

1 GREAT ACADEMIES STATEMENT OF INTENT

The Academy Trust believes that Relationship and Sex Education (RSE) and Health Education is an integral element of a pupil's education and that it plays an important role in preparing them for adulthood. The Academy's RSE and Health Education programme aims to develop pupils' self-awareness, self-esteem and confidence to enable them to develop positive relationships and make positive decisions in their lives.

2 OUR AIMS

RSE and Health Education should help and support pupils through their physical, emotional and moral development.

Our aims include;

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Help pupils talk about their emotions accurately and sensitively using appropriate vocabulary.
- Develop awareness of the benefits and importance and physical exercise
- Develop awareness of internet safety and harms
- Help pupils understand how to maintain healthy eating and the links between a poor diet and health risks

3 STATUTORY REQUIREMENTS

As a secondary academy school we must provide RSE to all pupils as per section 34 of the [Children and Social work act 2017](#).

In teaching RSE, we are 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](#).

4 POLICY DEVELOPMENT

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – Compliance Lead reviewed all relevant information including relevant national and local guidance

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2. Principal and staff consultation – all Principals and key staff were given the opportunity to look at the policy and make recommendations including added all curriculum aspects
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy - tbc
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with Trustees and ratified

4 DEFINITION

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

Health Education is defined as teaching pupils about how they can make good decisions about their own health and wellbeing, and how physical health and mental wellbeing are interlinked.

5 EQUALITY

In support of the Equal Opportunities Policy, all children, regardless of age, ability, gender, race, faith, culture or sexuality, have the same opportunity to benefit from the sex education resources and teaching methods. It is important that boys' needs are met as well as girls on the subject of puberty. Children with special educational needs and learning difficulties are properly included in sex and relationship education through differentiated work.

A percentage of pupils may define themselves as gay, lesbian, bi-sexual, transgender or may do so in future. Some pupils will live within LGBT families and have friends who are LGBT.

We deal sensitively with issues of sexual orientation, answer appropriate questions and offer support. Young people, whatever their developing sexuality, need to feel that RSE is relevant to them.

All pupils will feel that the content is relevant to them and their developing sexuality. Sexual orientation and gender identity will be explored at a timely point and in a clear, sensitive and respectful manner. When teaching about these topics, it is recognised that young people may be discovering or understanding their sexual orientation or gender identity. There is equal opportunity and time given to explore the features of stable and healthy same-sex relationships. Issues surrounding LGBT

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identity, and LGBT relationships will be fully integrated into programmes of study for this area of the curriculum, rather than delivered as a standalone unit or lesson.

Further support and consideration will be given to the sensitive needs of children, who are known to have suffered from abuse of any kind; in these cases close consultation will be maintained between professionals and parents and carers.

6 CURRICULUM

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online

The majority of the RSE and health education curriculum will be delivered through PSHE education.

The curriculum has been developed in line with the DfE's 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' guidance.

The school will consider the context and views of the wider local community when developing the curriculum to ensure it is reflective of issues in the local area.

The school will consider the religious background of all pupils when planning teaching, to ensure all topics included are appropriately handled.

7 DELIVERY OF RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

For more information about our RSE curriculum, see Appendices 1 and 2.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

8 DELIVERY OF PHYSICAL HEALTH AND MENTAL WELLBEING

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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. Teaching will build on primary content and will introduce new content to older pupils at appropriate points. This will enable pupils to understand how their bodies are changing, how they are feeling and why, to further develop the language that they use to talk about their bodies, health and emotions and to understand why terms associated with mental and physical health difficulties should not be used pejoratively. This knowledge should enable pupils to understand where normal variations in emotions and physical complaints end and health and wellbeing issues begin.

Teaching about the impact of puberty, which will have started in primary school, will continue in secondary school, so that pupils are able to understand the physical and emotional changes, which take place at this time and their impact on their wider health and wellbeing.

For more information about our physical health and mental wellbeing curriculum, see Appendices 1 and 2.

9 ROLES AND RESPONSIBILITIES

9.1 The Trust Board and Committees

The Trustees will approve the RSE and Health Education policy, and hold the principal to account for its implementation.

The governing board will consider the delivery of the curriculum and hold the principal to account for the implementation of the curriculum.

9.2 The principal

The principal is responsible for ensuring that RSE and Health Education is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE (see section 8).

9.3 Staff

Staff are responsible for:

- Delivering RSE and Health Education in a sensitive way
- Modelling positive attitudes to RSE and Health Education
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science components of RSE

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

9.4 Pupils

Pupils are expected to engage fully in RSE and Health Education and, when discussing issues related to RSE and Health Education, treat others with respect and sensitivity.

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10 PARENTS' RIGHT TO WITHDRAW

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

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

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

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

11 TRAINING

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

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

12 MONITORING, EVALUATION AND REVIEW

To be reviewed and amended by a small group comprising of officers/Principal from each Academy. The recommendations of this group will be submitted to the GAET Board for consideration and, where applicable, approval.

The GAET Board will review this policy at least every two years and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the Academies.

This policy should be read in conjunction with;

- Safeguarding and Child Protection Policy
- Equal Opportunities Policy
- E-safety Policy
- Anti-Bullying Policy

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

RSE

TOPIC	PUPILS SHOULD KNOW
Families	<ul style="list-style-type: none"> • That there are different types of committed, stable relationships • How these relationships might contribute to human happiness and their importance for bringing up children • What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony • Why marriage is an important relationship choice for many couples and why it must be freely entered into • The characteristics and legal status of other types of long-term relationships • The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting • How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed
Respectful relationships, including friendships	<ul style="list-style-type: none"> • The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship • Practical steps they can take in a range of different contexts to improve or support respectful relationships • How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice) • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help • That some types of behaviour within relationships are criminal, including violent behaviour and coercive control • What constitutes sexual harassment and sexual violence and why these are always unacceptable • The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal

TOPIC	PUPILS SHOULD KNOW
Online and media	<ul style="list-style-type: none"> • Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online • About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online • Not to provide material to others that they would not want shared further and not to share personal material which is sent to them • What to do and where to get support to report material or manage issues online • The impact of viewing harmful content • That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners • That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail • How information and data is generated, collected, shared and used online
Being safe	<ul style="list-style-type: none"> • The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships • How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)

TOPIC	PUPILS SHOULD KNOW
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> • How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship • That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing • The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women • That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others • That they have a choice to delay sex or to enjoy intimacy without sex • The facts about the full range of contraceptive choices, efficacy and options available • The facts around pregnancy including miscarriage • That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help) • How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing • About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment • How the use of alcohol and drugs can lead to risky sexual behavior • How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment

Physical Health and Mental Wellbeing

TOPIC	PUPILS SHOULD KNOW
Mental wellbeing	<ul style="list-style-type: none"> • How to talk about their emotions accurately and sensitively, using appropriate vocabulary. • That happiness is linked to being connected to others. • How to recognise the early signs of mental wellbeing concerns. • Common types of mental ill health, e.g. anxiety and depression. • 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. • The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.

TOPIC	PUPILS SHOULD KNOW
Internet safety and harms	<ul style="list-style-type: none"> • The similarities and differences between the online world and the physical world, including the impact of unhealthy or obsessive comparison with others online, over-reliance on online relationships, the risks related to online gambling, how information is targeted at them and how to be a discerning consumer of information online. • 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.
Physical health and fitness	<ul style="list-style-type: none"> • The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress. • The characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health. • About the science relating to blood, organ and stem cell donation.
Healthy eating	<ul style="list-style-type: none"> • How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.
Drugs, alcohol and tobacco	<ul style="list-style-type: none"> • The facts about legal and illegal drugs and their associated risks, including the link between drug use and serious mental health conditions. • The law relating to the supply and possession of illegal substances. • The physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood. • The physical and psychological consequences of addiction, including alcohol dependency. • Awareness of the dangers of drugs which are prescribed but still present serious health risks. • The facts about the harms from smoking tobacco, the benefits of quitting and how to access the support to do so.
Health and prevention	<ul style="list-style-type: none"> • About personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics. • About dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist. • [This should be taught to pupils in the later years of late secondary school, e.g. at KS4] The benefits of regular self-examination and screening. • The facts and science relating to immunisation and vaccination. • The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.

TOPIC	PUPILS SHOULD KNOW
Basic first aid	<ul style="list-style-type: none">• Basic treatments for common injuries.• [CPR is best taught from Year 8 onwards] Life-saving skills, including how to administer CPR.• The purpose of defibrillators and when one might be needed.
Changing adolescent body	<ul style="list-style-type: none">• Key facts about puberty, the changing adolescent body and menstrual wellbeing.• The main changes which take place in males and females, and the implications for emotional and physical health.

Appendix 3 – Parent form: withdrawal from sex education with RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

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