



Pioneer Secondary Academy

RELATIONSHIPS, SEX AND HEALTH EDUCATION (RSHE) POLICY (Secondary)

Date of Policy	July 2022
Approved Date	
Next Review Date	June 2023
Approved Body	
Person Responsible	Miss E. Day

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1. AIMS

The aims of relationships, sex and Health education (RSHE) at our school are to:

- 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
- Provide information to staff, parents and carers, governors, pupils and other agencies regarding the organisation, content and approach to teaching RSHE
- Help parents and carers to understand RSHE and support them to work with their child to secure the very best outcomes for our young people
- Demonstrate how the school meets the legal requirements with regards to RSHE provision

2. STATUTORY REQUIREMENTS

Statutory legislation requires all secondary schools to:

- comply with The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, makes Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. They also make Health Education compulsory in all schools except independent schools.
- comply with the Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance from the DfE (June 2019)
- comply with the requirements to have an up to date RSE policy developed in consultation with pupils, parents and carers (Education Act 1996) and in line with the DfE statutory guidance on Relationships Education, RSE and Health Education(June 2019)
- have due regard to the Equality Act (2010) which requires schools to prevent discrimination, advance equality of opportunity and foster good relation between different groups. The protected characteristics that apply to school age children are disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.
- fulfil statutory safeguarding duties and ensure any safeguarding issues arising from RSE teaching are identified and followed up accordance with the school safeguarding policy.
- state the right of parents and carers to withdraw their child from designated Sex education lessons up to three terms before the child's 16th birthday. After that point if the child wishes to receive sex education rather than be withdrawn, the school will make arrangements to provide the child with sex education during one of those terms.

3. 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 – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSHE
5. Ratification – once amendments were made; the policy was shared with governors and ratified

4. DEFINITIONS

Statutory Relationships and Sex Education (RSE) is taught through the Personal, Social, Health and Economic education (PSHE) curriculum and provides pupils with age and context appropriate lessons across KS3 & KS4 to support students to achieve the RSE outcomes defined by the DfE by the end of Year 11. RSE gives students the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. RSE teaches pupils how to keep safe and recognise and manage potential dangers in their on and off line lives, to avoid all forms of abusive relationships and how to report any concerns or abuse and where to access help when needed.

RSE is about the emotional and social development of relationships and is not about the promotion of sexual activity. It should cover contraception, sexual health, the difference between intimate relationships and non-intimate relationships and promote delaying sexual activity within the context of the law.

5. 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.

5.1 Intent

Relationships Education will become statutory from September 2020. High quality Relationships Education will support pupils to:

- form and maintain positive relationships with other children and adults
- understand the importance of positive and healthy relationships on their wellbeing
- recognise what makes a good friendship and how to be a good friend in return
- provide strategies to manage the ups and downs of friendships and relationships with others
- show respect for others and recognise diversity within relationships, treating others with kindness, consideration and understanding
- develop positive character traits and personal attributes such as self-respect, kindness, honesty, integrity, and resilience
- positively engage in social action and contribute to the wellbeing of others
- understand the principles of positive relationships also apply online, how to keep safe and how to report concerns
- recognise the value of family life, marriage, and stable loving relationships
- receive factual knowledge about intimate and sexual relationships, sexual health and consent

- understand the importance of recognising and establishing their own personal boundaries and privacy
- recognise the characteristics of abusive relationships and support students to make choices that protect them from engaging in harmful relationships, including violence and sexual exploitation
- understand and respect differences and combat all forms of bullying and discrimination
- recognise unhealthy relationships, inappropriate behaviour and bullying and to report concerns or abuse and have the appropriate vocabulary to do so (including signposting to trusted online support services such as Childline)
- ask a trusted adult regarding any concerns about relationship issues and avoid viewing any inappropriate material or entering into social media conversations that may cause them harm

5.2 Implementation and delivery

Outcomes for Relationships and Sex Education for the end of secondary school are defined by the DfE and shape what will be taught.

Statutory Relationships and Sex Education is delivered through the PSHE/PD curriculum and is taught at an age appropriate level from year 7 – year 11, at Pioneer Secondary Academy we have extended the learning of RSE to Sixth Form.

Some biological aspects of RSE are taught within the science curriculum, and some aspects of relationships are included in religious education (RE).

RSHE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds and teaches the fundamental building blocks and characteristics of positive relationships including:

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

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).

To ensure the content and delivery of RSHE is appropriate and relevant, we use simple baseline assessments to ascertain what students already know and find out what they would like to learn.

The RSE elements of the curriculum are only taught by teachers who have received specific training in the subject matter. Distancing techniques are used to teach RSHE, which provides depersonalised examples which support students to explore what is being taught without sharing their own personal experiences in the lesson.

We provide an inclusive curriculum that promotes understanding and mutual respect for all. We reflect diversity within our curriculum to ensure that no student feels excluded, and we teach students to respect difference, promote equality and challenge stigma.

What educational resources do we use?

In the planning and teaching of PSHE and RSHE we utilise the PSHE Association programme of study, information from our local health care providers and local associations as well as the Christopher Winter RSE resources (purchased scheme) and the Medway RSE resources (free to PHSE Association members) Jigsaw, BISH, Sex Forum and Creative resources.

Who teaches RSHE?

The teachers of PSHE teach the RSE element of the PSHE curriculum as distinct units of study. These teachers are all trained by both the PSHE lead and by Buckinghamshire integrated Sexual Health Service.

When do we teach RSHE?

Intimate relationships and sexual health education will be taught in every year and will be taught in mixed gender classes. Content will be delivered in tutor times, assemblies, allocated calendared days and Drop Down days.

How is the delivery and content of RSE made accessible to all pupils including SEND?

The teaching of RSE will be delivered in ways that are accessible to all pupils with SEND. Clear information will be provided for parents on the subject content and the right to request that their child is withdrawn. Like other subjects within the school, this subject will be resourced, staffed in a way that ensures that the school can fulfil its legal obligations.

How do we Manage difficult questions and sensitive issues?

All aspects of PSHE, including RSE are underpinned by shared and understood ground rules, with lessons being delivered in a safe and managed environment.

Students are encouraged to ask questions and raise issues in a respectful and appropriate manner. Some questions or issues raised may not be appropriately answered in whole class lessons and these will be followed up separately on an individual or group basis. A question box will be available for students who do not feel confident to ask questions or wish to have a separate conversation with a member of staff. We also respect that some questions are better addressed at home with parents/carers and the school will share information with parents/carers on an individual basis should the need arise. If students' questions go unanswered they may turn to inappropriate sources of information including the internet. As part of RSE provision we signpost students to trusted websites and relevant support agencies to encourage them to access safe sources for support and further information outside of lessons.

Whilst it is vital to have trust and openness, we cannot offer total confidentiality to pupils. Any disclosures or areas of concern will be followed up in accordance with our safeguarding procedures.

5.3 Impact

High quality Relationships Education will enable our students to:

- Enjoy healthy and positive relationships with others
- Understand how their behaviour affects others and vice versa
- Value and understand the importance of maintaining good relationships
- Make positive choices about how they cultivate and nurture friendships and relationships
- Be aware of and respect different types of relationships in accordance with the Equalities Act (2010)
- Become actively engaged young citizens who make positive contributions to their families, the school and the communities to which they belong
- Recognise the value of committed relationships and marriage
- Recognise unhealthy and abusive relationships and have strategies to challenge negative behaviours and know when and where to seek help if there are concerns
- Know what to do if there are problems within relationships both on and offline, how to keep safe and know when and where to go to seek help
- Have factual knowledge about intimate and sexual relationships and sexual health. Students know the law and importance of delaying sexual activity
- Understand that intimate and sexual behaviour should never be entered into because of coercion and peer pressure and how to report concerns

6. ROLES AND RESPONSIBILITIES

6.1 The governing board

It is the statutory responsibility of the governing body to ensure the school has a compliant and up to date RSE policy. The Governing Body are required to approve the policy and hold the Headteacher and subject lead to account for its implementation.

6.2 The Headteacher

The Headteacher is responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw pupils from [non-statutory/non-science] components of RSE (see section 7).

6.3 The PSHE Lead

The PSHE lead is responsible for leading and managing PSHE which includes statutory Relationships Education. Teachers are responsible for delivering RSHE and requesting further support when required. All parties are responsible for the wellbeing and safety (in terms of safeguarding) of students.

6.4 Staff

Staff are responsible for:

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

Staff do not have the right to opt out of teaching RSHE, however the staff teaching RSHE through PSHE have been selected based on experience and expertise. Staff who have concerns about teaching RSHE are encouraged to discuss this with the Headteacher

The staff responsible for teaching RSHE include all the Key Stage Year Leaders.

6.5 Pupils

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

7. WORKING WITH PARENTS

7.1 Consulting, informing and supporting

It is vital that parents and carers know what is being taught and how to support their child/children. The PSHE curriculum- overview is published on the school website along with the PSHE policy, RSHE policy.

We have an open-door policy for any parents/ carers who wish to find out more about our PSHE and RSHE provision. We consult with students, parents, carers and the wider community to provide an ongoing process to ensure we all work together for the greatest benefit of our students. We understand that parents and carers may wish to approach the school to access help with concerns they may have about their child and where they can go to obtain further support.

7.2 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.

Parents and carers do not have the right to withdraw their child from any other aspect of Relationships Education, Health Education (including the changing adolescent body/puberty) or any other aspect of PSHE. The science curriculum also includes content on human development, including reproduction, which there is no right to withdraw from. We highly recommend all students receive the full RSHE curriculum.

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.

8. TRAINING

PSHE teachers are inducted into the teaching of both RSHE and the wider PSHE curriculum prior to the beginning of the school year and before commencing new units of study.

To ensure staff are confident to deliver all aspects of the RSHE curriculum access to online, in school, local and national training will be made available and in accordance with the school's CPD programme for staff development

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.

9. MONITORING ARRANGEMENTS

The Headteacher is responsible for the PSHE and RSE provision across the school. Practically this responsibility is devolved to the Deputy Head (Curriculum) and PSHE/RSE Lead.

RSE provision will be monitored and evaluated by the PSHE lead, SLT and Governors in line with the monitoring cycle agreed by the school. Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the education committee annually. At every review, the policy will be approved by the Local Advisory Board and Academy Trust.

10. CONFIDENTIALITY AND SAFEGUARDING

Any personal disclosures made by students or concerns raised by staff will be followed up in accordance with the school's safeguarding procedures; these can be found in the Safeguarding and Child Protection Policy.

APPENDIX 1: BY THE END OF SECONDARY SCHOOL PUPILS SHOULD KNOW

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
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 (including through setting unrealistic expectations for body image, how people may curate a specific image of their life online, overreliance 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 · 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, including cancer and cardio-vascular 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 the associated risks, including the link to serious mental health conditions · The law relating to the supply and possession of illegal substances

	<ul style="list-style-type: none"> · 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 (particularly the link to lung cancer), the benefits of quitting and how to access 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 · (late secondary) 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
Basic First Aid	<ul style="list-style-type: none"> · Basic treatment for common injuries · Life-saving skills, including how to administer CPR.* · The purpose of defibrillators and when one might be needed
Changing Adolescent Bodies	<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.

*Guidance recommends Cardio Pulmonary Resuscitation is best taught after 12 years old.

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 behaviour • How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment

APPENDIX 2: PARENT FORM FOR WITHDRAWAL FROM SEX EDUCATION WITHIN 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	Include notes from discussions with parents and agreed actions taken.