



# Relationships, Sex and Health education policy

A handwritten signature in black ink, appearing to read "Dawn Laverick-Brown".

Signed: Governor

Dawn Laverick-Brown

Print Name

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## 1.Aims

The aim of RSHE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage, civil partnership or other type of committed relationship. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure).

It should teach what is acceptable and unacceptable behaviour in relationships. This will help students 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. Alongside being taught intimate relationships, students will also be taught about family relationships, friendships and other kinds of relationships that are an equally important part of becoming a successful and happy adult.

It should teach students what it means to achieve mental and physical well-being, and ways mental and physical health can be improved. Additionally, how to identify and access support for mental and physical health difficulties.

*As a school we will:*

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

*We aim for students to be able to:*

Distinguish between content and experiences that exemplify healthy relationships and those that are distorted or harmful;

Understand the benefits of healthy relationships to their mental wellbeing and self-respect and to understand that unhealthy relationships can have a lasting, negative impact on mental wellbeing;

Believe they can achieve goals and that in order to achieve those goals they must stick at the tasks despite the challenges they may face;

Learn facts and the law about sex, sexuality, sexual health and gender identity in an age-appropriate and inclusive way;

Recognise when relationships (including family relationships) are unhealthy or abusive (including the unacceptability of neglect, emotional, sexual and physical abuse and violence including honour-based violence and forced marriage) and strategies to manage this or access support for themselves or others at risk;

Recognise risks, harmful content and contact, and how and when to report issues to keep them safe online;

To, within the law, be well equipped to make decisions for themselves about how to live their own lives in the future, whilst respecting the right of others to make their own decisions and hold their own beliefs.

Embrace the challenges of creating a happy and successful adult life.

Gain knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy.

Put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts.

Develop resilience, to know how and when to ask for help, and to know where to access support.

Develop the spiritual, moral, social, cultural, mental and physical development of pupils, at school and in society

## **2. Statutory requirements**

As a maintained secondary school we must provide RSHE to all pupils as per the [Children and Social work act 2017](#).

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

## **3. Policy development**

All parents and carers of Batchwood students were invited to join staff, for a consultation evening in October 2019, to inform and discuss our RSHE policy and Curriculum.

#### 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

By the time Batchwood students reach the end of year 11, we endeavour that our students will know:

TOPIC	PUPILS SHOULD KNOW
Families	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

TOPIC	PUPILS SHOULD KNOW
<p>Respectful relationships, including friendships</p>	<p>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</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>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)</p> <p>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</p> <p>About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</p> <p>That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</p> <p>What constitutes sexual harassment and sexual violence and why these are always unacceptable</p> <p>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</p>

TOPIC	PUPILS SHOULD KNOW
<p>Online and media</p>	<p>Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</p> <p>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</p> <p>Not to provide material to others that they would not want shared further and not to share personal material which is sent to them</p> <p>What to do and where to get support to report material or manage issues online</p> <p>The impact of viewing harmful content</p> <p>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</p> <p>That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</p> <p>How information and data is generated, collected, shared and used online</p>
<p>Being safe</p>	<p>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</p> <p>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)</p>

TOPIC	PUPILS SHOULD KNOW
Intimate and sexual relationships, including sexual health	<p>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</p> <p>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</p> <p>The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</p> <p>That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</p> <p>That they have a choice to delay sex or to enjoy intimacy without sex</p> <p>The facts about the full range of contraceptive choices, efficacy and options available</p> <p>The facts around pregnancy including miscarriage</p> <p>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)</p> <p>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</p> <p>About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</p> <p>How the use of alcohol and drugs can lead to risky sexual behaviour</p> <p>How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</p>

We will continue to review, adapt and improve our RSHE curriculum, to ensure the curriculum meets the needs of our students, parents and carers.



## 6.Delivery

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

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).

All Batchwood students receive one RSHE lesson a week taught by their form tutor. This subject is taught by form tutors, to enable students to feel as comfortable as possible whilst learning and discussing what can be, sensitive topics. Some subjects within RSHE may also be taught in smaller groups, in which students may feel more at ease learning particular topics. The formation of these groups will be students led. For example, for some subject's students may wish to be in groups of their own sex or gender identity.

In addition to weekly lessons, promoting and supporting student's Mental/physical health and positive relationships is at the heart of everything we do as a school. This includes, Calm starts, reflective time, increased PE lessons and opportunities to engage in Physical activity, cooking and learning about healthy food, mentoring, counselling, sessions with our Assistant Psychologist and supporting students in resolving conflicts and maintaining friendships.

To enrich our RSHE curriculum we will also deliver: extended learning days, have school visitors/workshops and trips in relationship to RSHE. Any external agencies and resources will be used only with great caution and if we have full confidence in their appropriateness and compliance with RSHE guidelines.

We endeavour to ensure all students are provided with a safe learning environment when studying RSHE and will do this as follows:

- We will establish ground rules at the start of every lesson
- Have an 'Anonymous question box' available at all times
- Give students a 'pass' or 'exit' option: teachers will have agreed how students may signal to them that they don't feel comfortable taking part in an activity.
- Discussion with students on what we can do to make them feel comfortable and find out which topics they are most interested in.
- If students or teachers require any support with any issues that arise, they are able to speak to our RSHE lead, SLT and/or the Safeguarding team
- All teachers will have read guidance on creating a safe learning environment as advised by the PSHE association.

Our Safeguarding policy will be adhered to at all times and students will be aware as always, that any disclosures made about anything that means they may be at risk, will be passed on to the safeguarding team.

## **7. Roles and responsibilities**

### **7.1 The governing board**

The governing board will approve the RSHE policy, and hold the head teacher, Jonathan Kemp, to account for its implementation.

### **7.2 The head teacher**

The head teacher Jonathan Kemp, is responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw pupils from [non-statutory/non-science] components of RSHE (see section 8).

### **7.3 Staff**

Staff are responsible for:

Delivering RSHE in a sensitive way

Modelling positive attitudes to RSHE

Monitoring progress

Responding to the needs of individual pupils

Adhering to Safeguarding policy at all times

Responding appropriately to pupils whose parents wish them to be withdrawn from the [non-statutory/non-science] components of RSHE

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

The RSHE lead at Batchwood school is Laura Graham.

#### **7.4 Pupils**

Pupils are expected to engage fully in RSHE, unless their additional needs make it harder for them to do so, and, when discussing issues related to RSE, treat others with respect and sensitivity.

#### **8. Parents' right to withdraw**

Parents have the right to withdraw their children from the [non-statutory/non-science] components of sex education within RSHE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing using the form attached and addressed to the head teacher Jonathan Kemp.

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

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



## **9. Training**

Staff are trained on the delivery of RSHE and it is included in our continuing professional development calendar.

Jonathan Kemp will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSHE.

## **10. Monitoring arrangements**

The delivery of RSHE is monitored by RSHE lead Laura Graham and Jonathan Kemp, through: Learning walks, work scrutinies and discussions with staff and students.

Pupils' development in RSHE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by Laura Graham and Jonathan Kemp. At every review, the policy will be approved by the governing body.