

# Policy for

## Relationships, Sex and Health Education (RSHE)

Cambian Whinfell School

Policy Author / Reviewer	Deputy Head, Head of Education
Approval Date	August 2024
Next Review Date	August 2025
Version No	1
Policy Level	Local
Staff Groups Affected	All Staff

## Contents

1.	Monitoring & Review .....	2
2.	Purpose .....	2
3.	Aims.....	2
4.	Statutory Requirements .....	3
	Secondary.....	3
5.	Policy Development .....	3
6.	Definition.....	4
7.	Curriculum.....	4
8.	Delivery of RSE .....	4
	Safeguarding .....	5
	Confidentiality .....	5
9.	Roles and Responsibilities .....	6
10.	Parents’ Right to Withdraw.....	6
11.	Training .....	7
12.	Monitoring Arrangements .....	7
13.	Appendix 1: Curriculum Map .....	8
14.	Appendix 2: By the end of secondary school pupils should know .....	10
15.	Appendix 3: Parent Form: Withdrawal from Sex Education within RSE .....	14

## 1. Monitoring & Review

The Policy Author will undertake a formal review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later one year from the date of approval shown above, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

## 2. Purpose

The purpose of a whole school Relationships Sex and Health Education (RSHE) policy is to:

- Explain the definition, aims and objectives of RSHE.
- Describe what we teach and the approaches we use.

This policy helps ensure that the whole school community (pupils, parents/carers, staff, and governors) have a shared understanding of this important area of the curriculum. It is accessible to all stakeholders on the school website or by request.

As a school which values personal development in our children and young people, we ensure our RSHE is up to date and regularly evaluated.

This is a working document which provides guidance and information on all aspects of RSHE and aims to provide a secure framework within which staff can work.

The term Relationships and Sex Education, RSE, is used in this policy rather than Sex Education. This is to stress that our approach goes beyond provision of biological information to also focus on clarifying attitudes and values, and developing self-esteem and the skills to manage relationships.

## 3. Aims

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

- Provide a framework in which sensitive discussions can take place
- Prepare students 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
- Enable our young people to acquire the attitudes, beliefs, knowledge, understanding and skills necessary for:

personal development and the confidence to make the most of their abilities

successful relationships with other people

responsible participation in the community at family, local and national level

healthy living

The aims above are in line with the core expectations that we promote to all students: to grow as individuals and acquire the skills, confidence, knowledge and qualifications to be as successful and resilient as they possibly can be.

## 4. Statutory Requirements

The content of Relationships Education, Relationships and Sex Education and Mental Health and RSHE delivered within the school corresponds with National Curriculum Council, Health Education Guidance, and is in line with the DfE Guidance.

## 5. Policy Development

This policy has been developed in consultation with staff, pupils and parents/carers. 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/carers and any interested parties were invited to attend a meeting about the policy
4. **Student Consultation** – we investigated what exactly students want from their RSE
5. **Ratification** – once amendments were made, the policy was shared with governors and ratified.

## 6. Definition

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

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

RSHE is not about the promotion of sexual activity.

## 7. 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/carers, students and staff, considering the age, needs and feelings of students. If students 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.

For more information about our curriculum, see our curriculum map in Appendix 1.

## 8. Delivery of RSE

RSE is taught within the relationships, sex and health education (RSHE) curriculum.

Biological aspects of RSE are taught within the science curriculum, such as:

- The Reproductive System – Male and Female
- The Menstrual Cycle
- Contraception – hormonal and non-hormonal
- Sexually Transmitted Infections (e.g., HIV/AIDS)

Students will also receive stand-alone sex education sessions delivered by a trained health professional and highly bespoke intervention will be developed by our clinical team in order to ensure those students who require it are appropriately supported.

At Cambian Whinfell School we use the Thematic Based Model from the PSHE Association. Although the Programme Builders organise content under different headings from those used in the content grids of the Department for Education's statutory guidance, each Programme Builder covers all of the statutory requirements for their phase, within a comprehensive RSHE education programme. They each cover all of the Programme of Study learning opportunities for their phase as well. This approach ensures best practice curriculum design tailored to our students' needs. RSHE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds under the headings:

- Health and Wellbeing
- Living in the Wider World (covered within Citizenship)
- Relationships

For more information about our RSHE 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).

## Safeguarding

Some issues may result in children and young people making disclosures which will be addressed in line with the school safeguarding policy and procedures.

RSHE plays a very important part in fulfilling the statutory duties all schools have to meet. RSHE helps children understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it.

Whinfell School ensures these requirements are met through; staff training and awareness, daily support in school to pupils, parents/carers and staff, and liaison with external agencies.

## Confidentiality

Staff will follow school's policy with regard to confidentiality. Pupils should also be made aware of the boundaries of confidentiality should they choose to make a disclosure to a member of staff.

A member of staff cannot promise confidentiality if concerns exist.

## 9. Roles and Responsibilities

The governing board will approve the RSHE policy, and hold the Principal to account for its implementation.

The Head of Education is responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw students from non-statutory components of RSHE (see section 8).

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 components of RSHE. Staff do not have the right to opt out of teaching RSHE.

Staff who have concerns about teaching RSHE are encouraged to discuss this with the Head of Education.

Students are expected to engage fully in RSHE and, when discussing issues related to RSHE, treat others with respect and sensitivity. This response is in line with our core values of maintaining a positive attitude, respect for others at all times and displaying high levels of commitment.

## 10. Parents' Right to Withdraw

Parents/carers have the right to withdraw their children from the [non-statutory/non-science] components of sex education within RSHE 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 Principal.

A copy of withdrawal requests will be placed in the student's educational record. The Head of Education will discuss the request with parents/carers 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 RSHE and meet on a regular basis with the Head of Education during accountability meetings.

The Head of Education and RSHE Co-ordinator will also invite visiting speakers and support agencies in to school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSHE.

## 12. Monitoring Arrangements

The delivery of RSHE is monitored by the Head of Education through the Quality Assurance programme of learning walks, book scrutiny, lesson observations and student voice via the student council.

Students' development in RSHE is monitored by class teachers through the use of, "I know ..." statements, but is not formally assessed by accreditation.

This policy will be reviewed every year. At every review, the policy will be approved by the governing body.



13. Appendix 1: Curriculum Map

RSHE Key Stage 3 & 4 Curriculum Map

Year 7	<p><u>Topic</u></p> <p>Diversity</p> <p>(Relationships)</p>	<p><u>Topic</u></p> <p>Health and Puberty</p> <p>(Health and Wellbeing)</p>	<p><u>Topic</u></p> <p>Building Relationships</p> <p>(Relationships)</p>		
Year 8	<p><u>Topic</u></p> <p>Drugs and Alcohol</p> <p>(Health and Wellbeing)</p>	<p><u>Topic</u></p> <p>Discrimination</p> <p>(Relationships)</p>	<p><u>Topic</u></p> <p>Emotional Wellbeing</p> <p>(Health and Wellbeing)</p>	<p><u>Topic</u></p> <p>Identity and Relationships</p> <p>(Relationships)</p>	<p><u>Topic</u></p> <p>Digital Literacy</p> <p>(Living in the Wider World)</p>
Year 9	<p><u>Topic</u></p> <p>Peer Influence, Substance Use and Gangs</p> <p>(Health and Wellbeing)</p>	<p><u>Topic</u></p> <p>Respectful Relationships</p> <p>(Relationships)</p>	<p><u>Topic</u></p> <p>Healthy Lifestyle</p> <p>(Health and Wellbeing)</p>	<p><u>Topic</u></p> <p>Intimate Relationships</p> <p>(Relationships)</p>	
Year 10	<p><u>Topic</u></p> <p>Mental Health</p> <p>(Health and Wellbeing)</p>	<p><u>Topic</u></p> <p>Healthy Relationships</p> <p>(Relationships)</p>	<p><u>Topic</u></p> <p>Exploring Influence</p> <p>(Health and Wellbeing)</p>	<p><u>Topic</u></p> <p>Addressing Extremism and Radicalisation</p> <p>(Relationships)</p>	
Year 11	<p><u>Topic</u></p> <p>Building for the Future</p> <p>(Health and Wellbeing)</p>	<p><u>Topic</u></p> <p>Communication in Relationships</p> <p>(Relationships)</p>	<p><u>Topic</u></p> <p>Independence</p> <p>(Health and Wellbeing)</p>	<p><u>Topic</u></p> <p>Families</p> <p>(Relationships)</p>	



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

Topic	Pupils Should Know
<p><b>Families</b></p>	<ul style="list-style-type: none"> <li>• That there are different types of committed, stable relationships</li> <li>• How these relationships might contribute to human happiness and their importance for bringing up children</li> <li>• What marriage is, including their legal status 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</li> <li>• Why marriage is an important relationship choice for many couples and why it must be freely entered into</li> <li>• The characteristics and legal status of other types of long-term relationships</li> <li>• The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting</li> <li>• How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others’ relationships); and, how to seek help or advice, including reporting concerns about others, if needed</li> </ul>
<p><b>Respectful Relationships (including friendships)</b></p>	<ul style="list-style-type: none"> <li>• The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships.</li> <li>• This includes different (non-sexual) types of relationship</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice)</li> <li>• That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people’s beliefs</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</li> <li>• That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</li> <li>• What constitutes sexual harassment and sexual violence and why these are always unacceptable</li> <li>• The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal</li> </ul>

Topic	Pupils Should Know
<b>Online and Media</b>	<ul style="list-style-type: none"> <li>• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</li> <li>• About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online</li> <li>• Not to provide material to others that they would not want shared further and not to share personal material which is sent to them</li> <li>• What to do and where to get support to report material or manage issues online</li> <li>• The impact of viewing harmful content</li> <li>• 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</li> <li>• That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</li> <li>• How information and data is generated, collected, shared and used online</li> </ul>
<b>Being Safe</b>	<ul style="list-style-type: none"> <li>• The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships</li> <li>• How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)</li> </ul>
<b>Intimate and Sexual Relationships, including Sexual Health</b>	<ul style="list-style-type: none"> <li>• How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship</li> <li>• That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing</li> <li>• The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</li> <li>• That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</li> <li>• That they have a choice to delay sex or to enjoy intimacy without sex</li> <li>• The facts about the full range of contraceptive choices, efficacy and options available</li> <li>• The facts around pregnancy including miscarriage</li> </ul>

Topic	Pupils Should Know
	<ul style="list-style-type: none"> <li>• That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help)</li> <li>• How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing</li> <li>• About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</li> <li>• How the use of alcohol and drugs can lead to risky sexual behaviour</li> <li>• How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</li> </ul>
Mental wellbeing	<ul style="list-style-type: none"> <li>• How to talk about their emotions accurately and sensitively, using appropriate vocabulary.</li> <li>• That happiness is linked to being connected to others.</li> <li>• How to recognise the early signs of mental wellbeing concerns.</li> <li>• Common types of mental ill health (e.g. anxiety and depression).</li> <li>• How to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.</li> <li>• The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.</li> </ul>
Internet safety and harms	<ul style="list-style-type: none"> <li>• The similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image),</li> <li>• How people may curate a specific image of their life online,</li> <li>• Over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt,</li> <li>• How advertising and information is targeted at them and how to be a discerning consumer of information online.</li> <li>• How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.</li> </ul>

Physical health and fitness	<ul style="list-style-type: none"> <li>• the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.</li> <li>• The characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health.</li> <li>• About the science relating to blood, organ and stem cell donation.</li> </ul>
Healthy eating	<ul style="list-style-type: none"> <li>• How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.</li> </ul>
Drugs, alcohol and tobacco	<ul style="list-style-type: none"> <li>• The facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions.</li> <li>• The law relating to the supply and possession of illegal substances.</li> <li>• The physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.</li> <li>• The physical and psychological consequences of addiction, including alcohol dependency.</li> <li>• Awareness of the dangers of drugs which are prescribed but still present serious health risks.</li> <li>• The facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.</li> </ul>
Health and prevention	<ul style="list-style-type: none"> <li>• About personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.</li> <li>• About dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.</li> <li>• The benefits of regular self-examination and screening. the facts and science relating to immunisation and vaccination.</li> <li>• The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.</li> </ul>
Basic first aid	<ul style="list-style-type: none"> <li>• Basic treatment for common injuries.</li> <li>• Life-saving skills, including how to administer CPR.</li> <li>• The purpose of defibrillators and when one might be needed.</li> </ul>
Changing adolescent body	<ul style="list-style-type: none"> <li>• Key facts about puberty, the changing adolescent body and menstrual wellbeing.</li> <li>• The main changes which take place in males and females, and the implications for emotional and physical health.</li> </ul>

### 15. Appendix 3: Parent 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
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Parent Signature	
Parent Print Name	
Date	

To be completed by the School	
Agreed actions from discussion with parents	
Teacher Signature	
Teacher Print Name	
Date	