

Fitzharrys School



Relationships, Sex and Health Education (RSHE)  
Policy



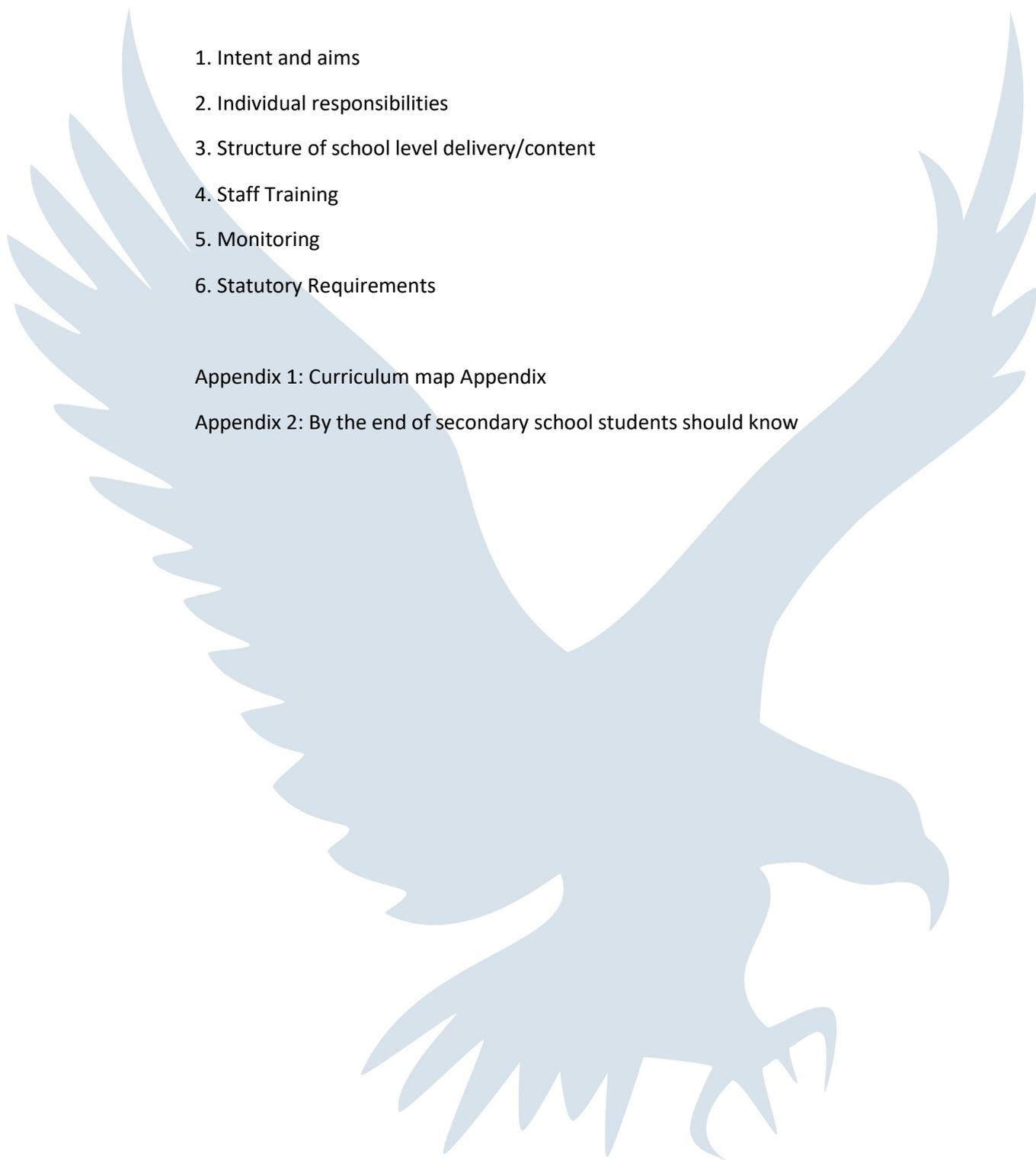
# Relationships, Sex and Health Education (RSHE) Policy

## Contents

1. Intent and aims
2. Individual responsibilities
3. Structure of school level delivery/content
4. Staff Training
5. Monitoring
6. Statutory Requirements

Appendix 1: Curriculum map Appendix

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



## 1. Intent and aims

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

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

RHSE is not about the promotion of sexual activity.

**The aims** of relationships, health and sex education (RHSE) at our school are 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 students develop feelings of **self-respect, confidence and empathy**
- Create a **positive culture** around issues of sexuality and relationships
- Teach students the **correct vocabulary** to describe themselves and their bodies

## 2. Individual responsibilities

The Trustees

The Abingdon Learning Trust Board have delegated the approval of this policy to the Education Standards Committee.

The Headteacher

The Headteacher of each Abingdon Learning Trust school is responsible for ensuring that RHSE is taught consistently across the school, and for managing requests to withdraw students from non-science components of RHSE.

Staff

Staff are responsible for:

Delivering RHSE in a sensitive way

Modelling positive attitudes to RHSE

Monitoring progress

Responding to the needs of individual students

Responding appropriately to students whose parents wish them to be withdrawn from the non-science components of RHSE

Staff do not have the right to opt out of teaching RHSE. Staff who have concerns about teaching RHSE are encouraged to discuss this with their line manager.

RSHE will be coordinated by the SLT RHSE Lead in each Abingdon Learning Trust School along with Heads of Year and other relevant pastoral staff.

Students

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

Parents' right to withdraw

Parents have the right to withdraw their children from the non-science components of sex education within RHSE 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 and addressed to the headteacher. A copy of withdrawal requests will be placed in the student's file. The headteacher will discuss the request with parents and take appropriate action, such as where the student goes for that session.

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

### 3. Structure of School Level delivery/content

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

We have consulted with parents, students and staff, taking into account 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 RHSE curriculum, see the RSE curriculum map on our website.

We recognise the need for a whole school approach to RSHE in which a progressive and inclusive curriculum is central; and meets the needs of all students.

RHSE is taught within the personal, social, health and economic (PSHE) education curriculum, at Fitzharrys School we refer to this as FitzFocus+, Biological aspects of RHSE are

taught within the science curriculum, and other aspects are included via Philosophy and Ethics (religious education) in Humanities.

RHSE 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 students with SEND, the school will refer to the specific learning needs of individuals through their EHCP and other knowledge and information, when planning and delivering sessions. Additional sessions will be delivered via the SENCo and her team with students as appropriate.

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: children we care for (previously known as looked after children (LAC) or young carers).

#### 4. Staff Training

Staff are trained on the delivery of RHSE as part of their form tutor role and it is included in our continuing professional development calendar.

#### 5. Monitoring

The delivery of RHSE is monitored by the SLT Lead along with relevant Teaching and Learning and Pastoral staff. Monitoring will take place through planning scrutinies, staff feedback and learning walks. Students' development in RHSE is monitored by form teachers as part of our internal assessment systems.

#### 6. Statutory requirements

As a secondary academy schools we must provide RSE to all students as per section 34 of the Children and Social Work Act 2017. 5

In teaching RHSE, 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. We teach RHSE as set out in this policy.

The teaching of Health Education and Relationships and Sex Education aspects of PSHE education is compulsory in all secondary schools from September 2020.



Appendix 1: Whole School FitzFocus+ Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Health & Wellbeing	Relationships	Health & Wellbeing	Relationships	Living in the wider world	Living in the wider world
Year 7	Transition to Secondary School  Diet, exercise and how to make healthy choices	<b>Diversity, prejudice and bullying</b> including cyber bullying  Managing <b>on- and off-line friendships</b>	The risks of <b>alcohol, tobacco</b> and other substances  Managing <b>puberty</b> and the issues of <b>unwanted contact</b> and <b>FGM</b>	<b>Self-esteem, romance</b> and friendships  Exploring <b>family</b> life	<b>Enterprise skills</b> and introduction to careers  Challenging career stereotypes and <b>raising aspirations</b>	Making <b>ethical financial decisions</b>  Saving, <b>spending and budgeting</b> our money

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Health & Wellbeing	Living in the wider world	Health & Wellbeing Relationships	Relationships	Relationships	Living in the wider world
Year 8	Personal safety and road safety  Alcohol and drug use – peer influence	<b>Diversity, prejudice and bullying</b> including cyber bullying  Rights and responsibilities	Mental health and emotional wellbeing including body image  Managing change and loss	Online safety  Sexuality and consent	Positive relationships  Sexual relationships and peer pressure	Evaluating value for money in services  Risks and consequences making financial decisions

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Relationships	Living in the wider world	Relationships	Health & Wellbeing	Health & Wellbeing	Living in the wider world
						Relationships
Year 9	Tackling homophobia, transphobia and sexism	Understanding <b>careers</b> and future aspirations  Identifying learning strengths and setting goals as part of the <b>GCSE options process</b>  Planning and carrying out an <b>enterprise project</b>	Relationships and sex education including healthy relationships and <b>consent</b>  The risks of <b>STIs, sexting and pornography</b>	<b>Peer pressure</b> , assertiveness and risk, gang crime  Dieting, lifestyle balance and <b>unhealthy coping strategies</b>	Managing <b>peer pressure</b> in relation to illicit substances  Assessing the risks of <b>drug and alcohol abuse</b> and addiction	Reflecting on <b>learning skills</b> development in key stage 3  <b>Managing conflict</b> at home and the dangers of running away from home

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Health & Wellbeing	Living in the wider world	Relationships	Health & Wellbeing	Living in the wider world	Relationships
Year 10	<b>Transition</b> to key stage 4 and developing study habits  <b>Mental health</b> and ill health, tackling stigma	Understanding the causes and effects of <b>debt</b>  Understanding the risks associated with <b>gambling</b>	Tackling <b>relationship myths</b> and expectations  Managing romantic <b>relationship challenges</b> including break ups	Exploring the influence of <b>role models</b>  Evaluating the <b>social and emotional risks</b> of drug use	Preparation for <b>work experience</b>  Evaluation of work experience and readiness for work	Understanding <b>different families</b> and learning <b>parenting</b> skills  Managing <b>change, grief and bereavement</b>

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Living in the wider world	Health & Wellbeing	Relationships	Health & Wellbeing	Health & Wellbeing	GCSE Examinations
Year 11	Understanding the <b>college application process</b> and plans beyond school  <b>Skills for employment</b> and career progression	Promoting <b>self-esteem</b> and coping with <b>stress</b>  Learning and <b>revision skills</b> to maximise potential	<b>Personal values</b> and assertive communication in relationships, tackling <b>domestic abuse</b> and <b>forced marriage</b>  <b>British values</b> , human rights and <b>community cohesion</b> , challenging <b>extremism</b> and radicalisation	<b>Health and safety</b> in independent contexts  Taking responsibility for health choices	Coping with <b>stress linked with exams and review of learning and revision skills</b> to maximise potential during exams	



Appendix 2: Curriculum map -

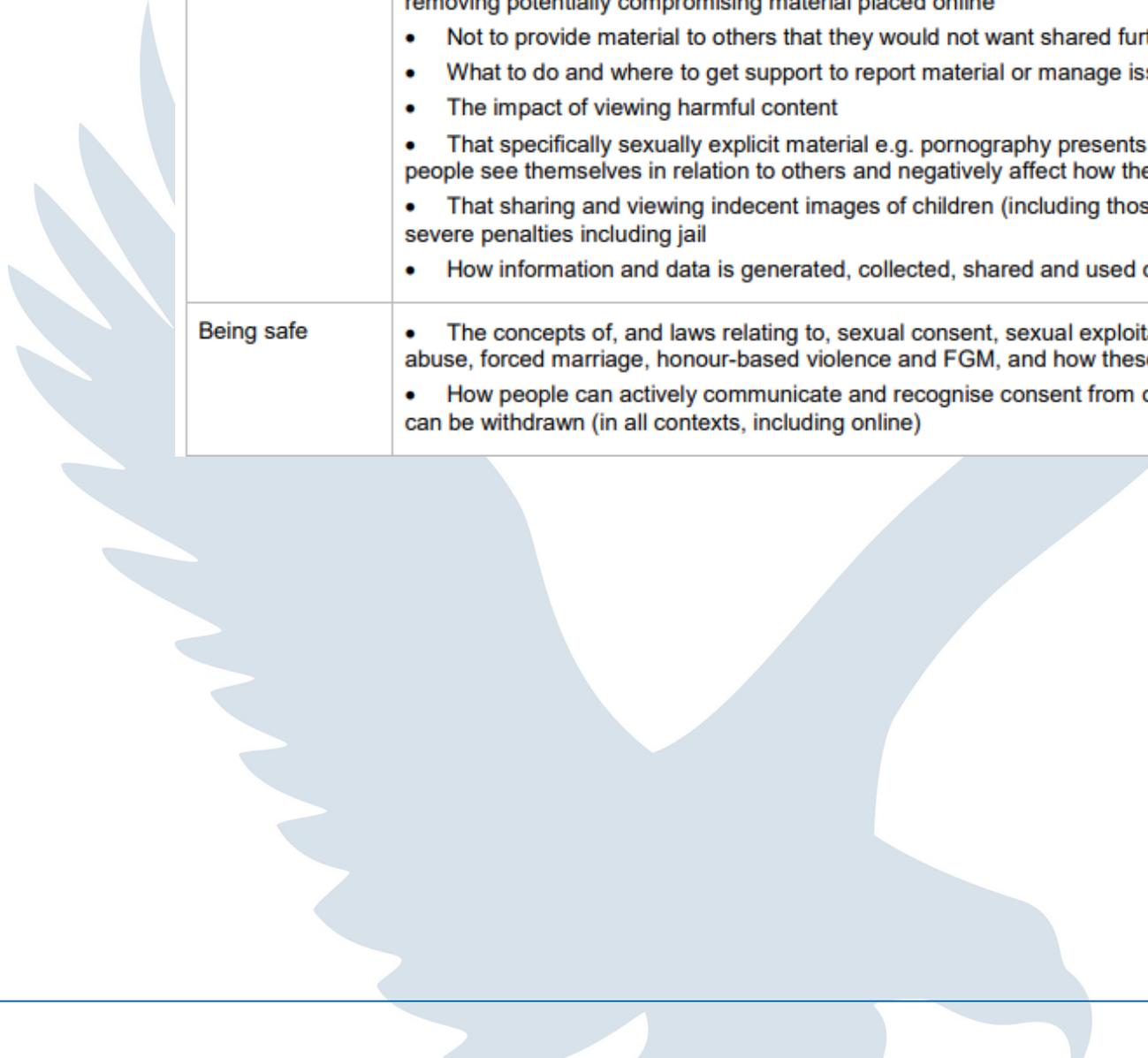
Relationship and sex education curriculum map (Source: Health education Partnership)



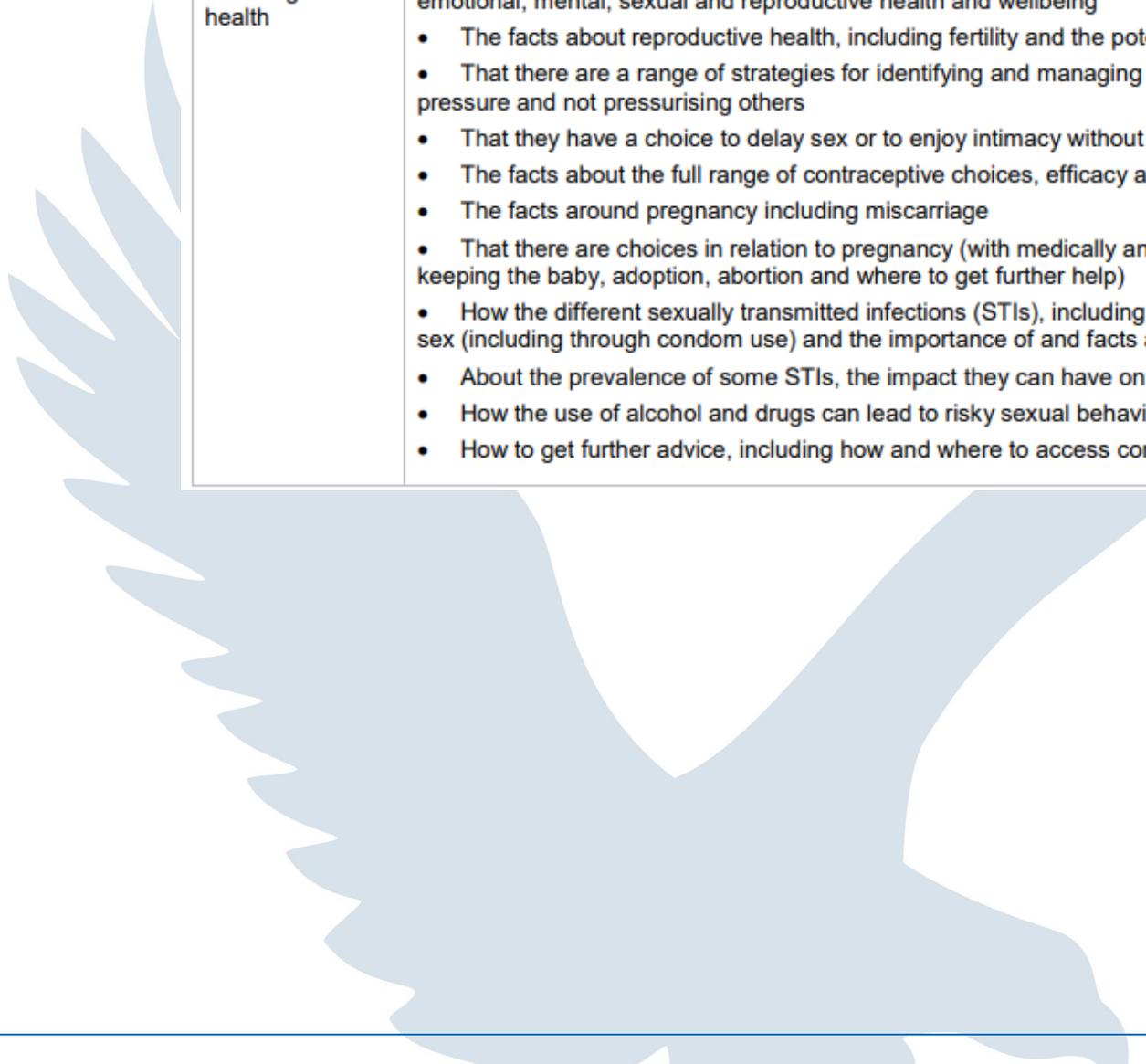
<b>Year 7</b> <b>Puberty &amp; Adolescence</b>	Lesson 1: Changes in puberty Lesson 2: Managing feelings Lesson 3: Getting help and support
<b>Year 8</b> <b>Communication Behaviour &amp; Sexual Health</b>	Lesson 1: Communicating in relationships Lesson 2: Conception Lesson 3: Contraception
<b>Year 9</b> <b>Recognising &amp; Managing Risk</b>	Lesson 1: Sexual exploitation Lesson 2: STIs & sexual health Lesson 3: Contraception and sexual health
<b>Year 10</b> <b>Relationship Skills</b>	Lesson 1: The media, pornography & self esteem Lesson 2: Negotiation skills Lesson 3: Accessing sexual health services
<b>Year 11</b> <b>Safer Choices</b>	Lesson 1: Sexual Consent Lesson 2: Choices and decisions Lesson 3: Personal Safety Lesson 4: Parenting

Appendix 3: By the end of secondary school students should know (Source: PSHE Association)

TOPIC	STUDENTS SHOULD KNOW
Families	<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>
Respectful relationships, including friendships	<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. 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	STUDENTS SHOULD KNOW
Online and media	<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>
Being safe	<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>



TOPIC	STUDENTS SHOULD KNOW
Intimate and sexual relationships, including sexual health	<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><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>