

Relationships, Sex and Health Education Policy

Reviewed	JDA
Committee to Review	Quality of Education
Ratification date by Trustees	Summer 2022
Review Due	Summer 2024

Purpose:

- To outline the provision of Relationship, Sex and Health Education (RSHE).
- To clarify the roles and responsibilities of staff providing RSHE.
- To inform parents and pupils of the entitlement to RSHE at Taverham High School

Outcomes:

- Staff, pupils and parents understand the provision of RSHE and the rationale behind our programme.

Relationships Education, Sex Education and Health Education (RSHE) policy

Policy context and rationale

This relationships, sex and health education policy covers the Taverham High School approach to teaching relationships, sex and health education (RSHE). This policy has been subject to thorough consultation within the school community including pupils, parents/carers, staff, school governors and with external agencies such as Children's Services. Pupil consultation has ensured that the needs of all pupils can be met through the delivery of an age and stage appropriate RSHE curriculum that addresses relevant issues, informed by analysis of public health data and pupil priorities. Consultation methods have included a parent and student survey to ascertain needs. Pupil consultation has been used to inform the creation of the school's RSHE curriculum and this policy where appropriate.

Policy values, aims and objectives

Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy and how to manage their academic, personal and social lives in a positive way.

These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others', wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society.

-Secretary of State Foreword

Our school's overarching aims and objectives for pupils are to **'inspire', 'empower' and 'achieve'**. RSHE is underpinned by a clear set of embedded values and principles that complement the school ethos and permeate through the teaching practice, resources and classroom management of RSHE lessons. Our school values are:

Resilience: THS Students endeavor to never give up

Confidence: THS Students believe in their own abilities

Ambition: THS Students have a desire to do well in the world

Integrity: THS Students are ethical members of our society

Compassion: THS Students are inclusive of everyone in their community

Success: THS Students strive to reach their full potential

RSHE is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health in an age and stage appropriate manner. We recognise the importance of RSHE in preparing children and young people to live safe, fulfilled and healthy lives. The overarching objective of RSHE is to support children and young people through a journey of physical, emotional and moral development via the teaching of essential knowledge, skills and values within the framework of the law and provisions of the Equality Act, 2010. Our school's vision for RSHE is to equip children and young people with accurate information, positive values and the skills to enjoy healthy, safe and positive relationships, to celebrate their sexuality and to take responsibility for their health and wellbeing both now and in the future.

Effective RSHE can make a significant contribution to the development of personal skills needed by pupils to establish and maintain relationships. RSHE will ensure children and young people are encouraged to understand the importance of stable, loving relationships, respect, love, and care. It

also enables young people to make responsible and informed decisions about their health and wellbeing.

RSHE will be approached through evidence-based, best practice principles to ensure the highest impact on improving pupil health, wellbeing, safeguarding and lifelong outcomes. The following principles are based on research evidence, supported by a wide range of leading organisations including the NSPCC, Barnardo's, The Children's Society and education unions. They are also supported by a number of MPs and Lords:

Principles of effective RSHE

RSHE provision at Taverham High School:

- Is an identifiable part of our school Personal Development curriculum, which has planned, timetabled lessons across all the Key Stages.
- Is taught by staff regularly trained in RSHE (with expert visitors invited in to enhance and supplement the programme, where appropriate).
- Works in partnership with parents and carers, informing them about what their children will be learning and how they can contribute at home.
- Delivers lessons where pupils feel safe and encourages participation by using a variety of teaching approaches with opportunities to develop critical thinking and relationship skills.
- Is based on reliable sources of information, including about the law and legal rights, and distinguishes between fact and opinion.
- Promotes safe, equal, caring and enjoyable relationships and discusses real-life issues appropriate to the age and stage of pupils, including friendships, families, consent, sexual harassment, relationship abuse, sexual exploitation and safe relationships online.
- Gives a positive view of human sexuality with honest and medically accurate information so that pupils can learn about their bodies and sexual and reproductive health in ways that are appropriate to their age and maturity.
- Gives pupils opportunities to reflect on their values and influences (such as from peers, media, faith and culture) that may shape their attitudes to relationships and sex and nurture respect for different views.
- Includes learning about how to get help and treatment from sources such as the School Health Service and other health and advice services including reliable information online.
- Fosters equality, including LGBT+ (lesbian, gay, bisexual, trans) equality and challenges all forms of discrimination in RSHE lessons and in everyday school life.
- Meets the needs of all pupils with their diverse experiences including those with special educational needs and disabilities.
- Seeks pupils' views about RSHE so that teaching can be made relevant to their real lives and assessed and adapted as their needs change.

Entitlement and equality of opportunity

All children are entitled to access a broad and balanced curriculum delivered in an age and stage appropriate manner. Teachers will include a range of teaching styles and groupings to allow all children to make progress. Every child will be given opportunity to develop their skills independently and in groups, enhancing their own confidence and self-esteem.

We actively celebrate the diversity of our pupils, their families and the wider whole-school community. RSHE will always be taught in a non-judgemental, non-biased and fully inclusive manner through clear, impartial, scientific information as well as covering the law to ensure all pupils have equal access to our RSHE curriculum. We do not use RSHE as a means of promoting any form of

sexual orientation over another.

Thorough consultation, continual assessment and regular reviews of the curriculum we ensure that we continually recognise and respect pupils' different abilities, levels of maturity, personal circumstances (including gender identity, faith or culture and that of their family, friends and the wider whole-school community) in accordance with the school's inclusion policy.

Teaching and learning

The RSHE programme will be led by James Day, taught by trained staff from within the Personal Development team and supported by the student support team and outside agencies. All staff involved in the delivery of RSHE have received specialist training to ensure that pupils receive clear and consistent approaches to RSHE throughout their time at Taverham High. Whole staff and individual training needs will be identified through the school's self-evaluation process and staff appraisal.

On occasion external visitors, experts and agencies may be invited to contribute to the delivery of RSHE to enhance delivery of these subjects, bringing in specialist knowledge and different ways of engaging with children and young people. When this happens, our school will:

- Check the visitor or visiting organisation's credentials.
- Ensure the teaching delivered by the visitor fits with our planned programme and our published policy.
- Discuss the detail of how the visitor will deliver their sessions and ensure that the content is age-appropriate and accessible for the pupils.
- Ask to see in advance the materials visitors will use as well as a lesson plan so that collectively we can ensure it meets the full range of pupils' needs (e.g. special educational needs).
- Agree how confidentiality will work in any lesson and that the visitor understands how safeguarding reports should be dealt with in line with our school's policy.
- Arrange for the visitor to be supervised/supported by a member of school staff at all times.
- Monitor and evaluate the visitor input to inform future planning.

RSHE will be taught through a range of teaching methodologies and may include storytelling, discussions, individual private reflection, videos, quizzes and fact finding, value spectrums, debating, independent research and artistic presentations etc. This wide range of teaching strategies promotes engagement by all pupils, irrespective of preferred learning styles.

Curriculum and delivery

As a secondary academy, we must provide RSE to all pupils under section 34 of the [Children and Social Work Act 2017](#).

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

RSHE at Taverham High School will be taught primarily through a 'spiral curriculum'. This approach means that pupils will gain knowledge, develop values and acquire skills gradually by re-visiting core themes to build on prior learning. RSHE will support the school's commitment to safeguard pupils through an age-appropriate curriculum that prepares them to live safely in the modern world.

Aspects of RSHE will also be taught in other areas of the curriculum such as PE (Health & Fitness

aspects), computing (Online Safety) and Science (Reproduction).

Our intended RSHE programme can be seen in the *PD Curriculum Overview* in *Appendix 1*, along with what pupils should know by the end of secondary school (*Appendix 2*). However, the curriculum may vary in response to emerging issues and to reflect the rapidly changing world in which our pupils are living and learning. If this is the case, parent/carers will be provided with appropriate notice before the amended programme is delivered. Where possible the curriculum will be complemented by themed assemblies, tutor time activities, topic days and cross curricular links.

Assessment

Pupils' learning will be assessed at the end of every term to ensure that pupils are making sufficient progress to build on prior teaching and learning and that teaching strategies and resources remain relevant and effective. Assessment activities will be implicit, forming part of a normal teaching activity to ensure that pupils do not feel under pressure and will include self-assessment tasks that will confirm pupils understanding of the topics.

The quality of RSHE teaching and learning will be monitored through RSHE learning walks, team teaching and informal drop-ins conducted by subject leads and/or members of the senior leadership team. The observations and findings of which will be used to identify and inform future staff training needs.

Responding to pupils' questions

There will always be sensitive and controversial issues within the subjects of RSHE. These may be a matter of age and stage appropriateness or contrasting personal beliefs including those originating from faith perspectives and culture. We believe that children are best educated and protected from harm when they are provided with a safe and supportive space to discuss issues openly within the framework of a class working agreement. Pupils have the opportunity to ask questions every lesson in an open setting and will also be provided with an opportunity to raise anonymous questions through the use of an anonymous 'ask-it-basket'. Teachers will answer questions as fully as they feel age and stage appropriate based on the level of knowledge demonstrated by pupils during the lesson. Teachers may delay answering a pupil's question if they need time to consult with a colleague or the school leadership team to construct an appropriate answer.

Teachers can refuse to answer a question that they feel is inappropriate and will never answer personal questions about their own body, personal circumstances or lifestyle choices. If a teacher does not answer a question, the pupil will have the reasons clearly explained and the teacher will work with the pupil to identify suitable sources of information where they can obtain an answer to their question. This may include encouraging the pupil to ask a parent/carer or trusted adult at home.

Safeguarding, reports of abuse and confidentiality

The school's responsibility to safeguard pupils through a curriculum that prepares them to live safely in the modern world will remain central to our curriculum content, teaching methodologies and supporting resources.

At the beginning of RSHE teaching the class will discuss and create a 'working agreement'. Confidentiality will be included within this agreement so pupils are clear of the limits of confidentiality that can be guaranteed by a teacher.

Distancing techniques such as the use of characters within RSHE avoids pupils feeling under pressure

to participate or disclose information beyond that which is appropriate or feels comfortable. This strategy makes RSHE more accessible to all pupils including those who may have experienced unhealthy relationships and/or abuse.

Teachers will signpost pupils to information relevant to the topic being taught to ensure safe sources of information, advice and guidance are provided. Teachers will also work closely with the school's pastoral system to advise on topic coverage, using trusted, high quality local resources, so that the school can be responsive to pupil's pastoral needs and safeguarding arrangements can be actioned efficiently if required.

Teachers will understand that an open forum to discuss potentially sensitive issues can lead to increased safeguarding reports. Children will be made aware of the processes to enable them to raise their concerns or make a report and how any report will be handled. This will also include processes when they have a concern about a peer or friend.

In line with the document Keeping Children Safe in Education (KCSIE), all staff are aware of what to do if a child tells them that they are being abused or neglected, including referring to being involved (or being likely to be involved) in sexual activity. Staff are also aware of need to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those that need to be involved, such as the Designated Safeguarding Lead and children's social care. A member of staff will never promise a child that they will not tell anyone about a report of abuse, as this is not in the best interests of the child.

Involving parents and carers

We believe that parents and carers are the primary educators of their children in RSHE and that RSHE is most effective when it is collaboration between school and home. We therefore wish to build a positive and supporting relationship with parents and carers of children and young people at our school through mutual understanding, trust and cooperation.

The school will provide support to parents and carers through an annual RSHE workshop which provides a valuable opportunity to develop awareness of emerging RSHE topics, meet RSHE teachers and review the resources being used as well as consider ways to build on the learning at home, fostering strong channels of communication between parents/carers and their children. The school also operates an open-door policy enabling parents to discuss RSHE at relevant times throughout the school year.

Parents' right to withdraw

The vast majority of RSHE is compulsory. There is no right to withdraw from Relationships Education or Health Education. Parents and carers are only able to request that their child is excused from Sex Education, taught outside of the national curriculum for science. Parents and carers cannot withdraw their children from sex education taught in science.

If a parent wishes their child to be excused from some or all of Sex Education taught as part of RSHE, they should put their request in writing using the form found in *Appendix 3* of this policy and addressed to the headteacher, making clear which aspects of the programme they do not wish their child to participate in.

The headteacher will outline to parents/carers the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded as well as the likelihood of the child hearing their peers' version of what was said in the classes rather than what was directly said by the teacher (although

detrimental effects may be mitigated if the parents/carers propose to deliver sex education to their child at home instead). Once a decision has been made, parents/carers must inform the school in writing stating their reasons as to why they would like their child withdrawn.

Once these discussions have taken place, except in exceptional circumstances, our school will respect a parent/carers' request to have their child excused from sex education up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education, rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those terms. The school will document this process.

This process is the same for pupils with SEND. However, there may be exceptional circumstances where the head teacher may want to take a pupil's specific needs arising from their SEND into account when making this decision.

If a pupil is excused from sex education, the school will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

Links to other school policies and curriculum

This policy complements the following policies:

- Anti-bullying
- E-safety
- Equality
- ICT and Internet
- Safeguarding
- Teaching and learning

Monitoring arrangements

- The delivery of RSE is monitored by James Day (Assistant Headteacher: Personal development, Equality & Diversity) and Rebecca Ricketts (Deputy Headteacher: Behaviour & Safety)
- RSE is monitored through the academy AIP, annual subject reviews, book scrutinies, parent surveys, student surveys, pupil panels and learning walks.
- Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

Review date

Consultation with parents and pupils will be conducted on a regular basis to support with reviewing the curriculum to ensure it remains responsive to emerging needs and the policy updated accordingly.

This policy will be reviewed every 2 years or sooner if the RSHE curriculum is amended, for example in response to emerging themes, changing pupil needs or introduction of new legislation and guidance. The next review date of this policy is currently set for June 2024.

Appendix 1: Personal Development Curriculum Overview

KS3 PD	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Year 7	Future Pathways Attributes for Success	Character Development Developing Ourselves	RSE Friendships & Relationships	Health & Wellbeing Pt 1 Looking after our physical health	Health & Wellbeing Pt 2 Puberty	Citizenship Democracy: British Values & Multiculturalism
Lessons	L1. Why study PD? L2. Leadership L3. Organisation L4. Resilience L5. Initiative L6. Communication L7: PIXL Edge Introduction	L1. Using the Edge to track my personal development L2. Social Media: Safe & Private L3. Cyberbullying L4. Relationships online L5. How information is generated, collected, used and shared online	L1. Keeping safe & positive relationships L2. Keeping good friendships L3. Falling in love L4. Family relationships L5. FGM & Honourbased violence L6. Digital footprint	L1. What is a healthy lifestyle? L2. Exercise L3. Energy drinks L4. Dangers of smoking and vaping L5. Consequences of not eating healthy	L1. Puberty– When and why L2. Periods L3. Personal hygiene L4. How can we manage our anger L5. Changes to the mind Depression L6. Body image	L1. What are Fundamental British Values? L2. What is democracy? L3. Multiculturalism L4. What communities do you belong to? L5 Respect and society
Year 8	Future Pathways Launch Yourself	Character Development Respect for each other	RSE Identity and LGBTQ Explored	Health & Wellbeing Pt 1 Addiction	Health & Wellbeing Pt2 Addiction (Continued)	Citizenship Law, Crime and Society
Lessons	L1. Launch Yourself–Introduction L2. Buzz Quiz L3. Future Pathways (Baker Clause)Intro to local colleges and technical education EXT. Evidencing ofPIXL Edge	L1. Bullying or Banter L2. Sexual Harassment L3. Child-on-Child abuse	L1. Do you need a relationship to be happy? L2. What does sexual orientation mean? L3. Gender Identity	L1. Screen addiction L2. Vaping, nicotine & addiction L3. Why do people use drugs?	L4. Is it just a 'joint'? L5. Binge drinking L6. Gambling	L1. Why people break the law L2. County Lines L3. Consequences of crime
Year 9	Future Pathways Finding your path	Character Development Mental Health	RSE Sexual Relationships	Health & Wellbeing Pt 1 Self-Image	Health & Wellbeing Pt2 Personal Finance	Citizenship Human Rights
Lessons	L1. My Future- Intro lesson L2. IT room needed (can be a National Careers Service) L3. GCSE Linking subjects to careers Options L4. Work Experience L5. Game L6: 6th Form lesson L7: Evidencing on PIXL Edge	L1. What is the key to confidence? L2. Depression L3. How can I manage stress? L4. Managing social anxiety L5. Mindfulness and meditation	L1. Safe sex L2. Consent L3. The dangers of image sharing L4. Harassment & Stalking L5. The dangers of pornography L6: FGM	L1. What is discrimination and hate crime?? L2. Sex and gender discrimination L3. Disability Discrimination L4. Racism and religious discrimination L5. Discrimination against sexual orientation	L1. An introduction to personal finance L2. Needs and wants L3. Ways to pay L4. Budgeting L5. Value for money L6. Consumer Rights	L1. Privilege L2. What are human rights? L3. Human rights in the real world L4. Human Trafficking L5. Fake news and radicalisation

KS4 PD	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Year 10	Future Pathways Exploring Post 16 options	RSE Sexual Safety	Health & Well-being Drug Use		
Lessons	L1 Business etiquette L2 Workplace communication L3 Entrepreneurships	1. Mates, dates, loves, hates 2. Breast and Cervical Cancer (Self Examination) 3. Contraception & Consent	1. Legal vs Illegal 2. Supply and possession 3. Dangers and risks of prescribed drugs		
Year 11	Future Pathways Exploring Post-16 Options	Future Pathways Exploring Post-16 Options	RSE Safe Relationships	Health & Well-being Prevention & screening	Wider World Marriage and Children
Lessons	L1 Different pathways / Help you choose L2 Next steps / Help You Choose L3 Help You Choose (Applications)	L1 Apprenticeships / UCAS L2 CV – (skills suitcase) L3 Interviews	1. Forced Marriage 2. STIs, Consent & Contraception 3. Sexual harassment and peer on peer abuse	PREVENTION & SCREENING 1. Benefits of regular self examination and screening 2. Cervical screenings and prostate exam 3. Blood, organ and stem cell donation	PREGNANCY AND PARENTING 1. Long-term relationships (Marriage & Civil Partnerships) 2. Pregnancy, Choices & Miscarriage 3. Roles & responsibilities of bringing up children

Appendix 2: By the end of secondary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families	<p>That there are different types of committed, stable relationships</p> <p>How these relationships might contribute to human happiness and their importance for bringing up children</p> <p>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</p> <p>Why marriage is an important relationship choice for many couples and why it must be freely entered into</p> <p>The characteristics and legal status of other types of long-term relationships</p> <p>The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting</p> <p>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</p>
Respectful relationships, including friendships	<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
Online and media	<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>
Being safe	<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>

Appendix 3: Parent/Carer form: withdrawal from sex education within RSE



TO BE COMPLETED BY PARENTS/CARERS			
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/Carer signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents/carers	