

Connaught School for Girls



HRSE Policy

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Introduction

This policy covers our school's approach to Healthy Relationships and Sex Education and the way that this is delivered at Connaught school for girls. Appendix 1 outlines the programme of study within CCPSHE. It should be recognised that Healthy Relationships and Sex Education is not isolated to CCPSHE and is part of the wider development of the student and throughout the school involves other staff, in particular the school safeguarding lead and the pastoral staff. Appendix 2 explores the key aspect of an equalities charter which informs a whole school approach to equalities and this supports the delivery of HRSE. It was produced by the head of CCPSHE through consultation with all relevant stakeholders including teachers and support staff, SENCO, parents, school governors, students and recognised trade unions.

Terminology

HRSE - Healthy Relationships and Sex Education

CCPSHE - Citizenship, Careers, Personal, social, health education

BGM - black and global majority

LGBT+ Lesbian, gay, bisexual, transgender +

SEND - special educational needs and disabled

PSED - Public Sector Equality Duty

Usualise - to acknowledge and include all groups in everyday teaching lessons as opposed to isolated lessons

Aims

The aims of Healthy relationship and sex education (HRSE) and this policy are to:

- Provide a framework in which sensitive discussions can take place
- To recognise that relationships and the understanding of diverse relationships, takes place throughout the curriculum
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy, especially those who are LGBT+, BGM and those with SEND
- Create a positive culture around issues of sexuality and relationships
- Assist students with the emotional literacy in order to describe themselves, their bodies and their sexuality
- To recognise that HRSE is part of the wider development of a student's education.

Definition of HRSE

HRSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

HRSE involves a combination of sharing information, and exploring issues and values.

HRSE is not about the promotion of sexual activity, more, that it normalises sexual activity as part of healthy human relationships.

Rationale and ethos

We believe Healthy Relationships and Sex Education is important for our students and our school because every student deserves as a basic human right to the entitlement to a fully inclusive education. The central role that relationships and sex education plays within a fully inclusive education helps to build on the ethos and values of the school. We believe that Healthy Relationships and Sex Education plays a key part in the broad and balanced curriculum and part of the wider development that is part of every child's learning experience at Connaught.

We view the partnership of home and school as vital in providing the context in which students at Connaught School for Girls are able to fully understand the way that healthy relationships develop. The support provided by parents and carers for young people to fully comprehend relationships and sex education is vital to a high quality delivery of Healthy Relationships and Sex Education. Disabled and LGBT+ students can often be victimised both in and out of school and we believe that an inclusive HRSE approach can play an important role in the safeguarding of children's basic human rights and equally support parents and carers. HRSE helps the school fulfil its schools aims. The aims are:

- All members of the school community feel safe
- There is mutual respect amongst all
- Self-discipline is expected
- Students are responsible for themselves and others
- Self-confidence is nurtured
- The achievements of all are celebrated
- There is a positive attitude towards everyone regardless of their personal characteristics
- Students are encouraged to achieve their very best and to become lifelong learners

- All achievements of women are promoted
- Everyone is encouraged to become active global citizens who are responsible for their environment.

We ensure HRSE is inclusive and meets the needs of all our students, including those with special educational needs and disabilities (SEND) by placing equalities at the heart of the delivery of HRSE. The delivery of HRSE is underpinned by the belief that students with recognised disabilities learn in a multitude of different ways and that HRSE lessons are opportunities for SEND students to thrive. It is also underpinned by the belief that every student may be disabled (SEND) and not recognised at that moment, as disabilities can exist but not be recognised. In addition, students can become disabled during their life, including at school. Therefore an inclusive experience of education is the aim of HRSE and its delivery. We accept the neurodiversity of all children and adults and the social model of disability at Connaught School for Girls and by teaching HRSE in this way we create an environment where all relationships, including sexual relationships, of disabled people are respected. Recognising that Black and SEND students are more likely to be excluded than other students and that a fully inclusive HRSE is part of an equalities approach which seeks to address this issue.

We ensure HRSE fosters race, gender and LGBT+ equality by recognising that all relationships and sexual relationships are usual, common and part of everyday life experiences and that this is respected in the environment created in the classroom and in the school as a whole. Through the delivery, resources, content and teaching of HRSE race, gender and LGBT+ equality is promoted. This is then extended further to extra curricular events such as Black History Month, International Women's Day and LGBT+ History Month. Through a non-discriminatory approach to all equalities we ensure that gender and LGBT+ equality is promoted. We believe that a fully inclusive HRSE programme of study and a whole school approach helps foster good mental health and well-being and benefits all within our school community. See also Appendix 2 for the equalities charter.

The intended outcomes of our programme are that students will:

- **know and understand** that healthy relationships, sex, sexual relationships, puberty, menopause and changes to the body and mind are part of life's experiences. That a healthy relationship is built on mutual trust and respect. That relationships, body parts and family life will be varied and is part of human Neurodiversity. That adults play an important role in a child's development during puberty and adolescence. How the law protects young people from exploitation and how the law impacts upon their life through choices they make. That consent is crucial to a healthy relationship.
- **understand they have a right** to be treated equally under the law and to be fully included in the HRSE programme of study. To be treated and educated in a non-discriminatory environment. To have access to free sanitary products. To feel safe and able to express themselves in a respectful manner about themselves and others.

- **understand they have a responsibility** to take their own health and well-being, including their relationships, seriously and are responsible for their choices and actions. To conduct themselves appropriately and treat others respectfully. To comply with school rules and expectations including those in HRSE lessons.

Develop the skills of:

- Recognising and assessing potential risks
- Assertiveness
- Seeking help and support when required
- Informed decision-making
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict
- Discussion and group work
- Reflection and self assessment
- emotional literacy and evaluative skills
- Communication, including how to manage changing relationships and emotions

Roles and responsibilities

The HRSE programme will be led and taught by the head of CCPSHE. It will be supported by the whole school community, including staff, students, governors and parents and carers. The governing board will hold the headteacher to account for the implementation of this policy. Teaching staff will receive HRSE training on all aspects of equalities within HRSE and any national curriculum updates in order to support pupils with their development and understanding of the relationships in their life, in particular those with protected characteristics.

Legislation (statutory regulations and guidance)

We are required to teach HRSE as part of our school commitment to a broad and balanced curriculum and school aims and this informs the ethos and principles of this policy. Current regulations and guidance from the Department for Education state that all secondary schools must deliver Relationships and Sex Education from 2020. Connaught School for Girls have a long standing tradition of providing this education for the students at this school and the updated regulations and guidance will be followed. The HRSE policy supports and complements the following policies:

- CCPSHE policy,
- safeguarding policy,

- ICT and acceptable user policy,
- PSED policy,
- accessibility policy,
- Anti-bullying policy,
- SEND policy

Documents that inform the school's RSE policy include:

- o Education Act (1996)
- o Learning and Skills Act (2000)
- o Education and Inspections Act (2006)
- o Equality Act (2010),
- o Supplementary Guidance SRE for the 21st century (2014)
- o Keeping children safe in education – Statutory safeguarding guidance (2016)
- o Children and Social Work Act (2017)

Curriculum design

Our HRSE programme is an integral part of our whole school PSHE education provision and will, as a minimum cover:

- puberty
- menstruation
- menopause
- Body parts and body changes
- healthy and unhealthy relations
- Consent
- Conception and contraception
- sexually-transmitted infections
- Anonymous questions
- Signposting services such as local health centres and the school nurse

Our HRSE programme is inclusive of all students and all abilities. We will ensure HRSE is matched to the needs of our students by understanding the complex needs of all students and using a variety of teaching strategies to meet those needs. Our HRSE programme will be planned and delivered through CCPSHE lessons. Links will be made to other area such as CSE, FGM, honour-based violence and forced marriages.

Our HRSE programme will be taught through a range of teaching methods and interactive activities, including:

- Group and paired work
- Questioning
- Card sorts

- Use of ICT
- Use of films

Lessons will be differentiated by activities and a range of assessments methods. This will complement the belief that all students learn in a variety of ways and therefore will be assessed in a number of ways to ensure students have access and ownership over the HRSE learning process. High quality resources will support our HRSE provision and will be regularly reviewed by the head of CCPSHE. Selected resources, such as use of ICT, books and film clips will be used which support and promote understanding within a values context and underpin the delivery of HRSE.

Learning about Healthy Relationships and Sex Education in PSHE education

Lessons will link to and complement learning in particular in aspects of PSHE and citizenship. In addition it will cover all aspects of the school curriculum in number of different ways, such as assemblies on FGM and forced marriages and in lessons, for example looking at literacy and the media, which links with English and ICT. Students will be encouraged to reflect on their own learning and progress by reflecting upon what they have learned and how they have learned. Assessment in HRSE will take the approach that assessment is an ongoing process which requires both students and teachers to reflect upon the learning in lessons. An overview of the learning in each year group can be found in Appendix 1.

Safe and Effective practice

We will ensure a safe learning environment by establishing ground rules for lessons in HRSE. Teachers and pupils will agree ground rules by discussing and agreeing in the first lesson, what rules are needed for a safe and mutually respectful learning environment. This will include the roles and responsibilities of the teacher. Distancing techniques such as giving advice to peers, magazine reviews, role play are used because they enable students to depersonalise themselves from the situation and remove the emotional attachment to an issue. Students' questions will be answered by the teacher.

Sensitive issues will be handled by the teacher through a range of strategies which enable a safe and secure learning environment, for example using the phrase 'someone I know' in order to avoid naming people. Pupils will be able to raise questions anonymously through lessons where 'anonymous questions' are asked and then answered by the teacher. Any questions which are difficult to answer will be deferred. We recognise that HRSE will raise controversial issues. The aim of the safe practice is to enable an open, honest learning environment, in which discussion is not shut down, and is explored fully in a respectful manner. All staff teaching HRSE will be supported by regular training to keep up to date with knowledge and any changes.

Safeguarding

Teachers are aware that effective HRSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue and teachers are expected to follow the school's safeguarding procedures to support both themselves and the students. Teachers will consult with the Designated Safeguarding Lead and in his /her absence their deputy where they believe a child protection issue has arisen.

Visitors and external agencies which support the delivery of HRSE will be required to follow the school safeguard protocols and procedures. The protocol for inviting visitors into lessons is for teachers to complete the school yellow form for approval before visitors can attend.

Engaging stakeholders

Parents and carers will be informed about the policy through the school handbook and school website. In its initial launch the school will hold a consultation evening with parents and carers. The policy will be available to parents through the school website and on requests from the school office or the chair of governors. We are committed to working with parents and carers by inviting them to book appointments to discuss with the headteacher and the head of CCPSHE to discuss any aspect of the school policy and delivery of RSE, including resources and materials.

As part of our whole school approach to HRSE, Parent Information sessions and opportunities for parents to view the materials and resources used will be encouraged through Time for us sessions, parents evenings and with appointments with the headteacher and the head of CCPSHE. We will notify parents when Relationships and Sex Education will be taught, by publishing this policy on the school website and updating any changes to legislation and guidance.

Parents have the right to withdraw their children from the non-statutory/non-science components of HRSE. Requests for withdrawal should be put in writing and addressed to the headteacher. A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents before taking appropriate action. This may include in exceptional circumstances not granting the request. Requests can be granted up to and until three months terms before a child turns 16. After this point, if the child wishes to receive sex education, the school will make arrangements to provide that student with sex education Alternative work will be given to pupils who are withdrawn from HRSE.

Governors will be informed of the HRSE policy and curriculum through regular updates with the headteacher via governing body meetings and through meetings with the head of

CCPSHE at curriculum committee meetings. Student Voice will be used to review and tailor our HRSE programme to match the different needs of pupils in order to determine the direction in which HRSE is delivered and how best to meet the needs of all students.

Monitoring, reporting and evaluation

Teachers will critically reflect on their work in delivering HRSE through regular reflections of lessons and annual assessments and evaluations as well as an assessment of this HRSE policy. Students will also have opportunities to review and reflect on their learning during lessons as part of good quality teaching practice. Pupil voice will be influential in adapting and amending planned learning activities for example through anonymous questions and identifying what next steps are required.

This policy will be monitored and equalities impact assessed in regards to the Equality Act 2010. It will be assessed in relation to both staff and students, as well as school governors.

This will ensure the school identifies any measures it needs to take to meet its commitment to the PSED policy.

This policy has been workload impact assessed and there is an expectation that in its initial phase there may be an increase in additional hours worked as teachers up date knowledge, resources and other requirements, such as training for the delivery of this policy. Staff will be encouraged to balance other commitments against any increase in workload. A workload evaluation will be carried out with a review of this policy.

Appendix 1 HRSE overview and scheme of work

Year 7	Lesson title	intentions and outcomes
Lesson 1	Changes in puberty	<p>Learning Intention To recognise the physical and emotional changes that take place in puberty</p> <p>Learning Outcomes</p> <ul style="list-style-type: none"> • To know about male and female body parts • To know what physical and emotional changes take place during puberty
Lesson 2	Managing feelings	<p>Learning Intention To consider how feelings change during puberty and how to manage them</p> <p>Learning Outcomes</p> <ul style="list-style-type: none"> • Identify feelings which can occur during puberty • Consider how to manage feelings and experiences
Lesson 3	Getting Help and Support	<p>Learning Intention To explore how young people can manage the changes and experiences during puberty in a positive way.</p> <p>Learning Outcomes</p> <ul style="list-style-type: none"> • To consider where to get help and support during puberty • To practice giving advice about puberty experiences

Year 8	Lesson	intentions and outcomes
Lesson 1	Talking about sex and relationships	<p>Learning Intention To recognise and consider the importance of relationships</p> <p>Learning Outcomes</p> <p>Know there are different kinds of relationships, including sexual relationships.</p> <p>Consider what makes a positive relationship.</p>
Lesson 2	Conception	<p>Learning Intention To understand the process of conception.</p> <p>Learning Outcomes</p> <p>Understand how conception occurs To consider stages in a relationship before conception occurs.</p>
Lesson 3	Contraception	<p>Learning Intention To understand and explore information about contraception.</p> <p>Learning Outcomes</p> <p>Identify a range of contraceptive methods. Become aware of the consequences of unprotected sex.</p>

Year 9	Lesson title	Learning intentions and outcomes
Lesson 1	Recognising and managing	<p>Learning Intention To recognise and manage risk and make safer choices about healthy lifestyles.</p> <p>Learning Outcomes Understand the importance of a responsible attitude to sexual behaviour Understand some of the myths and facts about sexual activity Understand the concept of positive sexual health.</p>
Lesson 2	Contraceptives & STIs	<p>Learning Intention To consider some contraceptive options and whether they protect against STIs.</p> <p>Learning Outcomes Recognise different STIs</p> <p>Know about different kinds of contraceptives Considered contraceptive options for young people Recognise risk and make safer choices.</p>
Lesson 3	Condoms & STIs	<p>Learning Intention To consider how condoms protect against pregnancy and some STIs.</p> <p>Learning Outcomes Know how a condom works and how to use it Know how a condom can protect from pregnancy and STIs To have some knowledge about different STIs and how they are transmitted.</p>

Year 10	Lesson title	Objectives and intentions
Lesson 1	Relationships, body image and self-esteem	<p>Learning Intention To consider the effect self- esteem, including body image, has on relationships.</p> <p>Learning Outcomes Consider how media images of men and women affect self- esteem</p> <p>Consider how self- esteem can influence relationships</p> <p>Consider the effects of homophobia</p>
Lesson 2	Negotiation skills	<p>Learning Intention To consider and practice assertiveness and negotiation skills in the context of sexual relationships.</p> <p>Learning Outcomes Consider different factors that can affect sexual health Practice assertiveness and negotiation skills.</p> <p>Consider the effect drugs and alcohol has on decision making</p>
Lesson 3	Accessing sexual health services	<p>Learning Intention To seek professional advice confidently</p> <p>Learning Outcomes Know what services exist locally and nationally</p> <p>Consider and practice the kinds of skills needed to access services</p>

Year 11	Lesson title	Objectives and intentions
Lesson 1	Safer sex	<p>Learning Intention To consider the issues involved in making sex safe</p> <p>Learning Outcomes Consider physical, emotional and social factors involved in safer sex</p> <p>Identify barriers to practising safer sex</p>
Lesson 2	Choices and decisions	<p>Learning Intention To examine the issues raised by unintended pregnancy and how to get help</p> <p>Learning Outcomes Consider the consequences of unprotected sex</p> <p>Know what services exist locally and nationally</p>
Lesson 3 and 4	Personal Safety and Parenting	<p>Learning Intention To consider the difference between positive and negative sexual relationships</p> <p>Learning Outcomes Identify positive and negative sexual relationships Explore what is appropriate and inappropriate behaviour in sex and relationships Identify when someone might be vulnerable in a relationship and how they might get support</p> <p>Learning Intention To consider the role and responsibilities of a parent and what makes a good parent</p> <p>Learning Outcomes</p>

		<p>Understand the complex range of needs a young child has</p> <p>Understand how being a parent changes a person's lifestyle</p>
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Appendix 2

Equalities charter

This charter has been designed to support the inclusive school approach adopted by Connaught school for girls. This approach supports the delivery of RSE and assists the lead for CCPSHE in the assessment and evaluation of this policy.

Aims

For all members of the school body to have a right to feel safe and protected in school environment regardless of sexual orientation, race, disability or gender identity.

All members of the school body to feel empowered to be open about their sexual orientation, race, disability and/or their gender identity without fear of bullying or ridicule from other students or staff.

For BGM, SEND and LGBT+ students to be loved, embraced and understood.

As a school to acknowledge that BGM, SEND, gender and LGBT+ oppression is contrary to the values of an inclusive education.

To actively encourage and promote the visibility of BGM, SEND and LGBT+ students and staff and develop a sense of pride in BGM, SEND and LGBT+ identities.

To place LGBT+ discrimination and bullying on the same footing as racism, sexism and disability discrimination and to encourage students and staff to link an understanding of LGBT+ oppression with other forms of oppression in the recording of incidents of homophobic and transphobic bullying.

For the school to use inclusive language especially for SEND, BGM,, trans and non-binary students and teachers.

To commit to challenging racial, disability, sexuality and gender stereotypes across the curriculum.

To promote equality without parameters and respect all the protected characteristics of the equality act 2010.

To have positive BGM, SEND, gender and LGBT+ statements in school policies, including trans inclusion policy, equality policy and anti-bullying policy.

In the curriculum

Anti racism, disability and LGBT+ training as part of INSET and staff training.

Make LGBT+ history month an annual event in February.

To make links with LGBT+ oppression in Black history month in October, Islamophobia awareness month in November, International women's day in March and trans day of visibility and trans day of remembrance.

To make explicit, compulsory BGM, SEND and LGBT+ inclusive relationship education.

Carry out an annual review of curriculum mapping for LGBT+ and all other equalities issues, such as racism, sexism and disability discrimination, to create a consciously diverse curriculum and celebrate human diversity.

For school curriculum leaders to be supported and responsible for embedding disability, anti-racism and LGBT+ issues into the curriculum.

For RSE for all year groups to make compulsory reference to BGM, SEND and LGBT+ issues and to highlight that trans/non-binary bodies can be seen positively.

To usualise the everyday existence of disabled and LGBT+ people through referencing them across all subjects in the curriculum.

Practical steps the school will take

School policy provision for BGM, SEND and LGBT+ student groups - a compulsory part of school policy.

Compulsory assemblies for anti racism, Disability, gender and LGBT+ issues.

To use positive images of BGM, SEND, and LGBT+ students in material used in school and by the school in a public context to usualise the existence of disabled and LGBT+ people.

To share and take on board good anti racist, gender, disability and LGBT+ practice both locally and nationally.

