



Relationships, Sex and Health Education Policy

Approved by:	Draft	Date: Draft
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Last reviewed on:	09/2021
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Next review due by:	
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1. Aims

The aims of the Relationship, Sex and Health Education (RSHE) in our school are to:-

- Provide a framework in which sensitive discussions can take place
- 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
- Create a positive culture around issues of sexuality and relationships
- To develop pupils understanding of issues that may affect them and how to resolve or get help
- Teach pupils the correct vocabulary to describe themselves and their bodies

2. Statutory requirements

RSHE is a non-statutory subject, however there are aspects of it we are required to teach.

- We must teach health education under the same statutory guidance.
- We must teach Relationships and Sex Education (RSE) under the Children and Social Work Act 2017, in line with the terms set out in statutory guidance.

This policy also complies with the terms of our funding agreement.

3. Content, Curriculum and delivery

3.1 What we teach

- As stated above, we're required to cover the content for relationships and sex education and health education, as set out in the statutory guidance (linked to above).

3.2 How we teach it

- RSHE is taught in lower school once a week (60 minute discrete period) and for upper school twice a week (two twenty minute sessions via tutor). RSHE focuses on giving young people the information that they need to help them develop healthy, nurturing relationships of all kinds, including families, respectful relationships (including friendships), online and media, being safe and intimate and sexual relationships (including Sexual Health).

- These areas of learning are taught within the context of family life, taking care to ensure that there is no stigmatization of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents and foster parents/carers, amongst other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked after children or young carers).
- For more information about our RSHE curriculum, see Appendices 1 and 2.
- There are to British Values and these will be taught with reference to the RSHE lessons.
- Where it is appropriate to the key units being studied, there may be trips to Mosques, Synagogues, etc., however lessons will be supported by visitors to the school who will lead key assemblies or workshops.
- RSHE lessons will be delivered by teachers.
- All lessons have been differentiated to support all learners to gain access to the information provided. Additional support from LSAs in class will be provided for some pupils if required.
- How we will approach controversial topics or difficult questions from pupils, such as by ensuring teachers don't let their personal beliefs and attitudes influence teaching. All teachers will be given impartial guidance on the topics being covered and notes on how to deliver them.
- How teachers can raise any concerns about their ability to teach certain areas of the curriculum without letting their personal beliefs and attitudes affect them. All teaching staff will be able to raise any concerns regarding a topic and gain support in the delivery of the lesson.
- Any teaching methods or resources that will be used. Teachers will use PowerPoint presentations, question and answer sessions, quizzes, individual discussion and support through online resources/websites.
- Assessment will be through marking in line with the school's guidance on marking.
- The school will report progress to parents in reports via the tutor comment and at parents' evenings via verbal feedback. If parents require further information, then they will need to contact their son's/daughter's Head of Year.

4. Roles and responsibilities

4.1 The governing board

The governing board will approve the RSHE policy and hold the Headteacher to account for its implementation.

4.2 The Headteacher

The Headteacher is responsible for ensuring that RSHE is taught consistently across the school.

4.3 Staff

Staff are responsible for:-

- Delivering RSHE in a sensitive way;
- Modelling positive attitudes to RSHE;
- Monitoring progress;
- Responding to the needs of individual pupils.
- Mr J Hibben is the member of staff with whole school responsibility for RSHE.

4.4 Pupils

Pupils are expected to engage fully in RSHE and, when discussing issues related to RSHE, treat others with respect and sensitivity.

5. Monitoring arrangements

The delivery of RSHE is monitored by Mr J Hibben through monitoring arrangements, learning walks, observations, use of pupil voice feedback and through surveys of staff and pupils.

This policy will be reviewed by the curriculum committee annually. At every review, the policy will be approved by the governing board.

6. Links with other policies

This policy links to the following policies and procedures.

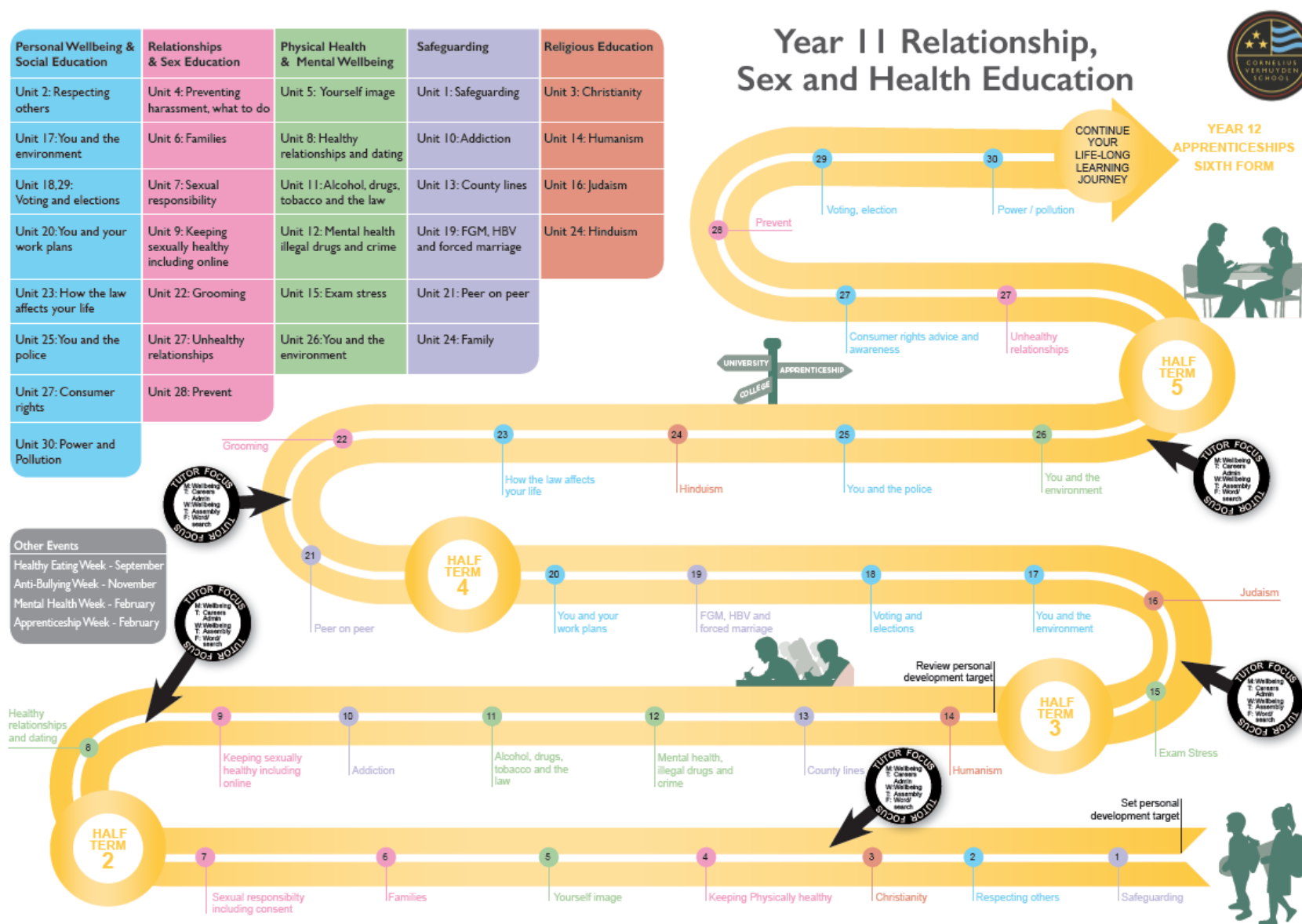
7. Parents' right to withdraw

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSHE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this. Requests for withdrawal should be put in writing, using the form found in Appendix 3 of this policy, 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 and take appropriate action. Alternative work will be given to pupils who are withdrawn from sex education.

8. Training

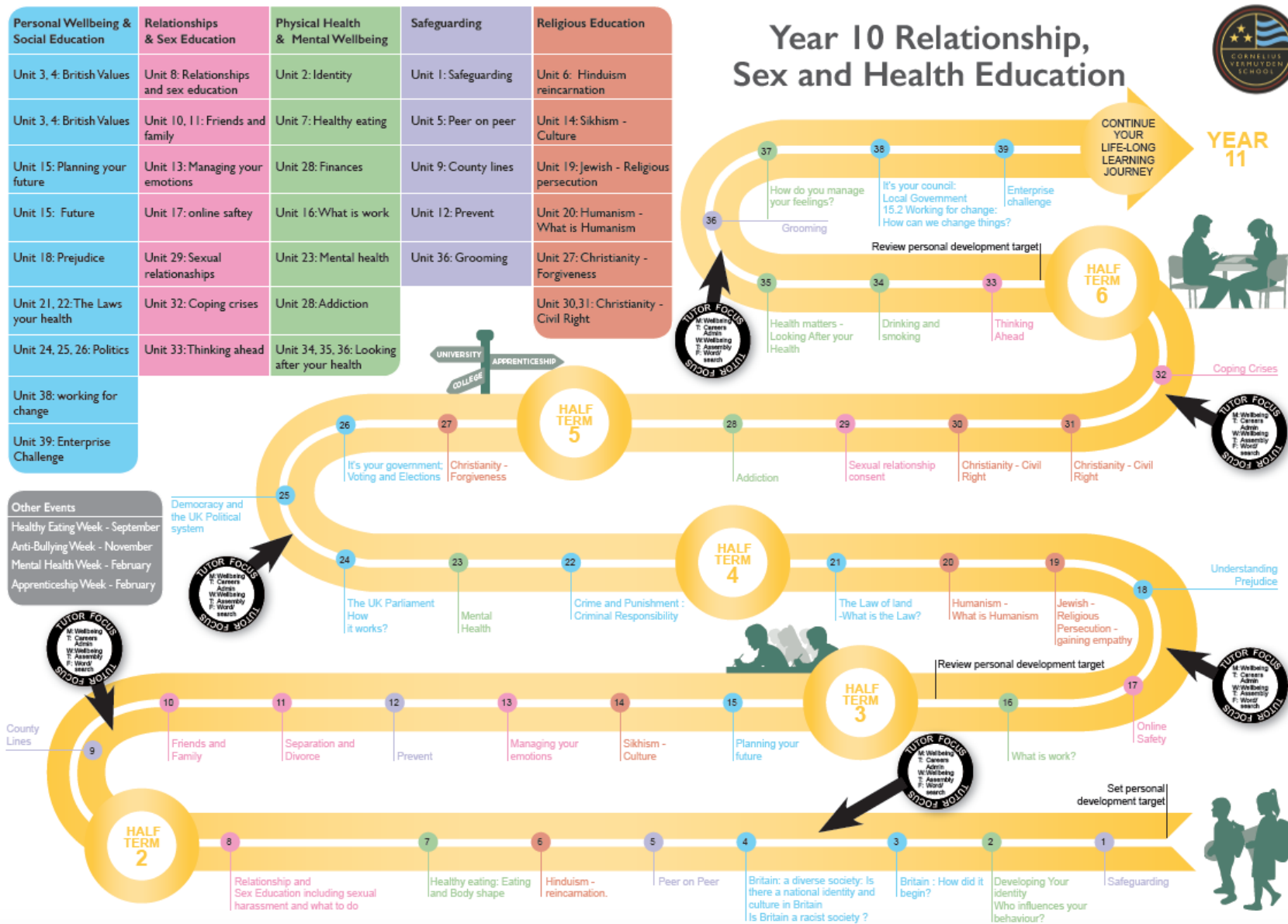
Staff are trained on the delivery of RSHE as part of their induction and it is included in our continuing professional development calendar. The Headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSHE.

Appendix I: Curriculum maps Relationships, Sex and Health Education



Personal Wellbeing & Social Education	Relationships & Sex Education	Physical Health & Mental Wellbeing	Safeguarding	Religious Education
Unit 3, 4: British Values	Unit 8: Relationships and sex education	Unit 2: Identity	Unit 1: Safeguarding	Unit 6: Hinduism reincarnation
Unit 3, 4: British Values	Unit 10, 11: Friends and family	Unit 7: Healthy eating	Unit 5: Peer on peer	Unit 14: Sikhism - Culture
Unit 15: Planning your future	Unit 13: Managing your emotions	Unit 28: Finances	Unit 9: County lines	Unit 19: Jewish - Religious persecution
Unit 15: Future	Unit 17: online safety	Unit 16: What is work	Unit 12: Prevent	Unit 20: Humanism - What is Humanism
Unit 18: Prejudice	Unit 29: Sexual relationships	Unit 23: Mental health	Unit 36: Grooming	Unit 27: Christianity - Forgiveness
Unit 21, 22: The Laws your health	Unit 32: Coping crises	Unit 28: Addiction		Unit 30, 31: Christianity - Civil Right
Unit 24, 25, 26: Politics	Unit 33: Thinking ahead	Unit 34, 35, 36: Looking after your health		
Unit 38: working for change				
Unit 39: Enterprise Challenge				

Other Events
 Healthy Eating Week - September
 Anti-Bullying Week - November
 Mental Health Week - February
 Apprenticeship Week - February



Personal Wellbeing & Social Education	Relationships & Sex Education	Physical Health & Wellbeing	Safeguarding	Religious Education
Unit 1, 2, 3: You, your confidence and self-esteem	Unit 5, 7: You and your sexuality and gender	Unit 15: Drugs and drug taking	Unit 1: Safeguarding	Unit 4 Buddhism - The Power of image
Unit 12: Racism, prejudice and discrimination	Unit 8: You and your rights	Unit 21: Social Pressures	Unit 6: Grooming	Unit 14: Islam - The power of words
Unit 23: Young people and crime	Unit 9, 13: You and your safety	Unit 22: Eating disorders	Unit 10: Peer on Peer	Unit 19: Christianity What does the bible say
Unit 25, 28, 29, 30, 31: Mental health wellbeing	Unit 11: Stopping harassment	Unit 37: Climate change	Unit 16: County Lines	Unit 27: Sikhism - What does faith mean?
Unit 34, 35: Gambling	Unit 17: Pregnancy and Parenthood		Unit 18: Online Safety	Unit 32: Judaism - time to take responsibility?
Unit 36: You and your money	Unit 20: Partnership and Marriage		Unit 24: Family	Unit 33: Christianity - Do miracles happen
Unit 28, 39: Global issues				

Other Events

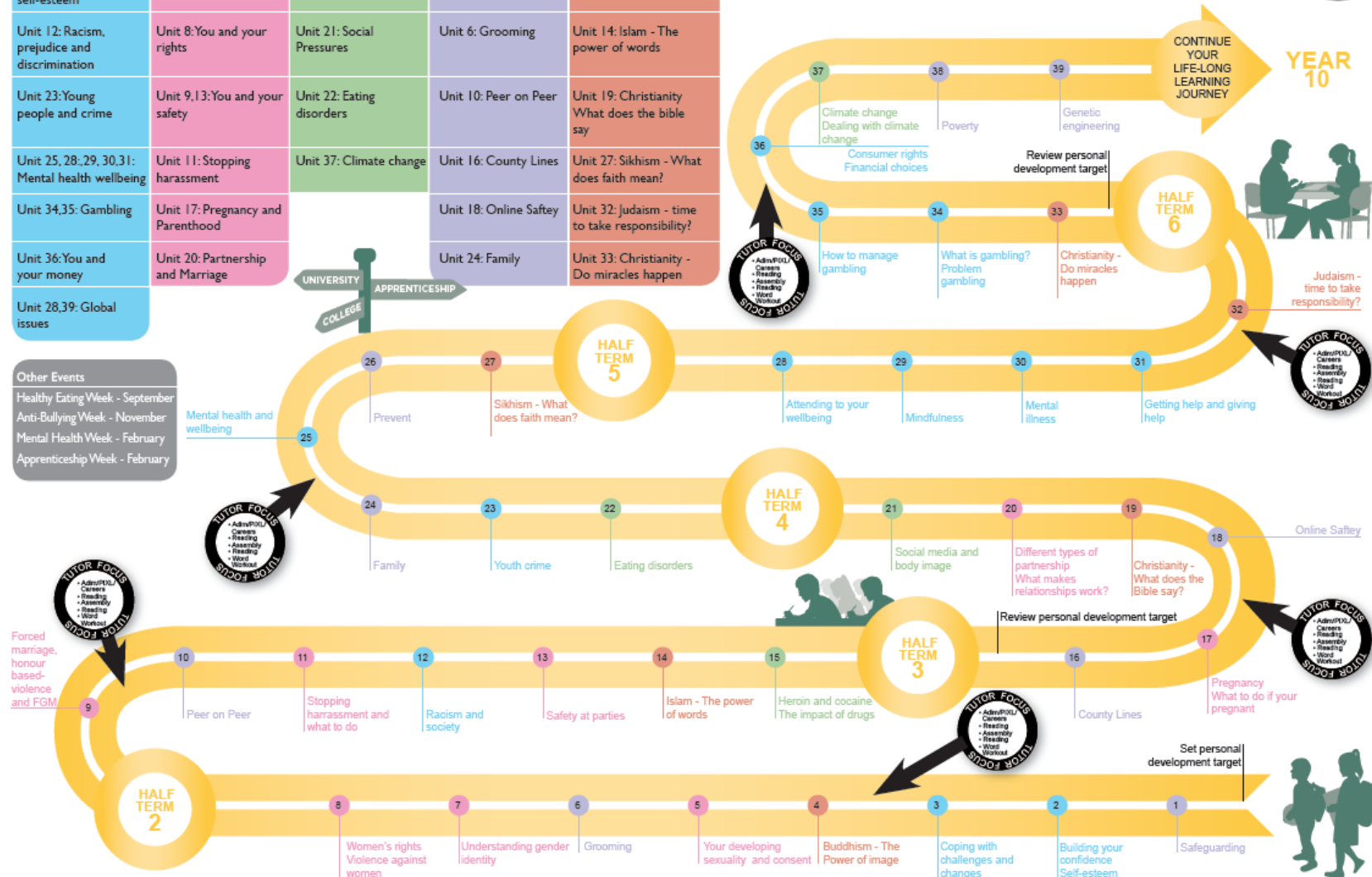
Healthy Eating Week - September

Anti-Bullying Week - November

Mental Health Week - February

Apprenticeship Week - February

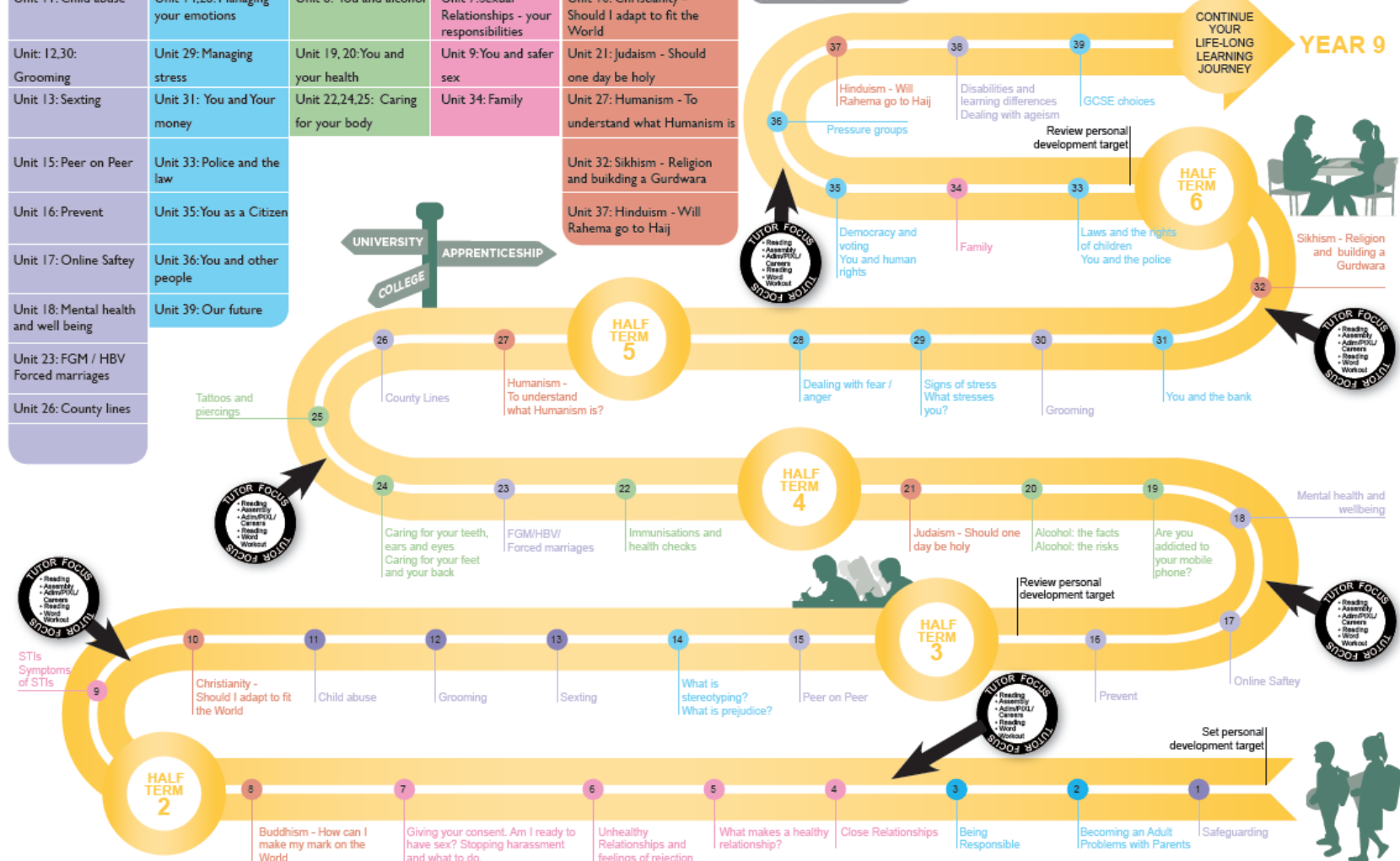
Year 9 Relationship, Sex and Health Education



Safeguarding	Personal Wellbeing & Social Education	Physical Health & Wellbeing	Relationships & Sex Education	Religious Education
Unit 1: Safeguarding	Unit 2.3: You and adolescence	Unit 7: Drugs and addiction	Unit 4,5,6: You and your relationships	Unit 8: Buddhism - How can I make my mark on the World
Unit 11: Child abuse	Unit 14.28: Managing your emotions	Unit 8: You and alcohol	Unit 7: Sexual Relationships - your responsibilities	Unit 10: Christianity - Should I adapt to fit the World
Unit 12.30: Grooming	Unit 29: Managing stress	Unit 19, 20: You and your health	Unit 9: You and safer sex	Unit 21: Judaism - Should one day be holy
Unit 13: Sexting	Unit 31: You and Your money	Unit 22,24,25: Caring for your body	Unit 34: Family	Unit 27: Humanism - To understand what Humanism is
Unit 15: Peer on Peer	Unit 33: Police and the law			Unit 32: Sikhism - Religion and building a Gurdwara
Unit 16: Prevent	Unit 35: You as a Citizen			Unit 37: Hinduism - Will Rahema go to Hajj
Unit 17: Online Safety	Unit 36: You and other people			
Unit 18: Mental health and well being	Unit 39: Our future			
Unit 23: FGM / HBV Forced marriages				
Unit 26: County lines				

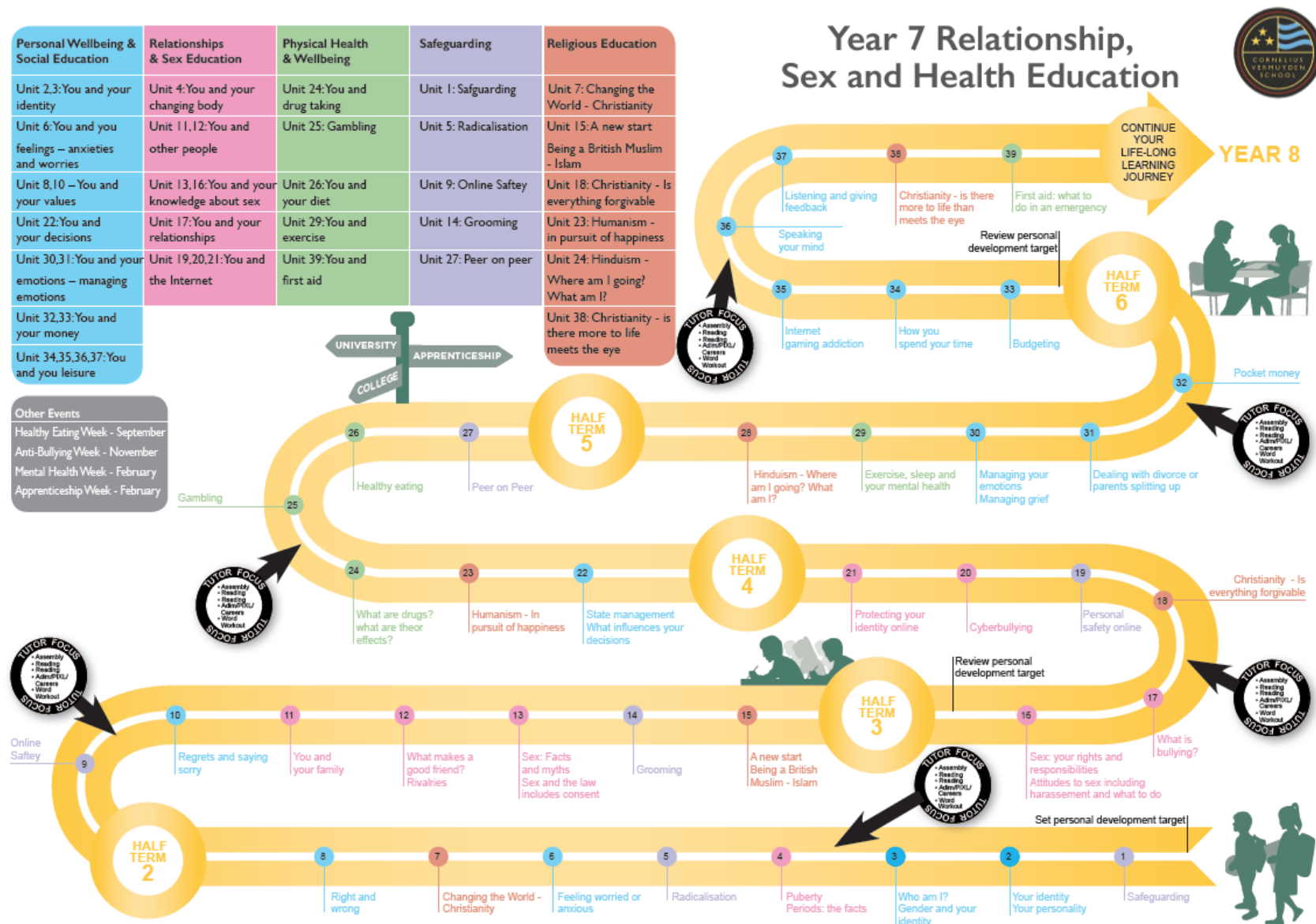
Other Events
 Healthy Eating Week - September
 Anti-Bullying Week - November
 Mental Health Week - February
 Apprenticeship Week - February

Year 8 Relationship, Sex and Health Education



Personal Wellbeing & Social Education	Relationships & Sex Education	Physical Health & Wellbeing	Safeguarding	Religious Education
Unit 2.3: You and your identity	Unit 4: You and your changing body	Unit 24: You and drug taking	Unit 1: Safeguarding	Unit 7: Changing the World - Christianity
Unit 6: You and you feelings – anxieties and worries	Unit 11,12: You and other people	Unit 25: Gambling	Unit 5: Radicalisation	Unit 15: A new start Being a British Muslim - Islam
Unit 8,10 – You and your values	Unit 13,16: You and your knowledge about sex	Unit 26: You and your diet	Unit 9: Online Safety	Unit 18: Christianity - Is everything forgivable
Unit 22: You and your decisions	Unit 17: You and your relationships	Unit 29: You and exercise	Unit 14: Grooming	Unit 23: Humanism - in pursuit of happiness
Unit 30,31: You and your emotions – managing emotions	Unit 19,20,21: You and the Internet	Unit 39: You and first aid	Unit 27: Peer on peer	Unit 24: Hinduism - Where am I going? What am I?
Unit 32,33: You and your money				Unit 38: Christianity - is there more to life meets the eye
Unit 34,35,36,37: You and you leisure				

Other Events
 Healthy Eating Week - September
 Anti-Bullying Week - November
 Mental Health Week - February
 Apprenticeship Week - February



Appendix 2:

Relationships, Sex and Health Education

TOPIC	PUPILS SHOULD KNOW
Families	<ul style="list-style-type: none"> • 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 unusual.
Respectful relationships, including friendship	<ul style="list-style-type: none"> • 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 that 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.

TOPIC	PUPILS SHOULD KNOW
Online and media	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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).

TOPIC	PUPILS SHOULD KNOW
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> • 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 that 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 relation 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.

Appendix 3 Parent form: withdrawal from Sex Education

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of Parent		Date	
Reason for withdrawing from Sex education with in Relationship, Sex and Health Education			
Any other information you would like the school to consider			
Parent signature		Date	

TO BE COMPLETE BY THE SCHOOL			
Agreed actions from discussion with parents			
Staff signature		Date	