

## **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**

The school is a selective grammar school for girls aged 11-18. Students come from the socially mixed urban and rural areas of the Folkestone & Hythe district and reflect the social, ethnic and religious natures of these areas.

RSE is lifelong learning about physical, sexual, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care for oneself and those closest to us. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

### **Principles and Values**

RSE should:

- 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 family commitment and love, respect and affection, knowledge and openness. Here family is a broad concept which includes a variety of types of family structure and acceptance of different approaches;
- encourage students and teachers to share and respect each other’s views and be aware of different approaches to sexual orientation;
- generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment;
- recognise that parents are the key people in teaching 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;
- be balanced to ensure that there is not an over-focus on risks 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 kisses and embraces and loves and relationships that will enrich us; partners that value us;
- 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.

## Aims

The aim of RSE is to provide **balanced** factual information about human reproduction, together with consideration of the much broader emotional, ethical, religious, and moral dimensions of relationships.

Our RSE programme aims to prepare students for an adult life in which they can:

- develop positive values and a moral framework that will guide their decisions, judgements and behaviour;
- 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;
- 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 uninvited/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). In total therefore there are now some 18 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/>;
- introduced self defence classes for students in Years 7 & 8 as part of our FSGBacc programme and provided intensive one day workshops for students in year 13. These focus on self-defence, de-escalation and situational awareness;
- 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.

## **RSE 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.
- 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**

#### **Students 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**

#### **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 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**

#### **Students 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).
- how to report incidents of sexual harassment or violence including that which may occur online

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

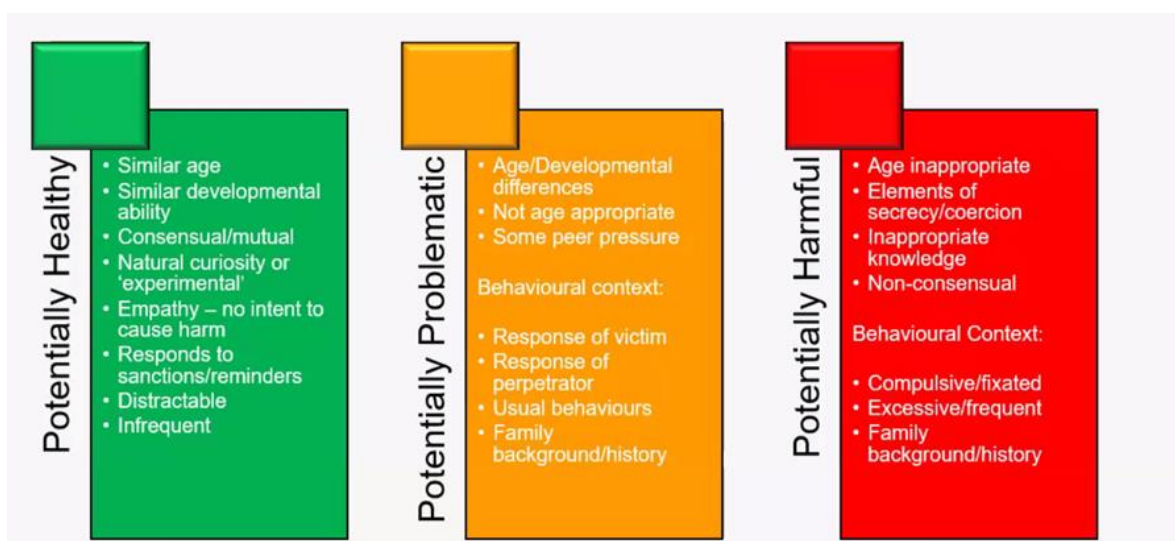
#### **Students should know:**

- 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.
- 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 regard 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.

## Healthy and age appropriate sexual behaviour - a guide



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



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 SRE.

### 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.
- 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.

## **Internet safety and harms**

### **Students should know**

- 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 14 Eating disorders and extreme weight loss are a specialised area and schools should use qualified support or advice as needed. Schools may consider accessing support from the NHS or local specialist services who may be able to provide advice and CPD for teachers. 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.

## **Physical health and fitness**

### **Students should know:**

- 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 cardiovascular ill-health.
- about 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**

### **Students should know:**

- 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.

## **Health 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 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.

### **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.
- 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.

### **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**

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 and relationship 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 RSE 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. Parents are encouraged to discuss their decisions with staff at the earliest opportunity. Parents are welcome to review any RSHE 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 or 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**

RSE 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 is required to evaluate and report on spiritual, moral, social and cultural development of students. This includes evaluating and commenting on the school's RSHE policy and on support and staff development, training and delivery.



### **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 Personnel 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.