

St Martin-in-the-Fields High
School for Girls

A CHURCH OF ENGLAND ACADEMY
Faith, Hope and Love



**RELATIONSHIP
AND SEX
EDUCATION
(RSHE) AND
HEALTH
EDUCATION**

Relationships and Sex Education Policy

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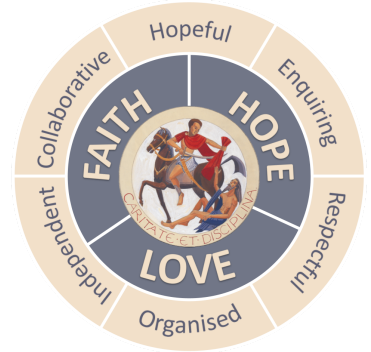
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1. Introduction- School Ethos and Vision

ST MARTIN-IN-THE-FIELDS HIGH SCHOOL FOR GIRLS RELATIONSHIP SEX AND HEALTH EDUCATION

Approved:

To be reviewed: 2024



Our Vision

And now these three remain: faith, hope and love. And the greatest of these is love.
1 Corinthians 13:13

Inspired by our motto “Caritate et Disciplina”, our vision is to create a safe, caring, happy and inclusive community underpinned by our Christian values of **Faith, Hope and Love**. We want our students to flourish in faith and knowledge, developing their unique gifts and talents in the classroom, in the wider life of the school and beyond.

Our Ethos

We believe that reverence for God, respect for self, others and the environment is essential and we therefore dedicate our efforts towards fostering these virtues. Through our character education at St Martin’s, we will ensure our students are HEROIC: **Hopeful, Enquiring, Respectful, Organised, Independent and Collaborative**. Our students will fulfil their academic potential, but more than this, our students will develop the skills, competencies, personal qualities and characteristics that will help them to be successful in the future.

School Prayers

(traditional version)

Almighty and everlasting Father,
hear the prayers of this School,
founded by the church in the Fields
in the name of Thy servant Martin.

We praise Thee for all the opportunities
given to us in it, for both work and play.
We thank Thee for the wisdom of men and
women who have guided us since our foundation.

We pray for those who govern us now,
and for those who teach and for those who learn,
and for all those who serve our needs.

(contemporary version, said daily)

Dear God,
We thank you for your love and your promise to be
with us.

At school or work, at rest or play, help us to feel near
to you and hear your voice.

Inspired by your servant St. Martin’s example, may
we always show respect, encourage one another and
serve our community.

Help us to be aware of our talents, be enquiring and
independent.

Help each one of us to be like St. Martin, and serve
Thee by giving ourselves in service to others
So that we too come to find the joy and riches
that do not pass away.
Amen

May your gifts of faith, hope and love shine in us
today.
Amen

2. Aims:

As a Church of England School, we believe that all children are made in the image of God and loved by God unconditionally. As Christian educators we acknowledge that our role is to help each unique individual to fulfill their potential in all aspects of their personhood. Our aim is that all may flourish and have an abundant life in all aspects.

'Good schools foster confidence, delight and discipline in seeking wisdom, knowledge and truth, understanding, know-how and the skills needed to shape life well'.

(Church of England Vision for Education)

At St Martins-in-the-Fields High School for Girls' will cover the below:

- Knowing what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage and civil partnership.
- What is acceptable and unacceptable behaviour in relationships which will help students understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and how these situations can be managed;
- Developing intimate relationships and resisting pressure to have sex (nor to apply pressure to others);
- Sexual education, including consent, contraception, sexual health and support

St Martins-in-the-Fields High School for Girls' will provide clear progression from what is taught in Primary School and as students mature, extend teaching to include intimate relationships at an appropriate time. Students will also be taught about family relationships and friendships.

3. Statutory Guidance

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 make Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) for all pupils receiving secondary education.

4. Delivery of the Programme

Our Relationships Sex Education Programme is covered within our curriculum areas, where appropriate, and also forms a significant part of our Wellbeing programme to help students make informed and sensible choices around relationships, their sexual health and their wellbeing. We believe that every child matters and valuing, respecting and honouring the diversity of humanity that has been created by God is central to this. Our programme offers high quality, well resourced, evidence-based and age-appropriate teaching that helps pupils prepare for the opportunities, responsibilities and experiences of adult life as well as promoting spiritual, moral, social, cultural, mental and physical development of pupils both at school and in society.

The following themes will be taught:

- ***Relationships and Sex Education***
- ***Health and wellbeing***
- ***Living in the wider world***

Teaching will include sufficient, well-chosen opportunities and contexts for pupils to practice applying and embedding new knowledge so that it can be used skilfully and confidently in real life situations. St Martin-in-the-Fields High School will seek out support from external agencies to provide sessions with groups of students on key topics, such as LGBT, consent and sexual health, to provide students with the most up to date and specialist delivery possible.

The Head of Wellbeing will work closely with colleagues in related curriculum areas to ensure Relationships, Sex and Health education programmes complement each other to provide students with a robust education.

5. Differing Faiths and Religious Education

As a Church of England School, St Martin-in-the-Fields High School for Girls' works to ensure that an understanding of pupils' faith backgrounds and positive relationships between the school and local faith communities helps to create a constructive context for the teaching of RSHE. In planning the curriculum and delivering RSE content, the religious background of all students is taken into account in a faith-sensitive and inclusive way.

We understand and appreciate differences within and across the teachings of the faith and other communities the school serves. We afford dignity and worth to the views of pupils from the faith and other communities represented in the school as part of ensuring that the Equality Act of 2010 is applied in the school.

We ensure that all curriculum work and debate must be respectful to all groups, whether present or not present in the classroom. British values and the law, including respect for difference and rejection of hate crime is very clearly taught. Pupils must understand that a person's religious belief never justifies a display of hurtful behaviour or expressed hostility toward any individual.

Where views have been expressed that may increase the vulnerability of any individual or group within the class, the school is responsible to ensure the safety

and wellbeing of these vulnerable pupils and to fully address any prejudice related incident that may have occurred to prevent recurrence.

6. Assessment

Assessment in SRE uses the PSHE Association framework for guidance. Teachers use Assessment for Learning tools to assess students' knowledge and understanding based on learning objectives linked to the end of key stage statements for PSHE.

7. Monitoring and Evaluation

RSE and Health Education holds the same status as all mandatory curriculum subjects, including in the way it is managed, funded, resourced, assessed, recorded and reported.

The curriculum will be monitored termly through learning walks, curriculum review meetings and book looks. Feedback will also be gathered from multiple school 'stakeholders' including staff, parents and carers and most importantly, by listening to our young people. Their concerns and needs are the key driver for improvement.

The schemes of work will be evaluated termly by the Head of wellbeing. The curriculum will be amended to ensure it meets the needs of all learners, including responding to local trends and current affairs.

Student, Staff and Parental Involvement:

Student:

- Student voice will be taken termly with a focus on RSE and wellbeing lessons
- Student assessment quizzes are carried out at the end of each topic

Parent:

- The policy is available on the website and parents are encouraged to provide feedback to the school
- Parent workshops to inform them about the curriculum, its benefits for pupils and the schools' approaches to RSHE will be arranged
- Support will be provided to parents so that they are able to discuss issues raised in lessons at home

Staff:

- Staff voice is taken at the end of every term, focusing on RSE and wellbeing lessons
- Staff are provided with the policy to give them the opportunity to provide feedback

8. External agencies:

St Martin-in-the-Fields High School for Girls' is aware that working with external agencies will enhance the delivery of RSHE and bring their expertise or personal stories to enrich student's learning. Resources will be assessed by the curriculum leader beforehand who will ensure that the teaching delivered fits with the planned programme and that the content is age-appropriate and accessible for all pupils. These sessions will take place during wellbeing lessons.

The classroom teacher should always manage this learning, ensuring that learning objectives and outcomes have been agreed in advance. Teachers should always be present in the session to ensure the safety of the students is ensured by visitors and teachers by following the school's safeguarding policies.

. Confidentiality in RSE- Safeguarding Children

St Martin-in-the-Fields High School for Girls' recognises that at the heart of RSHE, the focus is on keeping children safe. Teachers are required to adhere to the Academy's policy on confidentiality between themselves. Students should be reassured that their best interests will be maintained. However, teachers cannot offer or guarantee absolute confidentiality. If confidentiality has to be broken, the student should be informed first and then supported, as appropriate. Teachers will recognise the importance of listening to the concerns of individual students. When discussing issues in the classroom any disclosures from students that indicate the student is at risk must be reported by the teacher to the Designated Safeguarding Lead (DSL) who will decide whether parents should be informed, and any other action taken. Class teachers will not directly inform parents of disclosures.

9. Right to be excused from sex education:

As stated in the DFE guidance: Relationships and Sex Education(RSE) and Health Education- Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers:

- Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of the statutory RSHE.
- Therefore, if a request is received from a parent/carer to excuse their child from sex education then:
- The Head Teacher, before granting any such request, will discuss the request with the parent and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum.
- Following the discussions, except in exceptional circumstances, the Headteacher will respect the parents' request to withdraw their child, up to and until three terms before the child turns 16 (at approximately 15 years old).
- After that point, if the child wishes to receive sex education rather than be withdrawn, St Martin-in-the-Fields should make arrangements in order for that to happen.
- The Headteacher will ensure that where a pupil is excused from sex education, the pupil will receive appropriate, purposeful education during the period of withdrawal.

