



**North East Derbyshire
Support Centre**

Relationship, Sex and Health Education Policy

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Policy Statement

Introduction

This statement sets out the legal framework, the definitions and our policy expectations.

Our academy's ethos is that our pupils will be positive about themselves & their future. It is crucial that all pupils receive an effective personal development program that is rounded. Every child should have access to effective relationship, sex and health education.

Legal Framework

Academies' Funding Agreements require regard to the [DfE's statutory guidance on sex and relationship education](#) which states the following below.

Duty to promote wellbeing (Children Act 2004)

<http://www.legislation.gov.uk/ukpga/2004/31/contents>

- *Ensure pupils learn about the nature of marriage and its importance for family life and bringing up children and protect pupils from unsuitable teaching and materials*
<http://www.legislation.gov.uk/ukpga/1996/56/section/403>
- *Make the policy available to pupils and parents (Education Act 1996)*
<http://www.legislation.gov.uk/ukpga/1996/56/section/404>
- *Right of parental withdrawal from all or part of RSE except those parts included in the national curriculum (Education Act 1996)*
<http://www.legislation.gov.uk/ukpga/1996/56/section/405>

Parents do not have the right to withdraw their children from **relationships or health** education. Parents do have the right to withdraw their children from the [non-statutory/non-science] components of **sex education** within RSHE but only until **3 academic terms before the child turns 16**. After that point, if the pupil or school believes it to be in the interest of the pupil then they will continue to be educated in the sex education content without the wishes of the parent.

We will issue a letter at the start of the term where RSHE will be taught to inform parents/carers about content, to introduce questions and areas that will be covered, this can be found in appendix A. Requests for withdrawal should be put in writing, including the reason for withdrawal addressed to the site lead using appendix B. Alternative work will be given to pupils who are withdrawn from sex education.

'All schools should work closely with parents when planning and delivering these subjects. Schools should ensure that parents know what will be taught and when, and clearly communicate the fact that parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.'

Parents should be given every opportunity to understand the purpose and content of Relationships Education and RSE. Good communication and opportunities for parents to understand and ask questions about the school's approach help increase confidence in the curriculum.' (DfE Statutory Guidance Introduction Requirements)

*This policy should be read in conjunction with our policies on Safeguarding & Child Protection, Special Educational Needs & Disabilities (SEND) and Equality.

Definition

Relationship, Sex and Health Education (RSHE) is not just learning about growing up, changes and reproduction. It is also about enabling children to make and maintain worthwhile and satisfying relationships and develop a sense of identity, community, shared responsibility and personal agency. This involves helping children to gain knowledge, develop skills and form positive beliefs and attitudes. We aim to teach RSHE in such a way that is consistent with scientific truths, fundamental British values and sound pedagogy.

Our academy aims to:

- ensure children's physical, moral and emotional development;
- allow for, and support, personal identity, safety and health;
- form and maintain stable, loving, non-abusive relationships with others;
- safeguard the welfare of ourselves and others;
- reduce the risk of grooming, sexual exploitation and abuse;
- developing a "moral compass" to help us make good choices in life;
- value and respect themselves and others
- cherish and celebrate diversity by valuing and respecting differences in people's age, ethnicity, nationality or national origin, language, religion or belief, culture, gender identity, sexuality, physical and mental (dis)ability, special educational needs, socio-economic background or (dis)advantage.

The objectives of RSHE are as follows:

- To provide the knowledge and information to which all pupils are entitled.
- To tackle ignorance and prejudice.
- To promote tolerance and mutual respect.
- To raise pupils' self-esteem and confidence, especially in their relationships with others.
- To help pupils understand their feelings and behaviour, so they can lead fulfilling and enjoyable lives.
- To help pupils to develop skills (language, decision-making, choice, assertiveness) and make the most of their abilities.
- To provide the confidence to be participating members of society and to value themselves and others.
- To help gain access to information and support.
- To develop skills for a healthier, safer lifestyle.
- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media.
- To respect and care for their bodies.
- To be prepared for puberty and adulthood.

Research demonstrates that good, comprehensive RSHE does not make young people more likely to become sexually active at a younger age and, in fact, knowledge can help prevent this, as well as helping to identify child protection issues in young children.

All schools, regardless of phase, will teach RSHE through the Science curriculum from Key Stage 1 and we will ensure that both the content of the PSHE curriculum and the teaching of RSHE reflects the ethos and values of our academy. These curricula will ensure coverage of the following core elements:

1. Knowledge and Understanding.

This includes emotional, social and physical aspects of growing up, puberty, reproduction and pregnancy, similarities and differences between males and females, parts of the human body including the male and female reproductive parts, gender stereotyping and discrimination, different families, different types of relationships, healthy and unhealthy relationships and where to get help if needed.

2. Personal and Social Skills.

This includes talking and listening to others, managing emotions, making friends and managing friendships, forming and maintaining loving, caring and respectful relationships, developing self-respect and empathy for others, respecting the differences between people, resilience to cope with change, making responsible and safe decisions, including on-line.

3. Attitudes and Values.

This includes feeling positive about growing up, the importance of respect, care and love, the value of family life, the importance of stable and loving relationships, including marriage (both heterosexual and gay) and civil partnerships, respect for rights and responsibilities in relationships, acceptance of difference and diversity, promoting gender equality.

Statutory Requirements

Taken from the DfE Statutory Guidance Relationships, Sex and Health Education (RSHE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers (DfE, 2019):

By the End of KS2, pupils should know:

- that families are important for children growing up because they can give love, security and stability
- the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives
- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care
- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up
- that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed

- how important friendships are in making us feel happy and secure, and how people choose and make friends
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded
- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right
- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed
- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs
- practical steps they can take in a range of different contexts to improve or support respectful relationships
- the conventions of courtesy and manners
- the importance of self-respect and how this links to their own happiness
- 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 those in positions of authority
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help
- what a stereotype is, and how stereotypes can be unfair, negative or destructive
- the importance of permission-seeking and giving in relationships with friends, peers and adults
- that people sometimes behave differently online, including by pretending to be someone they are not
- that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met
- how information and data is shared and used online
- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know
- how to recognise and report feelings of being unsafe or feeling bad about any adult
- how to ask for advice or help for themselves or others, and to keep trying until they are heard,
- how to report concerns or abuse, and the vocabulary and confidence needed to do so
- where to get advice, for example family, school or other sources.

Sex education is not compulsory in primary schools and the content set out in this guidance therefore focuses on Relationships Education.

It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The department continues to recommend therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born.

By the end of KS4, pupils should know:

- 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 – for example, 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), how to seek help or advice, including reporting concerns about others, if needed
- the characteristics of positive and healthy friendships, in all contexts including online, such as:
- 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 (for example, 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
- 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, for example 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
- 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
- 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
- Intimate and sexual relationships, including sexual health
- 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, for example 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 and menopause
- 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 and 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.

The Law

Pupils will also be made aware that it is important to know what the law says about sex, relationships and young people, as well as broader safeguarding issues. This includes a range of important facts and the rules regarding sharing personal information, pictures, videos and other material using technology. This will help young people to know what is right and wrong in law, but it can also provide a good foundation of knowledge for deeper discussion about all types of relationships. There are also many different legal provisions whose purpose is to protect young people and which ensure young people take responsibility for their actions.

Pupils should be made aware of the relevant legal provisions when relevant topics are being taught, including for example:

- marriage
- consent, including the age of consent
- violence against women and girls
- online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, etc.)
- pornography
- abortion
- sexuality
- gender identity
- substance misuse
- violence and exploitation by gangs
- extremism and radicalisation
- criminal exploitation (for example, through gang involvement or 'county lines' drugs operations)
- hate crime
- female genital mutilation (FGM)

Relationship, Sex and Health Education Policy

Each academy must have a policy which sets the following out clearly:

- A definition of RSHE

It is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care.

- How SRE and RSHE is provided and who is responsible for providing it.

SRE and RSHE is delivered through timetabled PSHE lessons, tutor time and assemblies. Teaching and support staff are responsible for the planning and delivery.

- How SRE and RSHE is monitored and evaluated.

The provision for SRE and RSHE is monitored and evaluated through lesson observations, work scrutiny and learning walks within the calendared QA cycle. In addition, pupil voice is sort periodically throughout the year. Pupils are delivered the PSHE Programme of Study. The RSHE policy will be reviewed every year by a group of interested parties such as pupils, teachers and Governors. Any change in government policy will also be reviewed during these reviews.

- How the academy ensures that RSHE offers support, confidentiality and child protection legislation as appropriate.

The confidentiality and child protection legislation is met in line with the Child Protection and Safeguarding and policy and GDPR. The academy aims to support young people, but no individual member of staff will guarantee a pupil absolute confidentiality. It may be necessary if a child protection issue arises that certain 'confidences' must be passed on. The procedure for this is outlined in the child protection policy. If a pregnancy is disclosed to a teacher, then this will be passed on to the Designated Safeguarding Lead. If a child requires a higher level of confidentiality than they feel

they can obtain from members of staff at our academy, they will be advised of outside agencies that they can go to. However, if a pupil is at risk all agencies must pass this information on and in these circumstances total confidentiality cannot be maintained.

- How the academy's teaching of RHSE underpins the policy on Equal Opportunities.
See Equality policy.
- How the academy will respond to any complaints made in relation to the RHSE curriculum.

Any concern must first be raised verbally to the site lead. Where a resolution cannot be reached the concern can be raised with the Headteacher in line with the complaints policy.

Roles and responsibilities

The Governing Body

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

The Headteacher

The Headteacher is responsible for ensuring that RSHE is taught consistently across the academy, and for managing requests to withdraw pupils from [non-statutory/non-science] components of RSE and RHSE.

SLT

- To undertake monitoring of standards in RSHE and use this to inform the subject development plan.
- Provide leadership and management of their subject to secure high-quality teaching and learning.
- Play a key role in motivating, supporting and modelling good practice for all staff.
- Take a lead in policy development and review.
- To liaise with outside agencies and attend subject specific courses.
- To report to the Headteacher and Governing Body on RSHE-related issues.
- To plan and organise the allocation and purchase of resources in accordance with available budget.

Staff

Staff are responsible for:

- Delivering RSE and RSHE in a sensitive way
- Modelling positive attitudes to RSE and RSHE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the [non-statutory/non-science] components of RSE.

Pupils

Pupils are expected to:

- engage fully in RSE and RSHE
- When discussing issues, treat others with respect and sensitivity. However, as a school we recognise that some children may need aspects of the curriculum, or how it is delivered to be adjusted in order to meet the needs of individuals.
- Support for SEN children follows the school's Inclusion Policy.
- involve all children in a variety of differentiated ways addressing all learning styles.
- Staff will also ensure that the needs of any exceeding children, who require further challenge, in their class are met through the lesson planning for this subject.

Each pupil can expect:

- To have their views treated sensitively and with respect
- To access education related to forming healthy, positive relationships
- To access a curriculum which teaches them to keep themselves safe

Relevant Guidance on Curriculum, Planning and Policy

<https://www.pshe-association.org.uk/curriculum-and-resources/resources/sex-and-relationship-education-sre-21st-century>

APPENDIX A KS3/4 Secondary Letter

Dear Parent/Carer,

Relationship, Sex and Health Education (RSHE),

We want all children to grow up healthy, happy, safe, and able to manage the challenges and opportunities of modern Britain. That is why, from September 2020, all secondary age children will be taught Relationships, Sex and Health Education according to the Department for Education. The content is compulsory.

These subjects are designed to equip your child with knowledge to make informed decisions about their wellbeing, health and relationships as well as preparing them for a successful adult life. The world for all young people looks very different from the way it did 20 years ago when this curriculum was last updated – these changes bring the content into the 21st century, so that it is relevant for your child.

During this year we will be looking at the following areas as part of our RSHE curriculum. These topics cover some elements of Science and some elements of Personal, Social and Health Education (PSHE).

Your child will be studying the following topics through the following questions:

- What sort of relationships do I have and how have they changed?
- What other types of relationships are there?
- What makes a good friend?
- What makes for a successful marriage?
- How can I maintain and improve my relationships?
- How can I manage better when a relationship breaks down?
- Are people online really true friends?
- Why are love and trust important?
- What or who might influence my decisions?
- Who can I ask for help? Where else might I get help?
- When is a relationship not appropriate?
- What is an intimate relationship?
- What should adults think about before they have a baby?
- How are babies made?
- How and why might adults not have babies?
- How does a baby develop in the uterus?
- What contraception is available to me and where from?
- How can I remain sexually healthy?
- What is pleasure?
- Do I know what consent is?

Appropriate questions that arise from the children during each lesson will be answered honestly. We recognise that parents play an important part in their child's education in this area, and we would like to encourage you to explore these questions / topics with your child at home as well. We will engage your child in the content that we believe is appropriate for them individually.

You **cannot** withdraw your child from the **Relationships** or **Health** elements because it is important that all children receive this content, covering topics such as friendships and how to stay safe.

If you do not want your child to take part in some or all of the **Sex Education lessons** delivered at our academy, you can ask that they are withdrawn. The Headteacher will consider this request and discuss it with you, and will grant this in all but exceptional circumstances, **up until three school terms before your child turns 16**. At this age, your child can choose to receive Sex Education if they would like to, and the academy should arrange for your child to receive this teaching in one of those three terms (unless there are exceptional circumstances). If you would like to withdraw your child from sex education lessons then please request the parental withdrawal letter with sufficient time to organise alternative education for your child on site.

It is within your right to withdraw your child from the elements of sex education which is included in the PSHE programme of study. If you would like to discuss this, please contact the lead at your child's site. If you have any questions about the curriculum and its coverage please contact me in school via phone or email.

Yours Sincerely

Mrs Dix
Headteacher
jdix@nedsc.derbyshire.sch.uk

APPENDIX B – Parent Request for Withdrawal from the sex education content of RSHE lessons at AVESC

Parental Request for Withdrawal from the sex education lessons that form part of Relationship, Sex and Health Education	
Name of Pupil:	Name of Parent/Carer:
Year Group:	Date:
Reason for withdrawing from sex education within RSHE	
Any other information you would like the academy to consider	
Parent/Carer Signature:	