



# Relationships and Sex Education and Health Education Policy

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<b>Signature of LGB Chair</b>		

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<b>Last reviewed on:</b>	New policy
<b>Next review due by:</b>	January 2022

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## Based on the DfE Guidelines

### Location and Dissemination

This policy document is freely available on request to the entire school community. The policy is referred to in relevant areas of the curriculum and is included within the curriculum maps which are published on the school website. A copy of the policy can be found on the Earls school website.

### Statutory regulations and guidance

“The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, require all schools from September 2020 to deliver Relationships and sex education. Health Education is compulsory in all schools except independent schools.

The Stour Vale Academy Trust values PSHE as one way to support children’s development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning.

We include the statutory Relationships and Health Education within our whole-school PSHE Programme. To ensure progression we have mapped a five year curriculum which caters for all aspects of the statutory Relationships, Sex and Health Education.

Documents that inform this RSE policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010)
- Keeping children safe in Education – Statutory safeguarding guidance (2016)
- Relationships and Sex Education RSE Secondary- Statutory Guidance July (2019)

This policy covers the school’s approach to Relationships and Sex Education It has been completed through consultation with key stakeholders including senior management, governors and trustees.

### Policy availability to parents and carers

Parents will be informed about the policy through the website. The policy will be available to parents through the school websites and hardcopies will be made available on request. Translations may also be made available on requests.

### Rationale



We define 'relationships and sex education' as learning about physical, moral and emotional development that students need in order to understand their own and others sexuality. Whilst knowledge of biology and the reproductive system is important, RSE is concerned with attitudes and values, personal and social skills, respect for self and others, family, stable loving relationships, feelings, gender roles and decision-making. It is about the physical, emotional, social, moral and legal dimensions of human sexuality as well as factual teaching about sex, sexuality and sexual health.

We believe it is important to address this area of the curriculum because pupils have a universal entitlement to learning that will enable them to live safe, fulfilled and healthy lives. The programme contributes to protecting children and young people by addressing national and local health priorities. The programme also acts to protect children and young people from concerns raised through the pastoral system in school.

Aspects of RSE are a statutory entitlement for young people at Key Stages 3 and 4. It provides a comprehensive body of knowledge and understanding about sexual health to manage fertility and avoid infection.

We believe it is important to address relationships and sex education in this age group because they are considered to be a vulnerable age. This is further supported by the recent studies into child exploitation and teenage domestic violence.

## The values we will promote

Our RSE curriculum promotes the British values of The Rule of Law, Individual Liberty, Mutual Respect and Tolerance. In this way our programme values the qualities of stable relationships, marriage and family life, without bias to any particular family structure.

## The aims and objectives of our programme

RSE, as part of the PSHE education curriculum, is vital to the development of the young people in our schools. The planned programmes are designed to help them deal with the difficult moral, social and health-related issues that arise in their lives and in society. They also help them to develop the knowledge, skills and understanding they need to live confident, healthy, independent lives as individuals, parents, workers, and members of society. Effective RSE is a key component in our approach to safeguarding our pupils through the curriculum.

## The intended learning outcomes

To ensure progression and a spiral curriculum, we use a variety of bespoke and innovative resources which have been designed to cater for student needs with support from the PSHE Association, Boardworks and Brook to ensure that PSHE meets the requirements of the DfE guidance on Relationship, Sex and health education.

## The guidance states that by the end of secondary school

	Pupils should know...
Families	<ul style="list-style-type: none"><li>• That there are different types of committed, stable relationships.</li><li>• How these relationships might contribute to human happiness and their importance for bringing up children.</li><li>• What marriage is, including their legal status – for example, that marriage carries legal rights and protections not available to</li></ul>



	<p>couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.</p> <ul style="list-style-type: none"> <li>• Why marriage is an important relationship choice for many couples and why it must be freely entered into.</li> <li>• The characteristics and legal status of other types of long-term relationships.</li> <li>• The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.</li> <li>• 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</li> </ul>
<p><b>Respectful relationships including friendships</b></p>	<ul style="list-style-type: none"> <li>• the characteristics of positive and healthy friendships, in all contexts including online, such as:</li> <li>• trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict</li> <li>• reconciliation and ending relationships, this includes different (nonsexual) types of relationship</li> <li>• practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• 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)</li> <li>• 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</li> <li>• about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</li> <li>• that some types of behaviour within relationships are criminal, including violent behaviour and coercive control</li> <li>• what constitutes sexual harassment and sexual violence and why these are always unacceptable</li> <li>• 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</li> </ul>
<p><b>Online and Media</b></p>	<ul style="list-style-type: none"> <li>• their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</li> <li>• 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</li> <li>• not to provide material to others that they would not want shared further and not to share personal material which is sent to them</li> <li>• what to do and where to get support to report material or manage issues online</li> </ul>



	<ul style="list-style-type: none"> <li>• the impact of viewing harmful content</li> <li>• 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</li> <li>• that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</li> <li>• how information and data is generated, collected, shared and used online</li> </ul>
<p><b>Being safe</b></p>	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> </ul>
<p><b>Intimate and sexual relationships, including sexual health</b></p>	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• the facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women and menopause</li> <li>• that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</li> <li>• that they have a choice to delay sex or to enjoy intimacy without sex</li> <li>• the facts about the full range of contraceptive choices, efficacy and options available</li> <li>• the facts around pregnancy including miscarriage</li> <li>• 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)</li> <li>• 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</li> <li>• about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</li> <li>• how the use of alcohol and drugs can lead to risky sexual behaviour</li> <li>• how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</li> </ul>



## The Law

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)

## Physical health and mental wellbeing: Secondary

Physical health and mental well-being education in Secondary schools – DfE Guidance It is important that the starting point for health and wellbeing education should be a focus on enabling pupils to make well-informed, positive choices for themselves. In secondary school, teaching should build on primary content and should introduce new content to older pupils at appropriate points.

The Guidance states that schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary:

	<b>Pupils should know...</b>
<b>Mental wellbeing</b>	<ul style="list-style-type: none"><li>• how to talk about their emotions accurately and sensitively, using appropriate vocabulary.</li><li>• that happiness is linked to being connected to others.</li><li>• how to recognise the early signs of mental wellbeing concerns.</li><li>• common types of mental ill health (e.g. anxiety and depression).</li><li>• 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.</li></ul>



	<ul style="list-style-type: none"> <li>the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.</li> </ul>
<b>Internet safety and harms</b>	<ul style="list-style-type: none"> <li>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 debt, how advertising and information is targeted at them and how to be a discerning consumer of information online.</li> <li>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.</li> </ul>
<b>Physical health and fitness</b>	<ul style="list-style-type: none"> <li>the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.</li> <li>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.</li> <li>about the science relating to blood, organ and stem cell donation.</li> </ul>
<b>Healthy eating</b>	<ul style="list-style-type: none"> <li>how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.</li> </ul>
<b>Drugs, alcohol and tobacco</b>	<ul style="list-style-type: none"> <li>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.</li> <li>the law relating to the supply and possession of illegal substances.</li> <li>the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.</li> <li>the physical and psychological consequences of addiction, including alcohol dependency.</li> <li>awareness of the dangers of drugs which are prescribed but still present serious health risks.</li> <li>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.</li> </ul>
<b>Health and Prevention</b>	<ul style="list-style-type: none"> <li>about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.</li> <li>about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.</li> <li>(late secondary) the benefits of regular self-examination and screening. 38</li> <li>the facts and science relating to immunisation and vaccination.</li> <li>the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.</li> </ul>



<b>Basic first aid</b>	<ul style="list-style-type: none"><li>• basic treatment for common injuries.</li><li>• life-saving skills, including how to administer CPR.15</li><li>• the purpose of defibrillators and when one might be needed.</li></ul>
<b>Changing adolescent body</b>	<ul style="list-style-type: none"><li>• key facts about puberty, the changing adolescent body and menstrual wellbeing.</li><li>• the main changes which take place in males and females, and the implications for emotional and physical health.</li></ul>

## By the end of Key Stage 3

Pupils will be able to:

- Manage changing relationships
- Recognise risk of personal safety in sexual behaviour and be able to make safe decisions
- Ask for help and support
- Explain the relationship between their self-esteem and how they see themselves
- Develop skills of assertiveness in order to resist peer pressure and stereotyping
- See the complexity of moral, social and cultural issues and be able to form a view of their own
- Develop good interpersonal skills to sustain existing relationships as they grow and change and to help them make new relationships
- Be tolerant of the diversity of personal, social and sexual preference in relationships
- Develop empathy with the core values of family life in all its variety of forms
- Recognise the need for commitment, trust and love in meaningful relationships which may manifest themselves in a variety of forms, including marriage
- Recognise the stage of emotions in relation to loss and change caused by divorce, separation and new family members and how to manage their feelings positively

## Pupils will know and understand:

- That fertilisation in humans is the fusion of the male and female cell
- The physical and emotional changes that take place during adolescence
- About the human reproductive system, including the menstrual cycle and fertilisation
- How the foetus develops in the uterus
- How the growth and reproduction of bacteria and the replication of viruses can affect health
- How the media influences understanding and attitudes towards sexual health
- How good relationships can promote mental wellbeing
- The law relating to sexual behaviour of young people
- A range of sources of advice and support
- About when and where to get help, such as genito-urinary medicine clinics

## Pupils will have considered:

- The benefits of sexual behaviour within a committed relationship
- How self-concept affects their self-confidence and behaviour
- The importance of respecting differences in relation to gender and sexuality
- How it feels to be different and be discriminated against



- Issues such as the costs of early sexual activity
- The unacceptability of prejudice and homophobic bullying
- What rights and responsibilities mean in relationships

### **By the end of Key Stage 4**

Pupils will be able to:

- Recognise the influences and pressures around sexual behaviour and respond appropriately and confidently seek professional health advice
- Manage emotions associated with changing relationships with parents and friends
- See both sides of an argument and express and justify a personal opinion
- Have the determination to stand up for their beliefs and values
- Make informed choices about the pattern of their lifestyle which promote wellbeing
- Have the confidence to assert themselves and challenge offending behaviour
- Develop qualities of empathy and sympathy and the ability to respond emotionally to the range and depth of feelings within close relationships
- Work co-operatively with a range of people who are different from themselves
- Recognise attributes of positive and negative relationships

### **Pupils will know and understand:**

- The way in which hormonal control occurs, including the effects of the sex hormones
- Some medical uses of hormones including the control and promotion of fertility
- The defence mechanisms of the body
- How sex is determined in humans
- How HIV and other sexually transmitted infections affect the body
- The risks of early sexual activity and the link with the use of alcohol
- The link between eating disorders and self-image and sexual identity
- How different forms of contraception work and where to get advice
- The role of statutory and voluntary organisations
- The law in relation to sexual activity for young people and adults
- How their own identity is influenced by their personal values, those of their family and of society
- How to respond appropriately within a range of social relationships
- The qualities of good parenting and its value to family life
- How to access the statutory and voluntary agencies which support relationships in crisis
- The benefits of marriage or a stable partnership in bringing up children
- The way different forms of relationship including marriage depend for their success on maturity and commitment

### **Pupils will have considered:**

- Their developing sense of sexual identity and feel confident and comfortable with it
- How personal, family and social values influence behaviour
- The arguments around moral issues such as abortion, contraception and the age of consent



- The individual contributions made by partners in a sustained relationship and how these can be of joy or benefit to both
- The consequences of close relationships, including having children and how this will create family ties which impact on their lives and those of others. Please note some of these outcomes will be achieved through the Science curriculum.

### **How will we assess this learning?**

As with any learning, the assessment of young people's personal, social and emotional development is important. It provides information that indicates their progress and achievement informs the development of the programme.

Young people do not pass or fail in this area of learning, but have the opportunity to reflect on their own learning and personal experiences, and set personal goals and agree strategies to reach them. This process of reflective assessment has a positive impact on young people's self-awareness and self-esteem, and there are opportunities to record learning and progress in different ways.

We will assess pupil's learning through; in class question and answer, discussion, group work, peer assessment, self-assessment and teacher assessment.

### **Inclusion and differentiation**

Our RSE programmes recognise that young people will bring prior learning and real life experiences to their learning. Our programmes respect and build on these, providing programmes that reflect both the universal and unique needs of our students. In this way, the programmes recognise and respect pupils' different abilities, levels of maturity and personal circumstances; for example their own sexual orientation, gender identity, faith or culture (which may, depending on their age and maturity, not be something they have yet considered or may be emerging) or the sexual orientation, gender identity, faith or culture of their immediate family, close friends and wider community.

### **Pupils with additional educational needs**

As far as is appropriate, young people with special educational needs follow the same RSE programme as all other students. Careful consideration is given concerning the level of differentiation needed, and in some cases the content or delivery will be adapted. Learning support assistants work with individual pupils where required, sometimes on a one to one basis.

It is the school's policy not to withdraw young people with special educational needs from RSE to catch up on other national curriculum subjects, as we believe that these aspects of personal and social development are as important as academic achievement.

### **Parents and carers involvement**

We are committed to working with parents and carers. Parents and carers are invited to contact the school directly with any queries or concerns. The resources used are also available on request.

Parents and carers have a right to withdraw their children from Sex Education content by letter to the Head of PSHE education. This does not include the content covered within the Science curriculum nor does it cover the compulsory PSHE or Relationships content.



### **Support for children who are withdrawn from the programme**

If a parent or carer requests that their child be removed from 'sex education', the school will provide support by ensuring the child understands that if they have questions, they may still speak with a member of staff directly.

The school will also provide other PSHE education work on the themes of positive social relationships and managing change. This will be completed in a supervised location in school.

### **How will we ensure that our equalities obligations are fulfilled?**

We promote the needs and interests of all pupils, irrespective of gender, culture, ability or aptitude. Teaching pedagogy will take into account the ability, age, readiness and cultural backgrounds of the young people to ensure that all can access the full RSE provision.

We promote social learning and expect our students to show a high regard for the needs of others. RSE is an important vehicle for addressing both multicultural and gender issues and for ensuring equal opportunities for all.

The planning and delivery of RSE is monitored by Senior Leaders in the school. The curriculum is delivered to mixed gender classes.

Every young person in Key Stages 3 and 4 has access to the full RSE provision, through their timetabled PSHE education lessons. Parents have the right to withdraw their children from sex education which is not part of the statutory national curriculum.

Note: Please also refer to the SEN policy and equal opportunities statement.

We will review this policy annually or in light of guidance from the DfE, Ofsted, PSHE Association and student voice.

### **Teaching methodologies**

The programmes are overseen by the Head of Schools. It is taught by staff who have strong relationships with the students. At times, these lessons will be supported by Teaching Assistants.

Controversial topics will be covered with sensitivity and respect for all viewpoints. The programme is not aimed to tell what is right and wrong but to take into account different perspectives and provide pupils with the information to make their own decisions.

The RSE programme will be taught through a range of teaching methods. Our programme recognises that young people will bring prior learning and real life experiences to their learning. Our programme respects and builds on these, providing a programme that reflects both the universal and unique needs of our students.

We will ensure that all RSE sessions remain positive in tone by setting clear expectations at the beginning of the year and reinforcing them at the start of each topic. Behaviour will also be managed according to the Behaviour for Learning policy.



We will ensure cross-curricular learning by keeping an up-to-date overview of whole school deliveries and liaising with both senior curriculum and senior pastoral teams. Working closely with key subjects to ensure cross-curricular learning is explicit.

Learning about relationships and sex in PSHE classes will complement learning in Science (primarily Biology) and Religious Education. For a more detailed view of where and when aspects are delivered across the school, please see the relevant curriculum documentation available on the school website.

### **Pupils' questions**

Pupils' questions will be answered by teachers honestly but not referring to personal experience. Answers will endeavour to reflect different sides of an argument if the topic is one of debate. Staff are to provide information and guidance but not instruction.

Pupils who have been withdrawn from RSE lessons may still ask questions to staff. These questions will be answered with same guidance as above. Although pupils will be encouraged to speak with their parents/carers regarding the conversation, they will not be made to.

We will allow pupils to raise anonymous questions by having scheduled lessons in which students may write anonymous questions and drop them into a box. These questions will be answered during lesson time however students are also encouraged to speak with their teacher discretely after the lesson if they wish.

If a pupil discloses information which is of concern with regards child protection, the procedure outlined in the Safeguarding policy will take place.

### **RSE policy links**

This policy supports / compliments the following policies:

- Safeguarding
- RSE and Health Education