



Relationships, Sex and Health Education (RSHE) Policy

Summary of changes

Change of ownership to Head of PSHE, RSE & Diversity. Improvements to flow of document. Use of RSHE rather than RSE embedded throughout.

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Intents and Aims

RSHE is about the emotional and social 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.

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 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

Individual Responsibilities

The Trustees

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

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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 RSHE.

Staff

Staff are responsible for:

- Delivering RSHE in a sensitive way
- Modelling positive attitudes to RSHE
- Monitoring student 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- Responding appropriately to students whose parents wish them to be withdrawn from the non-science components of RSHE

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

RSHE will be coordinated by the Head of PSHE, RSE & Diversity along with Heads of Year and other relevant pastoral staff.

Students

Students are expected to engage fully in RSHE and, when discussing issues related to RSHE, 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 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. Sex education will be taught in Spring of Year 11.

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.

Parents may wish to view this government document for additional information: [Understanding Relationships, Sex and Health Education - a guide for secondary school parents \(publishing.service.gov.uk\)](https://www.gov.uk/government/publications/understanding-relationships-sex-and-health-education-a-guide-for-secondary-school-parents)

Structure of School Level delivery/content

Our curriculum is set out as per Appendix 1 but may be adapted 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. Pupils may be referred to relevant and age-appropriate online resources where suitable.

For more information about our RSHE curriculum, see the PSHE & 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.

RSHE is taught within the Personal, Social, Health and Economic (PSHE) curriculum, at Fitzharrys School as part of our tutorial program, sometimes referred to as Fitz Focus. Biological aspects of RSHE are taught within the science curriculum, and other aspects are included via Philosophy and Ethics (Religious Education) in Humanities.

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For students with SEND, staff will refer to the specific learning needs of individuals when planning and delivering sessions. Additional sessions can be delivered via the SENCo and their team with students as appropriate.

RSHE 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

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 and family circumstances along with reflecting sensitively that some children, such as Children We Care For (previously known as “looked after children” or “young carers”) may have a different structure of support around them.

We recognise “families” can include single parent families, LGBTQ+ parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures.

Staff Training

Staff are trained on the delivery of RSHE as part of their form tutor role and it is included in our continuing professional development calendar. The Head of PSHE, RSE & Diversity will consider further training as required for groups of or individual staff.

Monitoring

The delivery of RSHE is monitored by the Head of PSHE, RSE & Diversity and reviewed with the SLT faculty link along with relevant Teaching and Learning and Pastoral staff support. Monitoring will take place through our Joint Practice Development review process consisting of curriculum intent review meetings with subject leads, learning walks, student panel interviews as part of our curriculum monitoring and development cycle. Students’ development in RSHE is monitored by form teachers as part of our internal assessment systems and additional wider learning days.

Statutory Requirements

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

In teaching RSHE, 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 RSHE 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.

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Appendix 1

Whole School Fitz Focus Curriculum Map (also online [PowerPoint Presentation \(fitzharrys.oxon.sch.uk\)](http://fitzharrys.oxon.sch.uk))

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FitzFocus+ (PSHE & RSE)

CURRICULUM MAP



Our subject vision:

We want students to develop as individuals so that they are well informed and able to make positive life choices. FitzFocus+ supports the personal and academic development of our students from Years 7 to 11 so that they are able to thrive both in school and beyond. FitzFocus+ is a key curriculum area and a driver for the realisation of our school values: Aspiration, Opportunity and Integrity.

Aspiration	<p>The curriculum supports the development of a Growth Mindset approach to learning and the belief that all students can achieve their personal goals and aspirations with hard work, commitment and dedication.</p>
	<p>Knowledge: Our FitzFocus+ lessons build upon prior learning in Primary School and develops year on year so that age appropriate content is delivered. The Jigsaw-16 programme includes six units of study, each with six lessons. The programme is designed to be taught sequentially throughout the school year, one per term, as follows:</p> <ol style="list-style-type: none"> 1. Being me in my world 2. Celebrating difference 3. Dreams and goals 4. Healthy me 5. Relationships 6. Changing me <p>Skills: FitzFocus+ follows the Jigsaw 1-16 programme, a comprehensive and original scheme of work for 11-16 year olds. The Jigsaw approach is underpinned by mindfulness philosophy and practice and supports the PSHE (Personal, Social, Health and Economic Education) of our students while also developing resilience, mental health, emotional literacy, social and employability skills. This is further supported by our Assembly program and other supporting Fitz Focus sessions relating to British Values and the SMSC (spiritual, moral, social and cultural) development of students.</p> <p>Understanding: FitzFocus+ follows the Jigsaw 1-16 programme, a comprehensive and original scheme of work for 11-16 year olds. The Jigsaw approach ensures that the subject content is age appropriate as part of a spiral curriculum. At the end of each unit staff are able to check understanding and respond to offer further support and guidance with any common needs being addressed through assemblies or wider learning day sessions.</p>
Opportunity	<p>Within the classroom: Students are supported to develop their knowledge and understanding across each of the Jigsaw pieces. The program has been developed for implementation at Fitzharris with a supporting work book created for each term. These, overtime will offer a good reference source students to reflect on. The sessions are also delivered by form tutors in support of our tutors being the first point of contact for parents and students and as such means that they are well placed to support and respond to any concerns which arise in response to the topic areas / subject content.</p> <p>Beyond the classroom: In addition to the main FitzFocus+ Jigsaw lessons a range of enrichment opportunities and activities support this work via our wider learning days. The drop down timetables will detail these opportunities.</p>

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FitzFocus+ (PSHE & RSE)

CURRICULUM MAP



Opportunity	<p>table sessions are focused on a range of themes which support the personal development and wellbeing. focus areas/topics include: teamwork, equality, enterprise, mental health, risky behaviour/life choices, sexual health, first aid, safety, life and learning, careers, revision techniques and exam preparation. Many of these events make use of external agencies and professionals including The Abingdon Bridge, Thames Valley Police, South Central Ambulance Service / restart a heart, The NHS, Fire Brigade, Pegasus Theatre, DAMASCUS, SAFE project, Show Racism the Red Card.</p> <p>The curriculum delivered is further supported by our assembly programme and other curriculum areas such as Science. The students FitzFocus sessions also support the wider development of students and our approach to SMSC which includes supporting the development of students cultural capital via a weekly news quiz and 'hot spots', careers as well as their numeracy and literacy skills.</p>
Integrity	<p>Our aim is to empower our students so that they may understand themselves and their minds in order to combat stress, pressure and influences that may cause them harm, and know how to lead healthy, happy and fulfilling lives, making the positive life choices with absolute integrity.</p> <p>Knowledge: The content is student driven and is inline with the most recent national guidance from the DfE, as such the programme is compliant with the statutory Relationships and Sex Education (RSE) requirements. The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, good colleagues and a successful marriage or other type of committed relationship.</p> <p>Skills: Students are given opportunities to consider their own values, feelings and opinions and to develop understood and reasoned views and opinions. Through their work in FitzFocus+ students also develop their personal values our Fitz Fundamentals which build upon the DFE's fundamental British Values- core life skills focused on responsibility, commonality, tolerance and diversity, mutual respect, individual liberty, democracy and the rule of law.</p> <p>Understanding: Students demonstrate their understanding through the completion of the lesson tasks and activities as well as the submission of feedback surveys. The understanding of the curriculum becomes a lived reality through the behaviour of students in school and in the community via the realisation of our Three R's and students being in the RIGHT Place and the RIGHT time and most importantly always doing the RIGHT thing.</p>

How this document works:

This Curriculum Map will show you everything we do in FitzFocus+. It shows the learning journey from year 7 to year 11 and beyond.

At each point it will show you what is covered and how it will be assessed. Click on each topic and it will automatically take you to an explanation of why we learn it.

If you have any further questions, contact Miss Emeny (Yr7), Mrs Beedle or Mrs Dark (Yr 8 & 9) or Miss Pharaoh (Yr 10 & 11)

It is noted the Curriculum Map references recent Head of Years, however any further questions should be directed to the Head of PSHE, RSE & Diversity.

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SUBJECT CURRICULUM MAP: KS3



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Healthy Me
Big Question: How can substances impact on wellbeing?
Exploration of substances and their effects including alcohol, smoking and making healthy choices as well as life saving skills

Relationships

Big Question: Can relationships ever be equal?
Exploration of power in relationships, assertiveness and saying no. Porn—is it real? Contraception and consequences of unprotected sex.

Changing Me

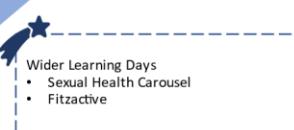
Big Question: How do I feel about becoming an adult?
Exploration of mental health, managing changes and our emotions, resilience, sleep and wellbeing.

Dreams & Goals

Big Question: Who do I dream of becoming?
Exploration of dreams for life, the power of planning and personal strengths along with mental health and illness and media manipulation

Celebrating Difference

Big Question: Is being different a good thing?
Exploration of equality, bullying, understanding difference, the power of positive language and discrimination.



Being Me in My World

Big Question: To what extent does the world I live in affect my identity?
Exploration of expectations and perceptions of relationships, peer approval, risks, being 'me' in a group and consent within peer and intimate social groups

Changing Me

Big Question: What factors make an intimate relationship happy and healthy?
Exploration of different types of relationships and what's in a relationship; exploration of the feeling associated with attraction. Does watching pornography help people to understand relationships? Alcohol and risk.

Relationships

Big Question: Because I'm worth it... or am I?
Exploration of being in control of... my self, my relationships, personal space and social media. Managing control and coercion in relationships

Healthy Me

Big Question: Can I become more responsible for my health and happiness?
Exploration of 'me and my health', healthy choices: managing stress, substances. Substance misuse

Changing Me

Big Question: How do I feel about becoming an adult?
Exploration of body changes, image and selfesteem, feelings, relationships and having a baby



**Year
9**

Being Me in My World

Big Question: Can I choose how I fit into the world?
Exploration of who I am, my family and family factors. The power of first impressions and faiths and beliefs

Celebrating Difference

Big Question: How different are we really?
Exploration of bullying, prejudice, discrimination and inequality. How can students make a difference?

Dreams & Goals

Big Question: Can the choices I make now influence my future?
Exploration of long term goals, money and earnings, what money can't buy. The price of life and online safety.

Relationships

Big Question: What can make a relationship healthy or unhealthy?
Exploration of positive qualities of healthy relationships, changing feelings, emotions and relationships as well as external factors and assertiveness

Healthy Me

Big Question: To what extent am I responsible for my mental and physical health?
Exploration of mental and physical and mental health and related health choices to support and sustain wellbeing

Dreams & Goals

Big Question: Can my choices affect my dreams and goals?
Exploration of dreams and goals and supporting skills and coping strategies which may support achievement in the future along with how choices may affect the realisation of dreams and goals

Celebrating Difference

Big Question: Do we need to feel 'the same as' to belong?
Exploration of prejudice and discrimination, challenging own and others attitudes and values accepting difference. Challenging stereotypes, discrimination and bullying

Being Me in My World

Big Question: How do I fit into the world I live in?
Exploration of who you are, influences including peer pressure. Exploration of online identity and consequences of online behaviour.



**Year
7**

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SUBJECT CURRICULUM MAP: KS4



Further study

Summer exams

Changing Me

Big Question: Can all change be positive in some way?

Exploration of changes in society and how will affect students as well as managing change and decision making along with gender and sexual identity; gender stereotypes and physical and emotional changes

Being Me in My World

Big Question: Are we in the adult world at 16?

Exploration of becoming an adult, relationships and the law as well as key elements of the law including the equality act, online activities, misuse of technology and the steps to take faced with an emergency situation and the feelings encountered

Dreams & Goals

Big Question: Can I rely on myself to achieve my goals or do I need luck or destiny?

Exploration of anxiety and managing these feelings both now and in the future as well as looking at money and debt, future relationships, dream jobs and skills and what to do when things go wrong

Relationships

Big Question: Is it possible to stay true to yourself and be in a healthy relationship?

Exploration of intimate romantic relationships and how to access health and advice about relationships as well as power within intimate relationships. Students will also understand there is a spectrum of gender diversity and sexuality and how to access LGBT+ support

Healthy Me

Big Question: Should sexual health, relationships and sex be discussed more openly?

Exploration of relaxation and managing stress, hygiene and health as well as responding to pressures around sexual relationships; pregnancy and choice and how to stay safe in sexual relationships.

Relationships

Big Question: Is love all you need?

Exploration of healthy, long term relationships, healthy connections while considering 'don't believe what you see' to critically evaluate the truth or otherwise of a relationship as well as considering unhealthy relationships, love and loss.

Mock exams

Healthy Me

Big Question: When it comes to health, to what extent am I in control?

Exploration of factors affecting physical and mental health and actions which can enhance and protect health as well as looking at diseases, treatments and lifestyle choices: we have extraordinary bodies/minds

Dreams & Goals

Big Question: Is success only possible when physical and emotional needs are in balance?

Exploration of relationships and those which will support the realisation of achieving goals along with students own goals and their health, the importance of a work life balance and securing a healthy balance

Celebrating Difference

Big Question: Does difference result in inequality?

Exploration of Equality: what does it mean in the UK, the workplace, relationships as well as exploring power in relationships and how to challenge inequality

Being Me in My World

Big Question: Is managing my online and offline world within my control?

Exploration of how social media affects students, their identity and culture, along with online safety threats and risks as well as considering liberty and safety as well as exploration of grief

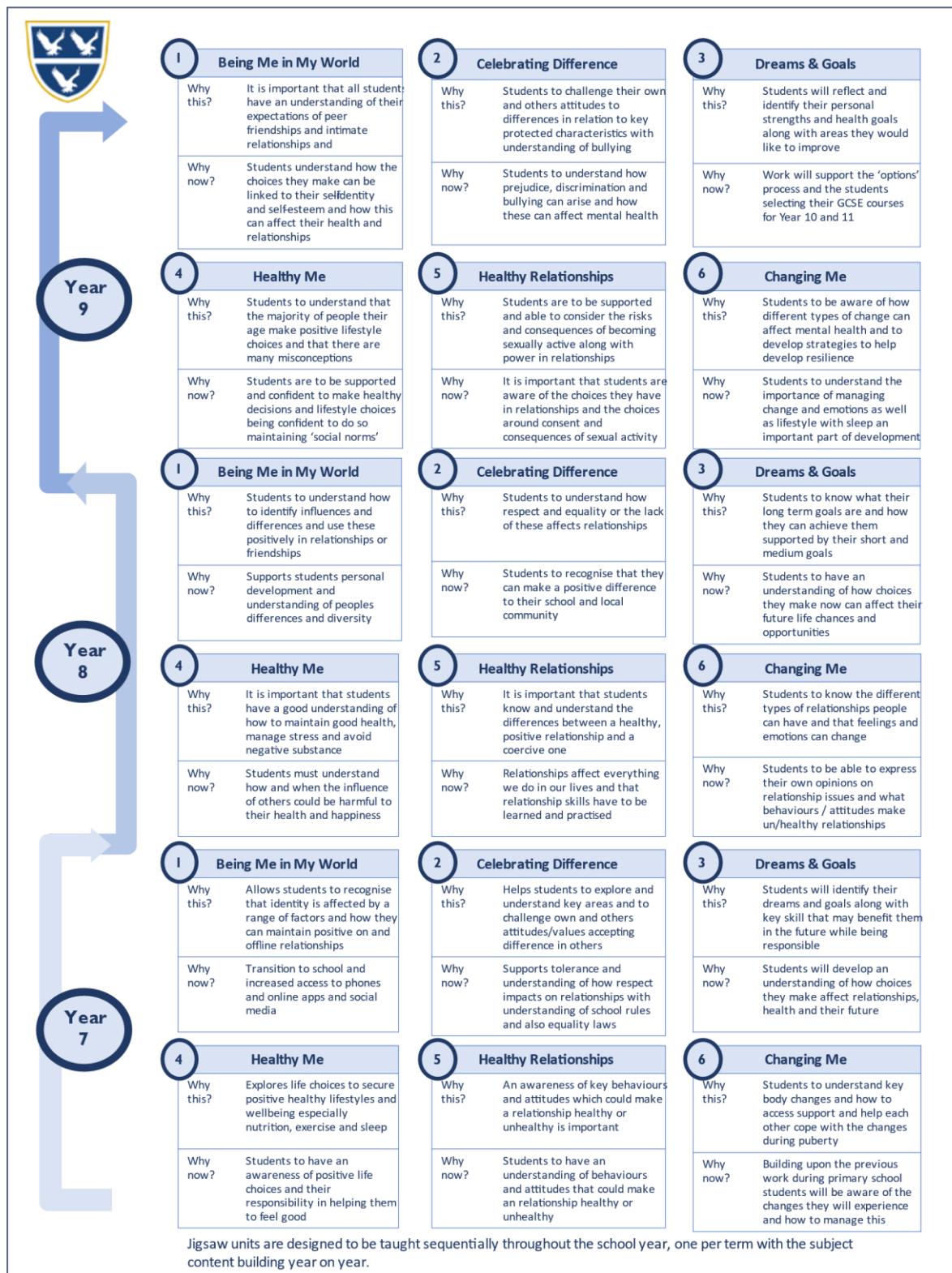


Wider Learning Days

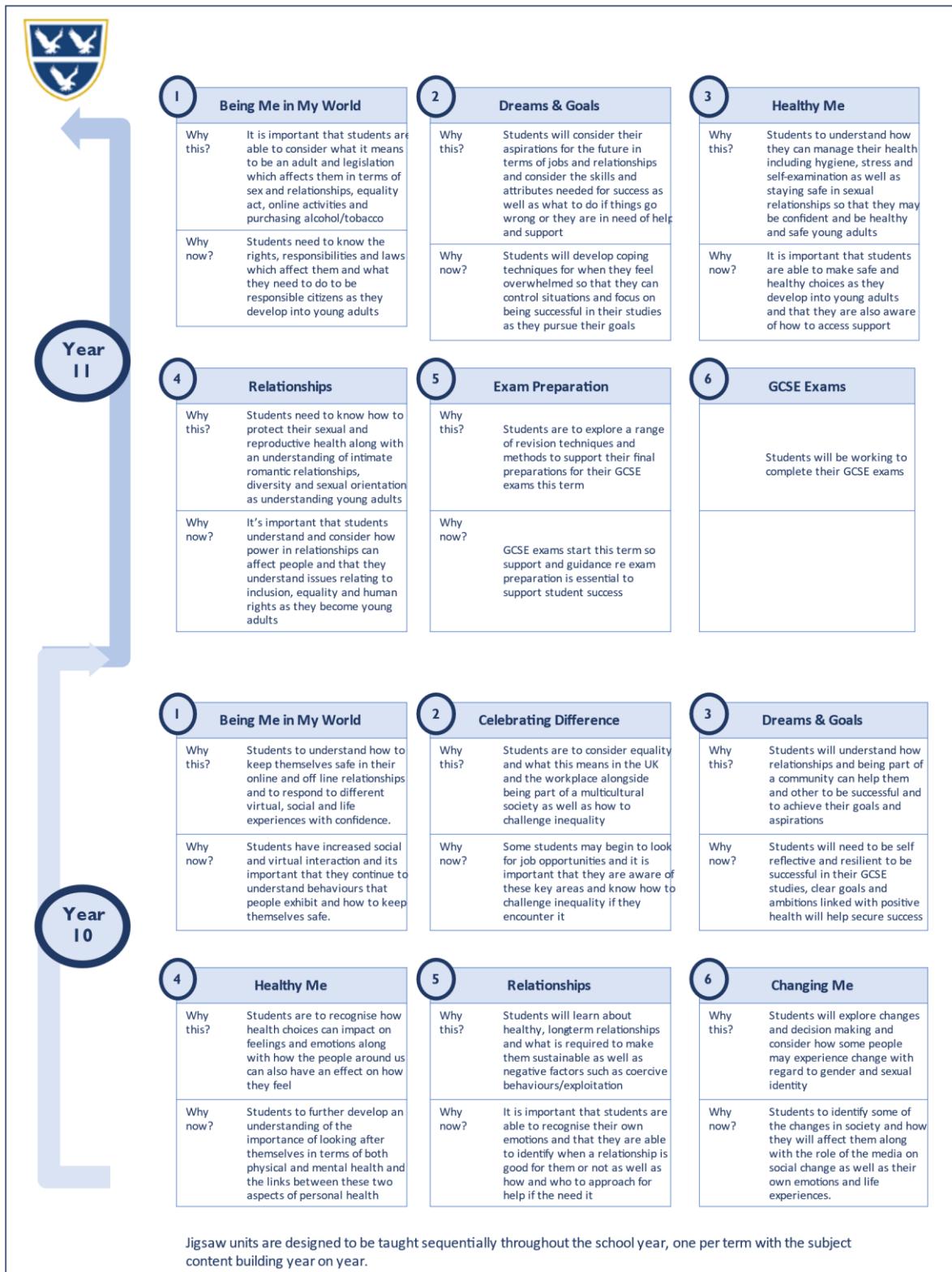
- Life & Learning
- Work Experience
- Careers and next steps
- Exam preparation
- Wellbeing

Year
10

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Appendix 2

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

TOPIC	STUDENTS 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	STUDENTS 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	STUDENTS 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

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