

Relationships, Sex and Health Education (RSE and HE) Policy

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1

Contents

1. Intent 2 2. Definitions 3 3. Statutory requirements 3 4. Policy Development 3 5. The Right to withdraw 3 6. Roles and Responsibilities 3 7. Safeguarding and Confidentiality 4 8. Organisation and planning 4 9. Teaching strategies and staff training 4 10. Inclusion and Equality 5 11. Monitoring arrangements 5 12. Links with other policies 5

Appendix 1: KS3 and KS4 Relationships and Sex Education, and Health Education Curriculum Overview 6

Appendix 2: KS5 Relationships and Sex Education, and Health Education Curriculum Overview 7

Appendix 3: By the end of secondary school pupils should know: 8 Appendix 4:

Parent form: Withdrawal from sex education within RSE 10

1. Intent

This policy covers Rushden Academy's approach to the teaching of Relationship and Sex Education

(RSE) and Health Education (HE), as well as all other Personal Development learning further to these Statutory requirements. At Rushden Academy we provide opportunities for our pupils to gain knowledge and skills so that they can succeed and be highly successful citizens in modern Britain. We endeavour to make their learning experiences fun and relevant to real life situations. We aim to reach out to our community and beyond to celebrate local traditions and explore all possibilities to enrich their lives.

We intend that the teaching of RSE and HE and other Personal Development content will occur in line with and with clear connections to the main curriculum, providing skills under these 3 headings:

Aspire

Pupils are taught to aim high, to appreciate the world of work and hold onto dreams and ambitions. We do this through our successful learning for life days, Skills lessons, and enterprise and careers activities. We provide lessons dedicated to teaching aspiration and resilience strategies, with the intention to embed these skills in our pupils for the future.

Explore

2

Pupils are encouraged to discuss and share ideas and listen to other people's views. Pupils explore their own heritage and that of other cultures, so they have a diverse and rich understanding. The curriculum provides opportunities to develop explorative skills, and apply their skills to debating and performing so that learning is not only enjoyable, but active.

Succeed

Pupils build their knowledge and skills throughout key stage 3 and 4, with RSE, HE, and other Personal Development content appropriate to their age and development, to enable them to apply their learning to their own lives and aid positive decision-making in the present and in preparation for the future.

2. Definitions

Relationships and Sex Education involves learning about relationships, sexual health, sexuality, and the law surrounding these topics. It is not about the promotion of sexual activity. The school's programme of Relationships and sex education aims to :

- Give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships.
- Enable them to know what a healthy relationship looks like, including peer-on-peer relationships, and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship.
- Inform pupils about contraception, sexual health, developing intimate relationships and resisting and not applying pressure to have sex.
- Help pupils understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed.
- Teach young people to understand human sexuality and to respect themselves and others.
- Create a positive culture around issues of sexuality and relationships.

Health Education is about the emotional, social and cultural development of pupils, including physical and mental wellbeing, healthy lifestyles, and the laws surrounding smoking, drugs and alcohol. It aims to:

- Teach pupils about physical health and mental wellbeing.

- Provide them the information that they need to make good decisions about their own health and wellbeing.
- Enable them to recognise what is normal and what is an issue in themselves and others.

3. Statutory requirements

This policy reflects the statutory requirements for all schools to provide RSE and HE from September 2020 as per [Relationships education, relationships and sex education \(RSE\) and health education](#). It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

4. Policy Development

This policy has been developed in consultation with staff, pupils, and parents, as well as being shared with governors and ratified.

5. The Right to withdraw

Parents have the right to withdraw their children from the non-statutory and non-science components of sex education within RSE up to and until 3 terms before the child turns 16. After this

3

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 Principal.

A copy of withdrawal requests will be placed in the pupil's educational record. The Principal will discuss the request with parents and take appropriate action.

Alternative work will be given to pupils who are withdrawn from sex education.

6. Roles and Responsibilities

6.1 The governing board

The Governing Board will approve this policy and hold the Principal to account for its implementation.

6.2 Principal

The Principal is responsible for ensuring that this policy is adhered to, and ensuring that RSE is taught consistently across the school. They will ensure that the amount of time provided for teaching the required elements of the RSE and HE curriculum is adequate, and will manage requests to withdraw pupils from non-statutory and non- science components of RSE (See section 5).

6.3 Other staff

Other staff are responsible for:

- Ensuring that the RSE and HE curriculum is implemented in accordance with this policy •

Delivering RSE and HE in a sensitive way

- Modelling Positive attitudes towards RSE

- Ensuring that proper provision is in place for pupils with different abilities and needs, including children with SEN

6.4 Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat

others with respect and sensitivity.

7. Safeguarding and Confidentiality

Through RSE and HE, the Academy can play an important role in preventative education and keeping our pupils safe. Keeping Children Safe in Education (KCSIE) sets out that all schools and colleges should ensure children are taught about safeguarding, including how to stay safe online, as part of providing a broad and balanced curriculum.

Pupils will be made aware of how to raise their concerns or make a report and how any report will be handled. Staff are also aware of the requirement to maintain an appropriate level of confidentiality, and should follow the Safeguarding Policy in the event of disclosures. All staff must be aware of their statutory duties in relation to our Child Protection Policy.

8. Organisation and planning

Pupils in Key Stage 3 and 4 follow a Personal Development programme that includes statutory RSE and HE, careers, citizenship, spiritual, personal, social education and British Values which is delivered through faculties, form time, PSHE lessons, and Personal Development days or opportunities. Personal Development days or opportunities take place throughout the year for all year groups. These days allow pupils to look at areas of the extended curriculum for longer periods of time and in more depth.

4

Pupils in KS5 follow a similar programme to pupils in KS4 but this is delivered through a timetabled session every week, delivered by their personal mentor.

9. Teaching strategies and staff training

Teaching will reflect the law (including the Equality Act 2010) as it applies to relationships, so that young people clearly understand what the law allows and does not allow, and the wider legal implications of decisions they may make. Pupils should be well informed about the full range of perspectives and, within the law, should be well equipped to make decisions for themselves about how to live their own lives, whilst respecting the right of others to make their own decisions and hold their own beliefs.

It is good practice to set out ground rules to help create a safe environment in which pupils do not feel anxious or embarrassed by ensuring the following:

- teachers /health professionals will not have to answer personal questions ●
- no pupil will be forced to take part in a discussion
- pupils will be encouraged to use the correct name for body parts
- meaning of words will be explained in a factual way
- Teachers will use distancing techniques which involve de-personalising discussion and using fictional and distanced examples to present different situations.

Teachers will be given training on how to respond to difficult questions and set appropriate ground rules if they require it, and specific key topics when necessary. Teachers are in a position of trust and are expected to work within the agreed parameters of this document.

10. Inclusion and Equality

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).

The Academy will ensure that teaching is sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law.

11. Monitoring arrangements

The Assistant Principal for Personal Development will monitor the delivery of RSE through quality assuring the provisions and resources. RSE delivered by the Ethos Team is subject to its own quality assurance and monitoring which is then fed back to the Senior Leadership Team. This policy will be reviewed annually by the principal. At every review, the policy will be shared with the full governing board.

12. Links with other policies

This policy links to the following policies and procedures:

- SEND policy
- Equality policy
- Teaching and learning policy
- Curriculum policy
- Child protection and Safeguarding policy
- Anti-bullying policy

5

This policy was been approved by the board on: 31st January 2023

Signature of LGB chair:



Name of chair of the Board: Mr Tim Foster

Date for renewal: September 2023

At KS3, staff follow the curriculum set out by Oak National Academy and alternate between PSHE and Citizenship.

file:///svr-ra-staff-1/accounts\$/g.brainwood/Downloads/key-stage-3-citizenship.pdf

file:///svr-ra-staff-1/accounts\$/g.brainwood/Downloads/key-stage-3-pshe-pshe.pdf

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Year 9 and 10 have Building Healthy Relationship days, delivered by outside agencies and these are arranged by the Ethos Team.

6

At Ks4, form tutors follow the Oak National Academy curriculum for PSHE and also deliver sessions on the following:

file:///svr-ra-staff-1/accounts\$/g.brainwood/Downloads/key-stage-4-pshe-pshe.pdf

f Year 10:

Professional conduct

Rights & responsibilities

Independent living costs

Financial planning and budgeting

CVs & applications

Colleges, Apprenticeships & Universities.

Year 11:

Work experience and the job market

LEarning to drive, running and buying a car

Rent & mortgages

Saving, borrowing, loans and credit.

Appendix 2: KS5 Personal Development Curriculum (Including RSE and Health Education)

Abortion -Pornography and Relationships -New relationships -Healthy conflict and assertive communication UCAS Application timeline University shortlisting Personal Statement writing and checking -Post-18 choices and intentions - Mental Wellbeing -Study Skills	-Exploring Pathways - Revision skills, Note-taking -Creating a revision timetable -Mock exam prep -Unifrog updates -Apprenticeship meetings	
		Mock Exams

-Sixth Form induction -Unifrog Personality Profile -Unifrog Interest Profile -Motivation -Time Management -Action Planning -Growth Mindset -Careers planning -Building healthy relationships, -Love and romantic relationships -HIV transmission and attitudes -Pregnancy and Apprenticeship route searches	Sexual Health and STIs Exam revision Personal Finance - Jobs - Cars - Flats -Preparing for Futures Week -UCAS References.	Wellbeing, Anxiety, and Stress
-Mental Wellbeing -Revision skills -Time management	-Revision Skills, Mindmapping -Revision timetables -Mock exam prep -Getting a job, -Sexual Health and STIs -Writing a CV -Writing a Cover letter	7
	CV updates	Assessment Centres

Appendix 3: By the end of secondary school pupils should know:

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

	<ul style="list-style-type: none"> • 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
<p>Being safe</p> <p>Intimate and sexual relationships, including sexual health</p>	<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) • 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 pressuring 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

Appendix 4: Parent form: Withdrawal from sex education within RSE

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	

Agreed actions from discussion with parents	<p><i>Include notes from discussions with parents and agreed actions taken.</i></p> <p><i>Eg: [Student name] will be taking part in all lessons containing relationships content, and during the sex education lessons, he will be working independently on a project in The Hub.</i></p>