



Beverley School

Policy for Relationships, Sex and Health Education

Reviewed..... November 2021
Reviewed by governorsNovember 2021
To be reviewedNovember 2023

1. Background

The UK government has passed The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 made under sections 34 and 35 of the Children and Social Work Act 2017, which made Relationships Education compulsory for all students receiving primary education and Relationships And Sex Education (RSE) compulsory for all students receiving secondary education. These Regulations also made Health Education compulsory in all schools except Independent Schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools.

The Department for Education (DfE) also published guidance as to the content of the Relationship Education, RSE Education and Health Education.

The effect of this legislation is that from September 2020, all state-funded secondary schools will have to deliver two new subjects “Relationships and Sex Education (RSE)” and “Health Education”. These subjects should sit within a wider framework of Personal, Social, Health Education, which has been described by the Chief Medical Officer as a bridge between health and education ^{1, 2}.

High quality, evidence-based and stage-appropriate teaching of these subjects can help prepare students for the opportunities, responsibilities and experiences of adult life. They can also enable schools to promote the spiritual, moral, social, cultural, mental and physical development of students, at school and in society.

Although these are important educational subjects in their own right, research evidence ⁽³⁻⁶⁾ suggests that learning about relationships and health promotes well-being and can also improve academic attainment.

These subjects represent a huge opportunity to help children and young people develop knowledge and attributes to support their own, and others’, well-being and attainment and help them to become successful, and happy adults, who make a meaningful contribution to society. In our Primary department, school can decide whether they also teach ‘Sex Education’ in addition to that already being addressed as part of the National Curriculum, Science and lessons within the secondary department should build on this as appropriate.

2. Aims of the RSE and Health Education Policy

The aim of relationships and sex education at our school is to help students develop self-respect, confidence and empathy. Students will learn about what makes healthy relationships, in a way that is stage appropriate and sensitive to their faith.

RSE provides a framework in which sensitive discussions can take place. Students will learn about puberty, and give them an understanding of sexual development, and the importance of health and hygiene. They will also learn about what makes healthy relationships, including family relationships and friendships, on and offline; in

a way that is stage appropriate and sensitive to their faith. This will include online relationships, and how to seek help if they feel unsafe. Teaching will respect the diversity of families and faith in our community.

Young people's learning about RSE, is mutually supportive of, and contributes to, learning about Health Education, which includes physical health and mental well-being. Physical health and mental well-being are interlinked, and it is important that students understand that good physical health contributes to good mental well-being.

The aim of teaching students about physical health and mental well-being is to give them the information that they need to make good decisions about their own health and well-being, promote students' ability to regulate their emotions and to reduce stigma attached to mental health issues. Pupil's learning in RSE and Health Education will support the wider work of the school in helping to foster pupil well-being, develop resilience and character that we know are fundamental to students being happy, successful and productive members of society.

3. Statutory Requirements

RSE is compulsory in secondary stage delivery from September 2020, so all students must take part in these lessons.

Health Education is also statutory and focuses on learning about the characteristics of good physical health and mental well-being and the relationship between good physical health and good mental well-being.

Parents have the right to withdraw their children from lessons on sexual intimacy, sexualised behaviour and sexual health.

4. Delivery of Relationships and Sex Education

Relationships and Sex Education will be inclusive for all students, sensitive to all family and faith backgrounds and students' own identities. It will be respectful of all protected characteristics under the Equality Act 2010. Protected characteristics are age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity.

Across all stages, students will be supported to develop the following skills as appropriate to their age:

- Communication skills
- Forming positive relationships including self-respect as well as respect and empathy for others
- Recognising and assessing potential risks
- Assertiveness and managing conflict and difficult emotions

These skills are taught within the context of family life and friendships, in an age appropriate way. The school environment will reflect, value and celebrate the diversity of friendships and relationships. Lessons will be delivered by school staff and outside agencies where appropriate.

We will answer any questions in a way that is sensitive to children's family and faith backgrounds, appropriate to their age and understanding, and consistent with the relationships education policy and scheme of work.

The Department for Education (DfE) has set out guidance on what students must learn within this curriculum area, under a series of themes. Some themes will recur throughout school while others will be taught in the most appropriate stage. The three core themes at Beverley School are Relationships, Living in the Wider World and Health & Wellbeing.

5. Parents' right to withdraw their children from lessons

Parents have the right to withdraw their child from the sex education components of RSE. That means the lessons that cover physical aspects of sexual development and intimate relationships, and sexual health. The process for requesting withdrawal is as follows:

1. Requests for withdrawal by parents should be put in writing and addressed to the head teacher.
2. Once the head teacher has received the request, the head teacher will contact the parents to discuss the benefits of receiving this important education and any detrimental effects that withdrawal might have on the pupil. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher (although the detrimental effects may be mitigated if the parents propose to deliver sex education to their child at home instead).
3. Once those discussions have taken place, except in exceptional circumstances, the school will respect the parents' request to withdraw the pupil.
4. A copy of withdrawal requests will be placed in the pupil's file.
5. Alternative work will be given to students who are withdrawn from sex education.

Parents have the right to withdraw their child from sex education, up to and until three terms before the child turns 16. After that point, if the pupil wishes to receive sex education rather than be withdrawn, the school will make arrangements to provide the pupil with sex education during one of those terms.

There is no right to withdraw from other parts of Relationships and Sex Education or Health Education.

6. References

- 1 Annual Report of Chief Medical Officer 2012 Our Children Deserve Better: Prevention Pays
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/255237/2901304_CMO_complete_low_res_accessible.pdf
- 2 Hayman J. (2016) *Personal, social, health and economic education: the bridge between public health and education* International Journal of Health Promotion and Education (pp157 – 161) Vol 54 – Issue 4
<https://www.tandfonline.com/doi/abs/10.1080/14635240.2015.1111770>
- 3 The link between pupil health and well-being and attainment Public Health England / National Association of Headteachers (2014) Ref 2014491
<https://www.gov.uk/government/publications/the-link-between-pupil-health-and-wellbeing-and-attainment>
- 4 Literature Review Evaluating the Impact of PSHE on Students' Health, Well-being and Academic Attainment (2017) Pro Bono Economics
<https://www.probonoeconomics.com/sites/default/files/files/PSHE%20Evidence%20Review%202017.PDF>
- 5 A curriculum for life: The case for statutory Personal, Social, Health and Economic (PSHE) education (2017) The PSHE Association
<https://www.pshe-association.org.uk/system/files/Curriculum%20for%20life%20December%202017%2012.06%2019%20Dec.pdf>
- 6 Gutman L.M. and Vorhaus J. (2012) *The Impact of Pupil Behaviour and Well-being on Educational Outcomes* Institute of Education, University of London Research Report DfE RR-253
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/219638/DFE-RR253.pdf
- 7 Kirby D, Emerging Answers 2007: Research Findings on Programs to Reduce Teen Pregnancy and Sexually Transmitted Diseases (Washington DC: National Campaign to Prevent Teen and Unplanned Pregnancy, 2007).
- 8 Department for Education and Skills, Teenage Pregnancy Next Steps: Guidance for Local Authorities and Primary Care Trusts on Effective Delivery of Local Strategies (London: Department for Education and Skills, 2006).
- 9 Trenholm C et al, Impacts of Four Title V, Section 510 Abstinence Education Programs. Executive Summary (Princeton: Mathematica Policy Research, 2007).

