



# Relationships, Sex and Health Education Policy

*Office Use*

Legislation/Guidance		External Checking	
Relationships Education, Relationships and Sex Education, and Health Education: Statutory guidance for governing bodies, school leaders and school staff (September 2020)		The Key guidance	
<b>Teaching Unions</b>	<b>Consultation Completed</b>	<b>Public Sector Unions</b>	
n/a	n/a	n/a	n/a

Published:	Review:	Last Reviewed:	Statutory:	Committee:	SLT Lead:
May 2021	May 2023	n/a	Yes	Standards	Sarah Withall
Legislation checked: n/a			Legal Advice:		

**Published:**            **May 2021**

**Review Date:**        **May 2023**



## 1. Aims

The aims of Relationships, Sex and Health Education (RSHE) at The Elizabethan Academy are to:

- Provide a framework in which sensitive and supportive discussions can take place
- Ensure pupils understand the issues surrounding relationships, including sexual relationships, and health, and have the necessary knowledge to make informed decisions
- 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, their bodies and the different relationships that can exist
- Promote understanding and tolerance of others' beliefs
- Promote good mental and physical well-being, including healthy eating and fitness
- Raise awareness and understanding of the risks posed by the internet and how to keep safe
- Underline the core values of the school in teaching respect, responsibility and resilience as part of the development of the whole child

## 2. Statutory Requirements

As a secondary academy, we must provide RSHE to all pupils as per section 34 of the Children and Social Work Act 2017 and the new statutory guidance: Relationships Education, Relationships and Sex Education (RSE) and Health Education 2020.

In teaching RSHE, we are 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.

## 3. Policy Development

This policy has been developed in consultation with staff and parents.

Parents were provided with a copy of the government's leaflet: *Understanding Relationships, Sex and Health Education at your child's secondary school: a guide for parents*. This explained the key purposes of the new RSHE curriculum which aims to ensure that all children:

- grow up healthy, happy and safe
- are able to manage the challenges and opportunities of modern Britain
- are equipped with the knowledge to make informed decisions about their wellbeing, health and relationships
- are prepared for a successful adult life

Parents were informed that the school would have flexibility to deliver the content in a way that they felt was age and developmentally appropriate as well as sensitive to the needs

and backgrounds of the students. They were also informed of their right to withdraw their child (**Section 8** and **Appendix 3**).

Information was provided on the 13 areas of the new RSHE curriculum and parents were invited to comment on any aspects of content or delivery. It was explained that parents were free to express their opinions, and that this would help the school decide how and when to cover the content of the statutory guidance. It might also help them decide whether to teach additional non-statutory content.

Responses were received from a small number of parents, some of whom work professionally with young people in relationships, sex and health education, and their advice was invaluable in writing this policy and also in developing the new teaching resources.

One parent gave the following advice about delivering RSHE: *“No one is going to get it 100 per cent right for all young people. We can just have the right intentions and be open minded I think. The teens teach me as much as I do them when we do session work.”*

## 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

RSHE forms part of the wider PSHCE (Personal, Social, Health and Careers Education) and PD (Personal Development) curricula that are delivered to all students in Years 7 to 11 at the Elizabethan Academy. It also overlaps with the SMSC (Social, Moral, Spiritual and Cultural) education that schools are required to provide.

Our PSHCE and Personal Development 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, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online. Pupils are also encouraged to discuss the topics covered with their parents and raise any further questions they might have.

## 6. Delivery of RSHE

While the majority of RSHE is taught within PSHCE and PD lessons, biological aspects of RSHE are taught within the Science curriculum, and other aspects are delivered in Religious Education, PE, Computing and Food Technology. All aspects of the new RSHE curriculum are mapped against subject areas to ensure full coverage of the statutory guidance. (**Appendix 2**)

Assemblies and Form Tutor Time also regularly provide information, advice and guidance on many aspects of the RSHE curriculum, and the Form Tutor is an important point of contact for pupils who may have questions or issues they wish to discuss. (**Appendix 2**)

The school makes every effort when delivering RSHE to consider the needs of all pupils, including those with special educational needs. This might include:

- adapting material for the age and needs of the student
- seeking guidance and advice from outside agencies and professional bodies
- consulting with parents where a subject matter might prove particularly challenging or upsetting
- speaking to a pupil before a lesson to warn them of the content
- offering extra support both during and after a lesson
- making pupils aware of the range of organisations that can offer support and how to contact them

## **6.1 Relationships and Sex Education**

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

There are five areas:

- Families
- Respectful Relationships, including Friendships
- Online and Media
- Being Safe
- 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 stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, 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).

## **6.2 Health Education**

HE focuses on providing information and guidance on living a healthy, safe and happy life. There are eight areas:

- Mental wellbeing
- Internet Safety and Harms
- Physical Health and Fitness
- Healthy Eating
- Drugs, Alcohol and Tobacco
- Health and Prevention
- Basic First Aid
- Changing Adolescent Body

## **7. Roles and Responsibilities**

### **7.1 Governing Body**

The Governing Body will approve the RSHE policy, and hold the Principal to account for its implementation.

## 7.2 Senior Leadership Team

The Principal is responsible for:

- ensuring the statutory guidance for RSHE is met
- managing requests to withdraw pupils from components of RSE (**Appendix 3**).
- informing all staff of the policy and the responsibilities included within it

The member of SLT with responsibility for PDBW must ensure that:

- RSHE is taught consistently, sensitively and in an unbiased way across the school
- that staff are confident and well-equipped to deliver the curriculum to all pupils including those with special educational needs
- new pedagogies and technology are explored and fully utilised to support effective teaching
- clear information is provided to parents/carers on the subject content and the right to request that their child is withdrawn

## 7.3 Staff

Teaching staff are responsible for:

- delivering RSHE in a sensitive and unbiased way
- modelling positive attitudes to RSHE
- monitoring progress
- responding to the needs of individual pupils

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 their Line Manager or the Assistant Principal with responsibility for delivering RSHE.

Ground rules must be established and shared with the group before embarking on lessons of a sensitive nature (**Section 7.4**) so that both the staff and pupils can work together in a supportive atmosphere in which all members can speak with confidence and without fear of embarrassment, anxiety or breach of confidentiality.

Where staff are faced with questions they do not know how to answer or even whether it is appropriate to provide an answer, they should not feel under pressure to respond immediately. Staff should acknowledge the question is a sensitive/difficult/complex one and explain they will look into how best to respond to it in a subsequent lesson. Staff should then seek advice from the member of SLT with responsibility for RSHE or the DSL. Staff should also direct pupils where appropriate to seek advice and support from an appropriate agency or individual.

Where a pupil has embarked on a course of action likely to place them at risk, the member of staff will ensure that the student is aware of the implications of their behaviour. The member of staff should refer any potential concerns to the DSL and record on My Concern.

Visitors from outside the school, such as nurses or sexual health professionals, may be invited in to school to deliver sessions and provide support and training to staff teaching RSHE. The Academy will ensure that the teaching delivered by the visitor fits with the planned programme and the published policy and that the content delivered is age-appropriate and accessible for all pupils. Any materials that are used as part of the delivery must be approved by the Academy in advance of the session.

## **7.4 Pupils**

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

Examples can be shared but no names or descriptions that identify anyone, can be included. Pupils should feel it is acceptable to disagree with each other but should listen properly before making assumptions or deciding how to respond. When disagreeing, students should challenge the statement not the person. Beliefs and misunderstandings about a topic should be explored without fear of being judged or laughed at. Pupils cannot ask the teacher any personal questions and pupils will never be asked to share any personal information.

## **8. 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 work will be given to pupils who are withdrawn from sex education.

## **9. Safeguarding, reports of abuse and confidentiality**

The academy recognises that at the heart of RSE, the focus is on keeping children safe, and acknowledges the significant role schools have in preventative education. In our delivery of RSHE, we allow children an open forum to discuss potentially sensitive issues. Such discussions can lead to increased safeguarding reports. Children are aware and will be reminded, of the processes to enable them to raise their concerns or make a report and how any report will be handled. This will also include processes when they have a concern about a peer or friend. In line with the document Keeping Children Safe in Education (KCSIE), all staff are aware of what to do if a child tells them that they are being abused or neglected. Staff are also aware of need to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those that need to be involved, such as the Designated Safeguarding Lead. A member of staff will never promise a child that they will not tell anyone about a report of abuse,

## Appendix 1: PSHCE and PD Curriculum Map

Term	Year 7		Year 8		Year 9		Year 10	Year 11
	PSHCE	PD	PSHCE	PD	PSHCE	PD	PD	PD
1A	Independent Learning	Brilliant Schools	Crime and Punishment	Brilliant Schools	Careers	Brilliant Schools	Brilliant Schools	Brilliant Schools
1B	Global Citizenship	Brilliant Schools	Careers	Brilliant Schools	Migration and Extremism	Brilliant Schools	Brilliant Schools	Brilliant Schools
2A	British Values	Leadership	E-Safety	Initiative	Healthy Lifestyles - Recharge	Organisation	Communication	Careers
2B	Organisation	Resilience	Study Skills	Lifestyle	E-Safety	Being Active	Connections and Pride	Careers
3A	RSE - Families	Nutrition	RSE - Respectful Relationships	Respect	RSE - Sexual Relationships and Health	Leadership	Healthy Lifestyles	Revision Strategies
3B	Health and Wellbeing	Careers	First Aid	Leadership	Cultural Capital	My Mind – Wellbeing	Careers	

Study Skills	Careers	Health Education
Relationships & Sex Education	Leadership	Citizenship
Resilience	Respect	Responsibility

## Appendix 2: RSHE Statutory Guidance

Relationships and Sex Education							
1. Families							
Pupils should know:	PSHCE/ PD	Sci	Food	PE	ICT	RE	FTT
that there are different types of committed, stable relationships.	7						
how these relationships might contribute to human happiness and their importance for bringing up children.	7					7,8	
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.	7					7,8	
why marriage is an important relationship choice for many couples and why it must be freely entered into.	7					7,8	
the characteristics and legal status of other types of long-term relationships.	7						
the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.	7					7,8	
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.	7						
2. Respectful Relationships, including Friendships							
Pupils should know:	PSHCE/ PD	Sci	Food	PE	ICT	RE	FTT
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.	8,9			7-11			✓
practical steps they can take in a range of different contexts to improve or support respectful relationships.	8,9						
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).	8,9						✓
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.	7,8,9			7-11		7,8	✓
about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.	8				7,8		✓
that some types of behaviour within relationships are criminal, including violent behaviour and coercive	7,8,9						✓

control.								
what constitutes sexual harassment and sexual violence and why these are always unacceptable.	9							✓
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.	7	13						
<b>3. Online and Media</b>								
<b>Pupils should know:</b>	PSHCE/ PD	Sci	Food	PE	ICT	RE	FTT	
their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.	8,9				7,8			✓
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.	8,9				7,8			✓
not to provide material to others that they would not want shared further and not to share personal material which is sent to them.	8,9				7,8			✓
what to do and where to get support to report material or manage issues online.	8,9				7,8			✓
the impact of viewing harmful content.	8,9							
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.	8,9							
that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.	8,9							✓
how information and data is generated, collected, shared and used online.	8,9				7,8			
<b>4. Being Safe</b>								
<b>Pupils should know:</b>	PSHCE/ PD	Sci	Food	PE	ICT	RE	FTT	
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.	7,8,9	13						✓
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).	7,8,9	13						✓
<b>5. Intimate and Sexual Relationships, including Sexual Health</b>								
<b>Pupils should know:</b>	PSHCE/ PD	Sci	Food	PE	ICT	RE	FTT	
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.	7,8							
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.	9	13						
the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.	9	10,13						

that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others	7,8						
that they have a choice to delay sex or to enjoy intimacy without sex.	7,8						
the facts about the full range of contraceptive choices, efficacy and options available.	9	11,13					
the facts around pregnancy including miscarriage.	9	7					
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).	9						
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.	9	10,13					
about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.	9	10-13					
how the use of alcohol and drugs can lead to risky sexual behaviour.	9						
how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.	9						

## Health Education

### 6. Mental Wellbeing

<b>Pupils should know:</b>	PSHCE/ PD	Sci	Food	PE	ICT	RE	FTT
how to talk about their emotions accurately and sensitively, using appropriate vocabulary	11						
that happiness is linked to being connected to others	11						
how to recognise the early signs of mental wellbeing concerns.	11						✓
common types of mental ill health (e.g. anxiety and depression).	11			9-11 GCSE			✓
how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.	9						
the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.	9			7-11			✓

### 7. Internet Safety and Harms

<b>Pupils should know:</b>	PSHCE/ PD	Sci	Food	PE	ICT	RE	FTT
the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of	7,8,9						

debt, how advertising and information is targeted at them and how to be a discerning consumer of information online.								
how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.	8,9				7/8			✓
<b>8. Physical Health and Fitness</b>								
<b>Pupils should know:</b>	PSHCE/ PD	Sci	Food	PE	ICT	RE	FTT	
the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress	9,11			7-11				✓
the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health.	9,10	7,9,10, 11	7-12	7-11				
about the science relating to blood, organ and stem cell donation.		10		7-11				
<b>9. Healthy Eating</b>								
<b>Pupils should know:</b>	PSHCE/ PD	Sci	Food	PE	ICT	RE	FTT	
how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.	10	8,9	7-12	7-11				
<b>10. Drugs, Alcohol and Tobacco</b>								
<b>Pupils should know:</b>	PSHCE/ PD	Sci	Food	PE	ICT	RE	FTT	
the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions.	9	7		9-11 GCSE				
the law relating to the supply and possession of illegal substances.	9							
the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.	9	7-10		9-11 GCSE				
the physical and psychological consequences of addiction, including alcohol dependency.		7						
about the dangers of drugs which are prescribed but still present serious health risks.		7-10						
the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.		7-10		9-11 GCSE				
<b>11. Health and Prevention</b>								
<b>Pupils should know:</b>	PSHCE/ PD	Sci	Food	PE	ICT	RE	FTT	
about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.		7-10						

(late secondary) the benefits of regular self-examination and screening		13					
the facts and science relating to immunisation and vaccination.		10					
the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.	9						
<b>12.Basic First Aid</b>							
<b>Pupils should know:</b>	PHSCE/ PD	Sci	Food	PE	ICT	RE	FTT
basic treatment for common injuries.		7,8					
life-saving skills, including how to administer CPR.		7,8					
the purpose of defibrillators and when one might be needed.		7,8					
<b>13.Changing Adolescent Body</b>							
<b>Pupils should know:</b>	PHSCE/ PD	Sci	Food	PE	ICT	RE	FTT
key facts about puberty, the changing adolescent body and menstrual wellbeing.		7-11					
the main changes which take place in males and females, and the implications for emotional and physical health.		7-11					

### Appendix 3: Parent form for withdrawal from sex education

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from 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	

<b>DATE OF REVIEW:</b>	18 <sup>th</sup> May 2021
<b>SIGNED ON BEHALF OF SENIOR LEADERSHIP TEAM:</b>	<i>S.L. Withall</i>
<b>DATE:</b>	18 <sup>th</sup> May 2021
<b>GOVERNING COMMITTEE:</b>	
<b>SIGNED ON BEHALF OF GOVERNING BODY:</b>	<i>D. Cheetham</i>
<b>DATE:</b>	14 <sup>th</sup> July 2021
<b>DATE OF NEXT REVIEW:</b>	May 2023