



L.E.A.D. Academy Trust

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# **Relationship, Sex and Health Education (RSHE) Policy**

Reviewed and updated October 2021

## **Policy Statement**

### **Introduction**

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

L.E.A.D. Academy Trust requires this policy to be implemented by all its member academies, adapted to meet the needs of individual contexts and cohorts.

The L.E.A.D. ethos is that effective personal development is crucial to the rounded education provided to our pupils. Every child should have access to effective Health, Sex and Relationship Education.

L.E.A.D. Academy Trust defines the policy expectation, but the responsibility for implementation of the policy rests with the Head teacher of each academy.

This policy outlines the commitment to provide effective Relationships, Sex and Health Education for all pupils in support of that offered by parents, who are the first educators of their children in this area. It has been written with regard to the DfE Relationships Education, Relationships and Sex Education (RSHE) and Health Education guidance 2019 and statutory requirements.

In developing our policy and curriculum we have given due regard to the government's statutory guidance for RSHE issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996.

RSHE teaching contributes to our statutory duty to safeguard children and prepare them for the responsibilities and experiences of adult life. RSHE will be taught in an age-appropriate manner throughout each Academy within the Trust.

### **Legal Framework**

Updated guidance:

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sexeducation-RSHE-and-health-education>

Academies' Funding Agreements require academies to have regard to [DfE's statutory guidance on sex and relationship education](#)

Duty to promote wellbeing (Children Act 2004)

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

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

***See appendix 1 for government guidance document for schools.***

### **Definition**

RSHE is lifelong learning about physical, moral and emotional development. Through RSHE pupils learn about healthy relationships, diversity, respect, love and commitment, healthy lifestyles, safety both on and offline, puberty, sex, sexuality and sexual health. There is often concern that RSHE will encourage sexual experimentation however evidence shows that those who receive comprehensive RSHE at school are more likely to delay their first sexual activity and to use contraception when they do have sex.

At secondary level we are building on the foundations of skills and knowledge that pupils have learnt at primary school. Our key aim in providing RSHE throughout the school is to safeguard our pupils. During their time at this school pupils will learn key knowledge and skills to help keep themselves, and others, safe, healthy, and prepare them for the responsibilities of adult life.

At L.E.A.D. Academy Trust, all academies should ensure that any sex education programme designed and implemented, is age appropriate and is tailored to the physical and emotional maturity of the pupils, and should be aligned with the model policies issued by the relevant local authority. The policy will equally be outlined and shared with the relevant stakeholders and parents.

## Why RSHE is important at Noel-Baker Academy

The aim of RSHE is to give our young people the knowledge, skills and confidence needed to develop safe, healthy, informed and nurturing relationships of all kinds, not just intimate relationships. Effective RSHE does not encourage early sexual experimentation but teaches young people to understand human sexuality and respect themselves and others.

Knowledge about safer sex and sexual health remains important to ensure young people can make safe, informed and healthy choices as they progress to adult life. Pupils will also be given opportunities to understand how healthy relationships can benefit their own mental wellbeing and self-respect.

There will be opportunities for pupils to learn about the laws surrounding sex, sexuality, sexual health and gender identity which will be delivered in an age appropriate and inclusive way. The laws around a variety of other issues will be considered which include: marriage, consent, pornography, abortion, radicalisation and gangs. There will also be opportunities to learn about grooming, sexual exploitation and domestic abuse which should include addressing coercive and controlling behaviour. The physical and emotional damage that can be caused by female genital mutilation (FGM) will also be addressed.

We work hard in school to ensure that all pupils have a standard of education which supports the key aspects needed to keep safe and make positive, informed and healthy choices.

## Objectives

At Noel-Baker Academy, our innovative RSHE curriculum is fit for the world our young people are living in and we believe in empowering our students to understand their bodies, to reflect on their relationship values and to be able to openly discuss relationships and sex. This approach will reduce the risk of unhealthy and abusive relationships. RSHE is **not** about encouraging teenagers to become sexually active nor is it about promoting any particular lifestyle or relationship choice. We are committed to the important role that RSHE plays in students' holistic education and

build on the RSE programmes covered in Primary School. To this end, the central theme of *consent* underpins all of our RSHE lessons and we introduce students to the importance of consent from Year 7 and this is revisited on a yearly basis and adapted to the age of each year group.

**At Noel-Baker Academy our Relationships and Sex Education Programme will:**

- Be age appropriate and differentiated to the needs of the students including SEN and any other disabilities that require a bespoke curriculum
- Present information in an objective, balanced and sensitive manner
- Encourage the development of social skills and strategies, which will reduce the risk of exploitation, misunderstanding and abuse.
- Be fully inclusive of all genders, sexual orientations and all types of families (LGBT inclusive)
- Develop a clear understanding of the importance of consent; how to give, withdraw, ask for and recognise consent
- Reinforce the importance of loving relationships, rooted in mutual respect
- Explore the skills needed for effective parenting and how to assess one's readiness to be a parent
- To represent all types of families and to explore the different methods for starting a family
- To ensure that LGBT, people with disabilities and people from different ethnic minorities or cultures are positively represented in our curriculum
- Ensure students can identify the qualities of healthy and unhealthy relationships
- Allow students to examine the physical and emotional implications of sexual behaviour and to explore the arguments for delaying sexual activity

- Make students aware how and where to seek help if they are in an unhealthy or abusive relationship
- Prepare students for the journey from adolescence to adulthood
- Provide students with a safe environment to learn about sexual orientation and gender identity, reinforcing the importance of mutual respect and tackling LGBT misconceptions, homophobia, transphobia, bi-phobia and gender stereotypes
- Ensure that students have a clear understanding of sexual and reproductive biology, including knowledge of HIV and other sexually transmitted diseases
- Ensure students understand the different risks associated with various types of sexual activity and understand how to engage in safe sexual activity by exploring a range of contraception
- Place paramount importance on online safety and the risks of using social media and the internet for sexual purposes
- Develop students' understanding of the dangers of pornographic material
- Develop an awareness and understanding of relevant laws, for example those around consent, sexual violence, rape, drugs, and image-sharing.

At Noel-Baker Academy, we include the statutory Relationships, Sex and Health Education within our whole school INFORM curriculum.

The RSHE programme is based on the needs of pupils in the school with learning outcomes appropriate to their age, ability and level of maturity.

## **Course Content**

### **The Curriculum/ Implementation:**

RSHE will be taught in each year group throughout the Academy. The curriculum we deliver is age appropriate and progressive, building the pupil's knowledge, understanding and skills year on year.

### **Approach to RSHE at Noel-Baker Academy**

The schools approach to delivering RSHE consists of:

- RSHE modules delivered within a planned PSHE programme as part of the INFORM curriculum (Individual Needs, Future Opportunities Responsibilities and Money) which is delivered in year groups
- The taught National Curriculum Science Programme of Study
- Pastoral support for students who experience difficulties
- The assembly programme.

### **Relationships and Sex Education**

Relationship and Sex Education will build on the teaching at primary level. It aims to give young people the information they need to help them develop healthy, nurturing relationships of all kinds. At Noel-Baker Academy, we cover content on what healthy and unhealthy relationships look like and what makes a good friend, colleague and successful marriage or committed relationship. At the appropriate time, the focus will move to developing intimate relationships, to equip your child with the knowledge they need to make safe, informed and healthy choices as they progress through adult life.

**Throughout their time at Noel-Baker Academy, students will be taught content regarding:**

- Family
- Respectful relationships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health
- The Law

**Place in the curriculum - What, When and Where**

**By the end of secondary school:**

We must continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary. The numbers in the year group column refer to the term in which that topic covered:

## Place in the INFORM curriculum - What and When

**By the end of secondary school:**

We should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary. The numbers in the year group column refer to the term in which that topic covered:

Relationships & Sex Education (RSE) (Secondary) - September 2021						
	By the end of secondary school, students should know:	Y7	Y8	Y9	Y10	Y11
<b>Families</b>	that there are different types of committed, stable relationships.	3	1	1	1,3	2
	how these relationships might contribute to human happiness and their importance for bringing up children.	3	1	1	1,3	2
	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		1		3	1
	why marriage is an important relationship choice for many couples and why it must be freely entered into	3	1		3	2
	the characteristics and legal status of other types of long-term relationships		1		3	1,2
	the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.	3			3	2
	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	3			1	2

<u>Respectful relationships, including friendships</u>	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.	1,3	1	1	1,3	3
	practical steps they can take in a range of different contexts to improve or support respectful relationships.	1	1	3	3	3
	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).	1		3	3	3
	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.	1	1	1	1	
	about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help	1	2	1	1	
	that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.	2	2	1	2	1
	what constitutes sexual harassment and sexual violence and why these are always unacceptable.		3	1		1
	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.	3	1	1	1	3

<b><u>Online and media</u></b>	their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.	1,3	1	2	1	
	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	1	1		1	1
	not to provide material to others that they would not want shared further and not to share personal material which is sent to them.	1	1	1	1	2
	what to do and where to get support to report material or manage issues online.	1	1	1	1	2
	the impact of viewing harmful content.		3	3		2
	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.		3	3		2
	that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail	3	2,3	1	3	2
	how information and data is generated, collected, shared and used online.			1	1	
<b><u>Being safe</u></b>	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.	2,3	1	1	3	1
	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).	3	2		3	3

<u>Intimate and sexual relationships, including sexual health</u>	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.	3	3	1	3	3
	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.	2	3	3	2	3
	the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.	3		3		3
	that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.	2		3		3
	that they have a choice to delay sex or to enjoy intimacy without sex.	3		3		3
	the facts about the full range of contraceptive choices, efficacy and options available.			3		2
	the facts around pregnancy including miscarriage.	3		3		2
	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).			3		2
	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.			3	2	2
	about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.			3	2	2
	how the use of alcohol and drugs can lead to risky sexual behaviour.			2		2
	how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.			3		2

<b>The Law</b>	Marriage		1		3	1,2
	Consent	3	3		2	1
	Violence against women and girls			1	1	1
	online behaviours including image and information sharing (including 'sexting', youth produced sexual imagery, nudes, etc.)	3		3	2	1,2
	pornography		3	3	3	2
	abortion					3
	sexuality		3		3	3
	gender identity		3		3	3
	substance misuse			2	2	1
	violence and exploitation by gangs	2		1		1
	extremist and radicalisation					1
	criminal exploitation (for example, through gang involvement or 'county lines' drug operations)	2		1		1
	hate crime					3
	female genital mutilation (FGM)	3				3

Since RSHE incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum but through all aspects of school life, including the playground. It is important then that all staff understand they have a responsibility to implement this policy and promote the aims of the Academy at any time they are dealing with pupils.

### **Physical health and mental wellbeing at Noel-Baker Academy**

Pupils will be taught to make well informed, positive choices for themselves that seek to support their own health and wellbeing. There will be opportunities for teaching pupils about problems and challenges, including more serious mental and physical health conditions such as substance and alcohol misuse, with a focus on providing information about effective interventions. We will also teach pupils about issues such as eating disorders. Teachers will also demonstrate awareness of common adverse childhood experiences such as bereavement, family breakdown and exposure to domestic abuse, and how these might impact on pupils and influence how they experience these subjects. Pupils will be taught how to judge when they or someone they know needs support and where they can seek help if needed.

### **Health Education**

Through Health Education we aim to give our students the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise.

### **Throughout their time at Noel-Baker Academy, students will be taught content regarding:**

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body
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At Noel-Baker Academy, in order to ensure progression and a spiral curriculum, we predominantly use Jigsaw, as our chosen teaching and learning programme and tailor it to our students' needs

as it covers all areas of PSHE for the secondary phase including statutory RSE and Health Education. The learning deepens and broadens every year.

**Place in the INFORM curriculum - What and When**

**By the end of secondary school:**

We must continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary. The numbers in the year group column refer to the term in which that topic covered:

Physical Health & Mental Wellbeing (Secondary) - Sept 2021						
	By the end of secondary school, students should know:	Y7	Y8	Y9	Y10	Y11
<b>Mental wellbeing</b>	how to talk about their emotions accurately and sensitively, using appropriate vocabulary.	1,3	1			1
	that happiness is linked to being connected to others.	3	1		1	1
	how to recognise the early signs of mental wellbeing concerns.		1	2	1	1
	common types of mental ill health (e.g. anxiety and depression).	2	1	2	1	1
	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	1,3	1	2	1	1
	the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.	2				1

<b><u>Internet safety and harms</u></b>	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.	1,3	1	1		2
	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.	1	1		1	2
<b><u>Physical health and fitness</u></b>	the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.	2		1	1	1
	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 cardio-vascular ill-health.	2		1	2	
	about the science relating to blood, organ and stem cell donation		2		2	
<b><u>Healthy eating</u></b>	how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer	2		1	2	

<b><u>Drugs, alcohol and tobacco</u></b>	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.	2	2	2		2
	the law relating to the supply and possession of illegal substances.	2	2	2		2
	the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.			2		2
	the physical and psychological consequences of addiction, including alcohol dependency.	2		2		2
	awareness of the dangers of drugs which are prescribed but still present serious health risks.	2	2	2		2
	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.	2		2		2
<b><u>Health and prevention</u></b>	about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.	2	2		2	
	about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist	2	2			
	(late secondary) the benefits of regular self-examination and screening.					3
	the facts and science relating to immunisation and vaccination.	2	2		2	
	the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.	2	2		1	3

<b><u>Basic first aid</u></b>	basic treatment for common injuries.	2	2	2	2	2
	life-saving skills, including how to administer CPR.	1	1	1	1	1
	the purpose of defibrillators and when one might be needed	1	1	1	1	1
<b><u>Changing adolescent body</u></b>	key facts about puberty, the changing adolescent body and menstrual wellbeing.	3				
	the main changes which take place in males and females, and the implications for emotional and physical health.	3	2			

## **Teaching and Learning**

Everyone involved in the teaching of RSHE will follow the school policy. The personal beliefs and attitudes of teachers will not influence the teaching of RSHE. The approach to the teaching of this subject matter is rooted in education, rather than beliefs or emotion. A balanced and non-judgmental approach will therefore be taken. Teachers, and all those contributing to RSHE will work to the agreed values within this policy.

Within RSHE pupils will develop confidence in talking, listening and thinking about relationships, keeping safe, health, puberty and sex. To achieve this, a number of teaching strategies may be used, including:

- Establishing ground rules with pupils
- Dealing with children's questions in an appropriate manner
- Using discussion and the appropriate materials
- Encouraging reflection
- Use strategies for pupils who may not wish to raise suggestions in front of others e.g. a question (ballot style) box (the 'Ask it basket').

## **Equality, Inclusion and Support**

We are required to comply with the requirements of the Equality Act 2010. Our school values diversity, encourages respect for all and promotes tolerance for, and celebration of, difference. We do not discriminate against pupils because of any protected characteristic (age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation). At times, when there is an identified need, we may take positive action through our planning and delivery of RSHE to deal with disadvantages facing those with a particular characteristic.

RSHE will be accessible to all regardless of their gender. Through the delivery of RSHE teachers will explore gender stereotypes and how they may limit a person's potential and ensure that people of all genders receive information that is relevant to their needs.

There are many different faith and cultural perspectives on aspects of RSHE. As a school we will deliver RSHE in a factual, non-judgmental way ensuring that teachers do not promote one faith or cultural viewpoint but rather provide a balanced approach that acknowledges the wealth of views and opinions of our community and teaches tolerance. At times in our programme we will explore different faith perspectives. Parents and carers are key partners in RSHE and are best placed to support their children to understand how learning at school fits with their family's faith, beliefs and values. To support this process we will ensure that parents are made aware of what will be taught in our RSHE programme and when.

We will use a range of materials and resources that reflect the diversity of our school population and encourage acceptance and tolerance. We want every pupil and family to feel included, celebrated, respected and valued.

Teachers will plan in different ways and use a variety of teaching strategies to meet the needs of individuals. For some pupils, particularly those with special educational needs and disabilities, a differentiated approach may be necessary to ensure learning outcomes are met - this will be shared with parents/carers and a plan developed. Some pupils may have experienced adverse childhood experiences that may impact on their ability to engage with RSHE in a variety of ways. Care will be taken to ensure that, where this is the case parents/carers are consulted about the most appropriate way for the pupil to access the curriculum.

A range of different families and relationships will be explored within RSHE, including same-sex relationships. Referencing a range of relationships will be integral to our programme of RSHE. All pupils whatever their identity, developing identity, or family background need to feel that RSHE is relevant to them and sensitive to their needs. This means that resources and books used will reflect both our school community and wider society.

### **SEND**

Where possible all students will remain with their tutor group for their PSHE/RSE lessons. Either pupils who have been identified as needing support during RSE, may receive the support of an Intervention Lead during their RSE lessons or arrangements will be made for specific students to be withdrawn from RSE lessons to receive a differentiated version of the RSE programme. Support will be provided by the

Inclusion Team. Students will only be removed to receive a tailored programme if it is deemed necessary to meet their individual learning or emotional need. This will be decided in collaboration between the SENCO, Parent and PSHE lead.

Teachers will plan in different ways and use a variety of teaching strategies to meet the needs of individuals. For some children, particularly those with special educational needs and disabilities, a tailored approach may be necessary to ensure learning outcomes are met - this will be discussed with parents/carers and based upon the individual needs of the pupil, prior to the session.

### **Vulnerable Pupils**

Some pupils may have experienced adverse childhood experiences that may impact on their ability to engage with RSHE in a variety of ways. Care will be taken to ensure that, where this is the case, parents/carers are consulted about the most appropriate way for the pupil to access the curriculum.

### **Safe Learning in RSHE**

It is important that all pupils feel safe and able to participate in RSHE lessons. To support the involvement of all pupils, teachers will use a range of teaching strategies and ensure that pupils are aware of the expectations before beginning each session.

As with any topic, pupils will ask questions during RSHE to further their understanding. Due to the sensitive nature of the topic, teachers will employ strategies to ensure that questions are asked and answered in a factual, balanced and age-appropriate way.

Staff will use the following strategies to deal with unexpected questions:

- Teachers will establish a set of ground rules so that young people are aware of parameters.
- If a question is personal, the teacher will remind pupils of the rules and expectations.
- If the teacher does not know the answer to a question, the teacher will acknowledge this and will research the question and provide an appropriate answer later.

- If the question is too explicit, is outside set parameters, is inappropriate in a whole class setting or raises concerns about sexual abuse, the teacher will attend to it on an individual basis, which may involve informing parents. Teachers and students will show respect for all genders, sexualities and different types of families and cultures
- Any concerns that arise about sexual abuse or any other safeguarding issues must be followed up under the Academy's safeguarding procedures
- Where discussions about sexual behaviour arise from apparently unrelated topics, teachers will give attention to relevant issues, again using professional judgement.

Sometimes pupils may ask relevant questions but that are about issues that are not part of the planned programme. This could show that the taught curriculum is not meeting their needs. This will be fed back to the PSHE Lead as part of the evaluation and monitoring process.

### **Organisation and Delivery**

1. Relationship and Sex Education and Health Education are taught through our tailored PSHE programme within the INFORM curriculum.
2. All students in years 7-11 receive 4, 30 minute lessons of PSHE a week where all RSE and Health Education content is covered.
3. In addition to their PSHE lessons, some content is also covered in assemblies as required.
4. Teachers and all those contributing to Relationships & Sex education will work within an agreed framework as set out in this policy.
5. We will work with any external specialist organisations, consultants and healthcare professionals to ensure our curriculum reflects and enhances current best practice.

### **Our INFORM curriculum is reinforced and enhanced in the following ways across the academy:**

- Assemblies,
- Praise and reward system,

- Through relationships student to student, adult to student and adult to adult across the school.
- We aim to ‘live’ what is learnt and apply it to everyday situations in the school community. For example, all staff accept others for their differences and treat everyone with respect.

### **Working with Parents/Carers**

Parental/carer support is integral to the success of our RSHE curriculum. While we have an educational and legal obligation to provide young people with Relationships, Sex and Health Education, we recognise that in RSHE, parents and carers play a core role and we therefore welcome their engagement with our programme. It is important that RSHE delivered within the Academy is explored in more detail within the context of individual families.

We wish to build a positive and supporting relationship with the parents of children at our Academy through mutual understanding, trust and co-operation. In promoting this objective we:

- Inform parents routinely about the Academy’s RSHE policy and practice (prospectus/letters/emails/ website)
- The curriculum content and organisation is shared and explained (knowledge organisers / explanation of what is covered and when)
- Answer any questions that parents may have about the RSHE of their child
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSHE in the Academy
- Conduct consultation on an annual basis about any needs in relation to our RSHE programme and policy

### **Right to withdraw from Sex Education**

Whilst we always try to work with parents to explore their views, we also accept that under the Education Act 1993, parents can exercise their right to excuse their child from the sex education elements of our programme (other than that which comes within the Science curriculum). There is no right to withdraw from Relationships Education or Health Education. The RSHE we provide is planned to meet the needs of all pupils and give them the knowledge and skills they need to

lead healthy lives. This avoids them receiving less accurate, second-hand information from peers if they do not access this education.

Should parents wish to withdraw their child, they must follow the below process:

1. First contact is to be made with PSHE Lead Mrs Johnson who will contact the parent to alleviate any fears or concerns or answer any questions they have. This usually alleviates a parent's concerns over the topics and the process stops here.
2. If after this a parent is still wanting to withdraw their child from some or all of the Sex education topics, they are to put this in writing to the head teacher, making clear which aspects they are not happy with/which topics they are requesting a child removed from. As a result of this letter, the head teacher will make contact with the parent to again try to alleviate any fears or concerns they may have.
3. If a parent is still wishing to remove their child from some or all of the sex education content, in most cases other than those in exceptional circumstances, the head teacher will grant this and alternative provision made for that child during the specific sessions taught.

### **Confidentiality, Safeguarding and Child Protection**

Everyone involved in RSHE will be clear about the boundaries of their legal and professional roles and responsibilities. Teachers will discuss confidentiality with pupils, making it clear that teachers cannot offer unconditional confidentiality. Pupils will be informed that if confidentiality has to be broken, due to safeguarding concerns, they will be informed first and then supported as appropriate.

Teachers will be aware that effective RSHE, which brings an understanding of what is and is not acceptable, can lead to disclosure of a child protection issue. Everyone involved in RSHE will be alert to signs of abuse and report concerns or suspicions to the Designated Safeguarding Lead as outlined in the safeguarding policy.

### **Support for Students**

The school takes its role in the promotion of student welfare seriously. Staff endeavour to make themselves approachable and to provide caring and sensitive pastoral support for students in a number of ways. Staff may be approached for

help on an individual basis and through the tutorial system they offer a listening ear and, where appropriate, information and advice. The school nurse offers a health and support service to students which can be accessed through a CPOA referral or through the weekly drop ins. Where appropriate, students are referred to additional programmes run by school health or the locality workers such as health/unhealthy relationships. The school will keep up to date about the development of local services and national help lines for young people promote their existence to students and endeavour to form working relationships with local agencies that are relevant to student needs.

### **Menstrual Wellbeing**

Pupils who are menstruating will be supported in the following ways:

- Sanitary disposal units are available in female and unisex/accessible toilets
- Pupils can access emergency sanitary products from Reception and department offices (the 'Red Box') including the Sports and Vocational Building (SVB)
- For those experiencing period poverty free sanitary protection can be accessed from Reception and department offices (the 'Red Box') including the Sports and Vocational Building (SVB). Our pastoral team will be able to ensure this access is readily available throughout the year, including Academy holidays.

### **The Role of Health Professions in the Delivery of Relationships and Sex Education**

The Academy may work with health professionals in the development and implementation of the schools Relationships & Sex Education programme. Any visitors used to help in the delivery of the programme, will be clear about the boundaries of their input and will be aware of the Relationships & Sex Education curriculum, relevant school policies and their work will be planned and agreed in advance.

### **Staff Training**

All staff delivering RSHE will take part in training and be familiar with this policy. If a staff member has additional learning and development needs, these will be supported either through mentoring from a more experienced staff member in the

Academy, team-teaching, observations, or attendance at an internal or external training event.

Each fortnight staff will meet as year group teams with a Designated Safeguarding Lead to discuss upcoming topics to ensure they are delivered in the most effective, appropriate and sensitive way possible.

### **Monitoring and Evaluation**

The implementation of this policy will be monitored and evaluated regularly throughout the year. The following are some of the ways that the curriculum is monitored and evaluated:

- Learning walks and observations
- Review of student books/work
- Student voice
- Staff voice
- Parental/carer feedback

It is the responsibility of the PSHE Lead, Jules Johnson, to oversee the monitoring and evaluation of the RSHE programme.

The views of students and teachers who deliver the programme are used to make changes and improvements to the programme on an ongoing basis.

This policy will be reviewed on an annual basis by Jules Johnson (PSHE Lead), Sarah Leach (AHT for Personal Development), Headteacher and governors.

The next scheduled review date for this policy is **September 2022**.

This policy will also be reviewed in light of any changes to statutory guidance, feedback from parents, staff or pupils, and issues in the school or local area that may need addressing.

The governing board is responsible for approving this policy.

Any changes made to this policy will be communicated to all staff, parents and, where necessary, pupils.

### **Linked Policies/Strategies**

- Anti-Bullying Policy
- Careers Strategy
- Equality Policy
- E-safety Policy
- Mental Health and wellbeing Policy
- Safeguarding Policy
- SEND Policy

### **Appendices**

Appendix 1: Government Guidance

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/908013/Relationships\\_Education\\_Relationships\\_and\\_Sex\\_Education\\_RSE\\_and\\_Health\\_Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)