support, and the law around these areas. This should include that it is a criminal offence to perform or assist in the performance of FGM, virginity testing or hymenoplasty, or fail to protect a person under 16 for whom someone is responsible from FGM, or to take girls who are UK nationals abroad for FGM, regardless of whether it is lawful

in that country. **This is not taught before Y9**, (except if have identified a greater risk of FGM at an earlier age or have students who have been affected by FGM and need support)

- the concepts and laws relating to domestic abuse including controlling or coercive behaviour, emotional, sexual, economic or physical abuse/violent or threatening behaviour. **(Not before Y9)**.
- how to seek support for worrying or abusive behaviour in themselves or others, including information on where to report abuse.

### **Intimate and sexual relationships, including sexual health**

As per national guidance, **Explicit discussion of the details of sexual acts** is not taught before Y9 but may take place insofar as it is necessary to teach the topics below.

#### **Students should know:**

- the law about the age of consent, that they have a choice about whether to have sex, that many young people wait until they are older, and that people of all ages can enjoy intimate and romantic relationships without sex.
- about sexual consent and their capacity to give or withhold consent at any time, even if initially given, as well as the considerations that people might consider prior to sexual activity, e.g. the law, faith and family values.
- 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.
- That some sexual behaviours can be harmful and that there are a range of strategies for identifying, resisting and understanding sexual pressure, including from peers, and how to avoid putting sexual pressure on others.
- the facts about the full range of contraceptive choices, efficacy and options available.
- that there are choices in relation to pregnancy. Students should be given medically and legally accurate and 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.
- 8. about the prevalence of 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 people to take risks in their sexual behaviour.
- how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment

At FSG we strongly believe that there is a balance to be struck in all things. A central tenet of our school vision and ethos is that 'we are more than our grades' and that our curriculum should balance intellect **and** character. Work hard, play hard etc.

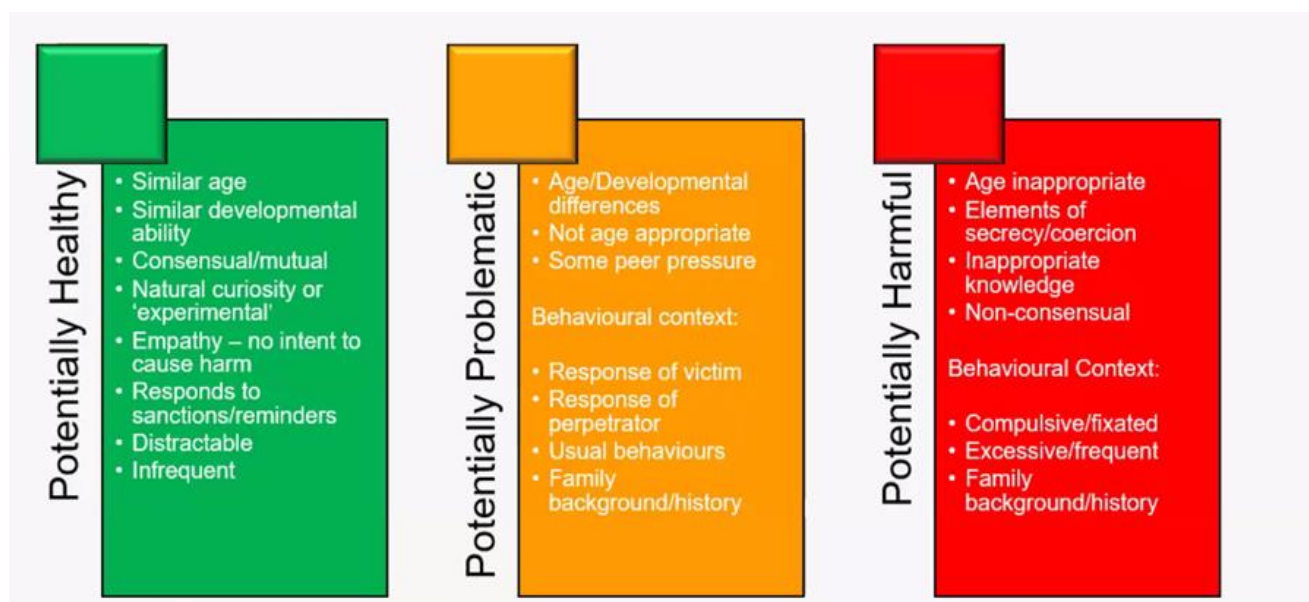
Within our RSHE policy we extend that sense of balance to make sure that students are aware of the risks and dangers, and of what healthy looks like, but we also feel we must balance some of that very fearful messaging to ensure that students leave us mentally well and not paranoid, but aware of all that could befall them when they go out on a first date. For most of us those are joyful events with funny stories attached. Similarly whilst this is clearly a Girls school, many have brothers and fathers, male friends and family. It is important, clearly, to foster respectful relationships between boys and girls but equally it is incumbent on us to ensure there is a balanced message and that girls are not fearful of all boys/all men. Schools should be alive to issues such as everyday sexism (and how that might work both ways), misogyny, homophobia and sex stereotypes, and should take

action to build a culture where any occurrences are identified and tackled. Staff have an important role to play in modelling positive behaviours and avoiding language that might perpetuate harmful stereotypes. Students should understand the importance of challenging harmful beliefs and attitudes and should understand that sexism and misogyny can be linked to violence against women and girls but we must also address that our teenage boys may face many struggle themselves.

### Healthy and age appropriate sexual behaviour - a guide



### Healthy, problematic and potentially harmful sexual relationships - a guide



### Equality

Schools are required to comply with relevant requirements of the Equality Act 2010, including the Public sector equality duty (PSED) (s.149), when teaching RSHE. Schools must ensure topics in RSHE are taught in a way which does not discriminate against students or amount to harassment.

Students should learn about the law relating to the protected characteristics by the end of their secondary education. The protected characteristics are age, disability, gender reassignment, sexual orientation, marriage or civil partnership, pregnancy and maternity, race, religion or belief, and sex

**The below is a direct lift from national guidance.**

### **Lesbian, Gay, Bisexual and Transgender content**

Students should understand the importance of equality and respect and should learn about the protected characteristics, including sexual orientation and gender reassignment, by the end of their secondary education.

### **Sexual orientation**

At secondary, there should be an equal opportunity to explore the features of stable and healthy same-sex relationships, and secondary schools should ensure that this content is integrated into RSHE programmes of study rather than delivered as a standalone unit or lesson

### **Gender Reassignment**

Students should also be taught the law about gender reassignment. Schools should be clear that an individual must be 18 before they can legally reassign their gender. This means that a child's legal sex will always be the same as their biological sex and, at school, boys cannot be legally classified as girls or vice versa.

Schools should not teach about the broader concept of gender identity. Gender identity is a highly contested and complex subject. It is a sense a person may have of their own gender, whether male, female or a number of other categories. This may or may not be the same as their biological sex. Many people do not consider that they or others have a separate gender identity.

If asked about the topic of gender identity, schools should teach the facts about biological sex and not use any materials that present contested views as fact, including the view that gender is a spectrum. Material suggesting that someone's gender is determined by their interests or clothing choices should not be used as it risks leading students who do not comply with sex stereotypes to question their gender when they might not have done so otherwise. Where schools decide to use external resources, they should avoid materials that use cartoons or diagrams that oversimplify this complex concept or that could be interpreted as being aimed at younger children. All materials should be made available to parents on request.

Just as healthy relationships in life are inextricably linked to our physical health and mental wellbeing, so too is RSE related in school to the provision of health and well-being education. Therefore, at FSG we consider health and wellbeing education alongside RSE. The main aim is to support students to understand their changing bodies and their feelings, how to protect their own health and wellbeing, and when a physical or mental health issue requires attention.



## **Mental wellbeing**

### **Students should know:**

- how to talk about their emotions accurately and sensitively, using appropriate vocabulary.
- that happiness is linked to being connected to others. Students should be supported to understand what makes them feel lonely, while recognising that loneliness is for most people an inevitable part of life and is not something to be ashamed of
- how to recognise the early signs of mental wellbeing concerns.
- common types of mental ill health (e.g. anxiety and depression) including factual information about the prevalence and characteristics of more serious mental health conditions. Students should understand that worrying and feeling down are normal and affect everyone at different times and are not in themselves a sign of a mental health condition.
- 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.
- that gambling can lead to serious mental health harms, including anxiety, depression, and suicide, and that some gambling products are more likely to cause these harms than others.

## **Online safety and harms**

### **Students should know**

- about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
- 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, the impact of over-reliance on online relationships including social media.
- the risks related to online gambling and gambling content within gaming, including addiction and 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.
- About the prevalence of deepfakes, including videos and photos, how deepfakes can be used maliciously as well as for entertainment, the harms that can be caused by deepfakes and how to identify them.
- the risks of illegal behaviours online, including drug and knife supply or the sale of drugs online.
- the serious risks of viewing online content that promotes self-harm and suicide, including how to safely report this material and how to access support after viewing it.

## **Physical health and fitness**

### **Students should know:**

- the characteristics of a healthy lifestyle, including physical activity and maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health.
- factual information about the prevalence and characteristics of more serious health conditions.
- that physical activity can promote wellbeing and combat stress.
- the science relating to blood, organ and stem cell donation.

## **Healthy Eating**

### **Students should know:**

- how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.

## **Drugs, Alcohol and Tobacco and Vaping**

### **Students should know:**

- the facts about which drugs are illegal, the risks of taking illegal drugs, and potential health implications including the link to mental health.
- 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.
- the dangers of drugs which are prescribed but still present serious health risks.
- the facts about the multiple serious harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.
- the facts about the risks of nicotine and non-nicotine vaping, including potential harm to the developing adolescent brain.

## **Health Protection and Prevention**

### **Students should know:**

- about 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 interdental cleaning including healthy eating and regular checkups at the dentist.
- how and when to self-care for minor ailments, and the role of pharmacists as knowledgeable healthcare professionals.
- the benefits of regular self-examination and screening.
- the facts and science relating to immunisation, vaccination and antimicrobial resistance.
- the importance of sufficient good quality sleep for good health, the importance of screen-free time before bed and removing phones from the bedroom, and how a lack of sleep can affect weight, mood and ability to learn.
- How to navigate their local healthcare system: what a GP is, when to use A&E / minor injuries, accessing sexual health and family planning clinics, the role of local pharmacies.
- the importance of healthy behaviours before and during pregnancy, including pelvic floor health, information on miscarriage and pregnancy loss, and how to access care and support.

## **Personal safety**

- how to identify risk and manage personal safety in increasingly independent situations, including around roads, railways and water (including the water safety code), and in unfamiliar social or work settings (for example the first time a young person goes on holiday without their parents).
- how to recognise and manage peer influence in relation to risk taking behaviour and personal safety.
- facts and the law around carrying knives and knife crime

## **Basic First Aid**

### **Students should know:**

- basic treatment for common injuries.
- life-saving skills, including how to administer CPR.
- the purpose of defibrillators and when one might be needed.

## **Developing Bodies**

### **Students should know:**

- key facts about puberty, the changing adolescent body and menstrual wellbeing.
- the main changes that take place in males and females and the implications for emotional and physical health.
- about menstrual and gynaecological health, including what is an average period, period problems such as premenstrual syndrome, heavy menstrual bleeding, endometriosis, and polycystic ovary syndrome (PCOS), and when to seek help from healthcare professionals.
- the facts about reproductive health, including fertility and menopause, and the potential impact of lifestyle on fertility for men and women.

## **Organisation and Content**

The school specifically delivers SRE through its PSHE programme, Science and RE lessons and Focus Days at KS3 and KS4. There is support from professionals where appropriate. We use specialist teachers to deliver this content; science teachers for biological education and PSHE specialists for SRE themes. For focus days we often bring in outside agencies with specialist knowledge, such as school nursing teams to help support SRE education.

SRE lessons set within the wider context of the PSHE curriculum focus more on the emotional aspects of development & relationships, although the physical aspects of puberty and reproduction are also included. Science lessons are more concerned with the physical aspects of development and reproduction, although the importance of relationships is not forgotten.

Any SRE lesson may consider questions or issues that some students will find sensitive. Before embarking on these lessons ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson. When students ask questions, we aim to answer them honestly, within the ground rules established at the start of the sessions. When it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the students, the question may be dealt with individually at another time.

In some subjects it may be appropriate to discuss themes that inter-connect with SRE as part of our cross curricular approach to learning. Careful consideration will be given to the schemes of work, to ensure these themes are appropriate and prior warning will be given to students. These lessons will only be taught once sufficient SRE education has been undertaken at an age-appropriate level. These themes will typically be taught to KS4 students and above and may include examples such as:

- Texts in English Literature that explore adult themes such as consent;
- Plays in drama which may explore elements of sexual orientation;
- Study of the physical human form in art.

## **Inclusion**

### **Students with Special Needs**

We will ensure that all young people receive sex & relationship education and we will offer provision appropriate to the particular needs of all our students, taking specialist advice where necessary.

### **Sexual Identity and Sexual Orientation**

We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate questions and offer support. Young people, whatever their developing sexuality, need to feel that sex and relationship education is relevant to them.

### **Right of Withdrawal of Students from Sex Education ( Not Relationships Education)**

Some parents prefer to take the responsibility for aspects of this element of education. They have the right to withdraw their daughters from all or part of the sex education (except for those parts included in the statutory National Curriculum (i.e. in science lessons)) up to three terms before the child turns 16. After that the child can choose to receive Sex education rather than be withdrawn. We will make alternative arrangements in such cases but it is worth parents considering that information from lessons may well still be discussed amongst peers and that perhaps the teacher version may well be preferable – and more accurate. Parents are encouraged to discuss their decisions with staff at the earliest opportunity. Parents are welcome to review any Sex education resources the school uses.

### **Confidentiality, Controversial and Sensitive Issues**

Teachers cannot offer unconditional confidentiality but are not legally bound to inform parents of any disclosure. In a case where a teacher learns from an under 16-year-old that they are having, have had or are contemplating sexual intercourse:

- the young person will be persuaded, wherever possible, to talk to her parent and if necessary to seek medical advice;
- child protection issues will be considered and referred, if necessary, to the teacher responsible for Child Protection under the school's procedures;
- the young person will be properly counselled about contraception, including precise information about where young people can access contraception and advice services.

In any case where child protection procedures are followed, the teacher will ensure that the young person understands that if confidentiality has to be broken, they will be informed first. Health professionals in school are bound by their codes of conduct in a one-to-one situation with an individual student, but in a classroom situation, they must follow the school's confidentiality policy.

### **Monitoring and Evaluation of Sex and Relationship Education**

RSHE will be monitored on a regular basis by the Vice Principal with line management responsibility for PSHE and by Heads of PSHE and Science. Ofsted may, as part of any inspection, evaluate and comment on the school's RSHE policy, PSHE curriculum and delivery and our own safeguarding concerns may well highlight a need for additional focus on effort in specific areas.

### **Students who become pregnant**

In accordance with the Single Equality Scheme the school will always work to eliminate unlawful discrimination and harassment on the grounds of pregnancy and maternity.

The school has a statutory requirement to provide education for students on the register and this includes any student who may become pregnant.

Where possible, the full-time education of the student shall continue at the school up until the birth of the baby, unless the student is advised otherwise by a doctor. In this case, the school will require a medical certificate.

A pregnant student should see the HR Manager after the twelfth week of pregnancy, so that a Risk Assessment can be carried out, to ensure her health & safety in school.

For any period of absence, the school will set work at an appropriate level. The student may return to school after the pregnancy upon receipt of a doctor's certificate of fitness.

Under no circumstances will the school permit the infant to be brought onto the school premises.

### **Emergency Contraception**

The school nurses may, when appropriate, give advice about accessing emergency contraception.

The school will do its best to facilitate access to emergency contraception, when required and within the principles and ethos of this policy.

Child protection issues will be addressed via the DSL within the school.