



Relationships, sex, and health education policy

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1. Aims

The aims of relationships and sex education (RSHE) at 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
- › Teach pupils the correct vocabulary to describe themselves and their bodies

Through our teaching of the topics covered in RSHE we aim to ensure that students remain ready, respectful and safe in the decisions and actions that they take both in and outside of school.

2. Statutory requirements

As a secondary academy, we must provide RSHE to all pupils under section 34 of the [Children and Social Work Act 2017](#).

In teaching RSHE, we're required by our funding agreements to have regard to [guidance](#) issued by the secretary of state, as outlined in section 403 of the [Education Act 1996](#).

We also have regard to legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Church Stretton school, we teach RSHE as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – the lead member of staff (AHT Pastoral) pulled together all relevant information including relevant national and local guidance.
2. Staff consultation – all pastoral leads and PSHE teachers were involved in the planning and the placement of topics to ensure their relevance to the year group plans.
3. Parent/stakeholder consultation – Parents were invited to attend a meeting to discuss the topics covered and shown a draft overview for the whole school. Each year the reviewed program is shared with parents who then have an opportunity to meet or email the member of staff in charge with any questions or queries. The school nursing team are consulted each year about the placement of topics to determine if any changes are required due to local trends.
4. Pupil consultation – An outside agency (arranged by the Local Authority) was used to gather student views on the provision on PSHE and any areas they feel needed to be cover. The

findings helped to develop the program of study for each year group. During House council meetings, students are given the opportunity to discuss the topics included in the program.

5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

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

RSHE involves a combination of sharing information and exploring issues and values.

RSHE is not about the promotion of sexual activity.

5. Curriculum

Our RSHE curriculum is set out as per Appendix 1, but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, and taking into account the age, developmental stage, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

6. Delivery of RSE

RSHE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSHE are taught within the science curriculum, and other aspects are included in religious education (RE).

Students may also receive stand alone RSHE sessions from members of the school nursing team or other health professionals.

RSHE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- › Families
- › Respectful relationships, including friendships
- › Online and media
- › Being safe
- › Intimate and sexual relationships, including sexual health

For more information about our RSE curriculum, see Appendices 1 and 2.

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation 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).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

6.1 Inclusivity

We will teach about these topics in a manner that:

- › Considers how a diverse range of pupils will relate to them
- › Is sensitive to all pupils' experiences
- › During lessons, makes pupils feel:
 - Safe and supported
 - Able to engage with the key messages

We will also:

- › Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
 - A whole-class setting
 - Small groups or targeted sessions
 - 1-to-1 discussions
- › Give careful consideration to the level of differentiation needed

6.2 Use of resources

We **will** consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSHE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

7. Use of external organisations and materials

The school will only use the school nursing team or other health professionals to deliver RSHE sessions to the pupils.

We **won't**, under any circumstances:

- › Work with external agencies that take or promote extreme political positions
- › Use materials produced by such agencies, even if the material itself is not extreme

8. Roles and responsibilities

8.1 The governing board

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

8.2 The headteacher

The headteacher is responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 9).

8.3 Staff

Staff are responsible for:

- › Delivering RSHE in a sensitive way
- › Modelling positive attitudes to RSHE
- › Monitoring understanding
- › Responding to the needs of individual pupils
- › Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSHE

Staff do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching RSHE are encouraged to discuss this with the headteacher.

Mr M Longhurst (AHT Pastoral) leads a team of teacher's who will deliver RSE as part of the PSHE curriculum. When required CPD will be available for those staff who request it.

8.4 Pupils

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

9. Parents' right to withdraw

Parents have the right to withdraw their children from the non-statutory 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 school work will be given to pupils who are withdrawn from sex education.

10. Training

Staff who teach RSE will be provided with CPD opportunities to ensure current guidance is shared with all students.

The Lead teacher of PSHE may also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSHE

11. Monitoring arrangements

The delivery of RSHE is monitored by Mr M Longhurst (Assistant Headteacher) through:

Class tracker sheets that will be completed at the end of each lesson. Learning walks and book checks will also form part of the monitoring process.

Pupils' development in RSHE is monitored by class teachers as part of our internal assessment systems. This may take the form of quizzes and tests that will monitor students' knowledge and understanding.

This policy will be reviewed by Mr M Longhurst bi-annually. At every review, the policy will be approved by the local governing body.

Appendix 1: PSHE Curriculum map incorporating RSHE

Term 1 Health & Wellbeing (13 weeks)				
Year 7	Year 8	Year 9	Year 10	Year 11
PSHE Introduction	Mental health -Stress	Why do people self-harm	Work experience launch	Personal statement (draft)
Healthy Lifestyles	Mental health - Anxiety	Growth mindset	Bereavement & Grief	Personal statement
Consequences of an unhealthy lifestyle	Mindfulness	Peer pressure	Managing anxiety	The right career for me
Eating responsibly	Self-awareness	Drugs and the law	Importance of sleep	Self- discipline to achieve
Healthy living and exercise	Self-confidence	New psychoactive substances	Why do we take risks?	Revision techniques
Energy drinks	Self-development	Careers (MDL) communication	Fertility and reproductive health	FPE Tolerance
Careers introduction START	Behaviour to achieve	Addiction -gambling	Online gaming & gambling	FPE Equality
Smoking dangers	Careers intro (MDL)	Responsible health	Suicide awareness	FPE Race & Religion
Personal hygiene	Personal Safety – First aid	Discrimination & Equality	First aid - CPR	Perseverance
Dental hygiene	First responder visit – Heart start	Binge drinking	Memory & study	Cyber-crime – staying safe online
Mental health	Drug awareness	Screen time	Homelessness	Health & Safety
Puberty	Smoking & Vaping	Time management	Personal safety	Independent living

	awareness			
Puberty changes	Cancer awareness	Tattoos & Piercings	Privilege	Social media & self esteem

Term 2 – Living in the wider world (12 weeks)

Year 7	Year 8	Year 9	Year 10	Year 11
Aspirational students	Careers – communication	Online safety - the dark web	Work experience	National citizenship service - launch
Being resilient	Careers –teamwork	Prejudice -religion	Racism	Revision technique
Careers – skill builder (MDL)	Careers – entrepreneurs	BV - The rule of Law	Hate crimes	Interview techniques
Drugs awareness	Internet safety – grooming	The law - young offenders	Equality Act	Avoiding debt
Racism and Discrimination	Discrimination – teens	British community	Black lives matter – where it started	Digital footprints
E-safety – Radicalisation	Revision techniques	Extremist recruitment	Migration to Britain	Charity - UNICEF
Needs and wants	Prejudice	Immigration - a diverse community	FPE – Identity & belonging	Fake news
Managing Money	Tolerance	Human rights - trafficking & genocide	FPE – Practices & ways of life	Animal rights & sustainability
Money – Products	Extreme groups	Careers (MDL) labour info	FPE – Expressing meaning	Consumer rights
Everyday consent	Money savings & loans	Enterprising qualities –	FPE – Values &	Binge drinking

		work skills	commitment	
Ethical shopping	Public services – funding	Gangs & County lines	FPE – Beliefs, teachings and source	Anti-social behaviour
Managing Anger	The changing environment	Knife crime	FPE – Meaning, purpose and truth	Justice system

Term 3 – Relationships, Sex and Health (12 weeks)				
Year 7	Year 8	Year 9	Year 10	Year 11
Bullying or banter	Knowing myself	Relationships – role model	Teenage pregnancy & parenting	Happiness & positivity
E-safety – online bullying	Ideal partner	Safe sex – contraception	Consent – rape and sexual abuse	Coping with stress
Personal identity	More than friends	Safe sex – STI's	Pornography – the dangers	Body positivity - obesity
Keeping friendships	Gender & Language 1	Parenting	Good sex – waiting for the right person	Types of relationship
Positive friendships	Gender & language 2	Body image – Eating disorders	Bullying – body shaming	Relationship break up's
Family types	Selfie safety	Careers (MDL)	Work experience prep (MDL)	Harassment & Stalking
Social media safety	Careers (MDL) Skills builder	CSE - what is it	FGM – the dangers	Revenge porn – the law
Falling in love	Domestic conflict	Conflict management	Gender & Trans identity	<u>Exam period</u>

Same sex relationships	Consent	The LGBT community	Community cohesion	
My sense of self love	Sexting – the dangers	Abusive relationships	Substance misuse –risk & influence	
Body image and the media	Alcohol awareness	Arranged and forced marriages	Substance misuse – help & support	
Careers (MDL)	Homophobia – LGBT	Gender	<u>Work experience</u>	

Notes:

- **All year groups have 2 lessons a fortnight.**
- **Careers updates and lessons provided by Mr. Lowe (Careers coordinator) – some may be delivered by outside agencies and links to both the START and Skills Builder program**
- **FPE – Lesson directly linked to Faith, philosophy, and ethics**

Appendix 2: By the end of secondary school pupils should know

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 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	<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 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 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 within RSE



TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from non-statutory sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	