



## **POLICY ESSENTIAL INFORMATION**

<b>Title:</b>	<b>RSHE Policy</b>
<b>Date of Last Review:</b>	<b>February 2020</b>
<b>Staff Lead:</b>	<b>P Whiting</b>
<b>Review Process:</b>	<b>4 Yearly</b>
<b>Location:</b>	<b>Website</b>
<b>Date of Next Review:</b>	<b>February 2024</b>

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# 1. Aims

The aims of relationships and sex 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

# 2. Definition

RSHE is about the emotional, social and cultural development of pupils, 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.

# 3. Curriculum

Our PSHCE 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

# 4. Delivery of RSHE

RSHE is taught within the personal, social, health and economic (PSHCE) education curriculum. Biological aspects of RSHE are taught within the science curriculum, and other aspects 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 including:

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

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).

## **5. Roles and responsibilities**

### 7.1 The governing board

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

### 7.2 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 RSHE (see section 8).

### 7.3 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. Staff who have concerns about teaching RSHE are encouraged to discuss this with the Headteacher.

### 7.4 Pupils

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

## **6. Parents' right to withdraw**

Parents 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 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.

## **7. Training**

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

## **8. Monitoring arrangements**

The delivery of RSHE is monitored by Catherine Holt through internal monitoring arrangements such as learning walks and work scrutinies.

Pupils' development in RSHE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by Mrs. Whiting annually. At every review, the policy will be approved by [the governing body.

**Appendix 1: PSHCE Overview Stopsley High School**

<b><u>Key Lesson Theme</u></b>	<b><u>Overview:</u></b>				
	Year 7	Year 8	Year 9	Year 10	Year 11
Online Safety	<ul style="list-style-type: none"> <li>• Social Media</li> <li>• Bullying</li> </ul>	<ul style="list-style-type: none"> <li>• Digital media and footprints</li> </ul>	<ul style="list-style-type: none"> <li>• Online security</li> </ul>	<ul style="list-style-type: none"> <li>• Grooming</li> <li>• Role Models</li> </ul>	<ul style="list-style-type: none"> <li>• Applications and online presence</li> </ul>
Developing Positive Relationships	<ul style="list-style-type: none"> <li>• Friendships</li> <li>• Strengths and abilities</li> <li>• Social media and relationships</li> <li>• Attraction</li> </ul>	<ul style="list-style-type: none"> <li>• Positive and balanced life</li> <li>• Mental illness and self esteem</li> <li>• Healthy relationships</li> <li>• Levels of intimacy</li> </ul>	<ul style="list-style-type: none"> <li>• Conflicts with parents</li> <li>• Sexuality and gender identity</li> </ul>	<ul style="list-style-type: none"> <li>• Qualities and life lessons</li> <li>• Consent</li> <li>• Relationship evolution</li> <li>• Conflicts and break ups</li> <li>• Families</li> <li>• Being a parent</li> </ul>	<ul style="list-style-type: none"> <li>• Asexuality</li> <li>• Attitudes towards sex</li> <li>• Conflicts and breakups</li> </ul>
Identifying unhealthy relationships	<ul style="list-style-type: none"> <li>• FGM</li> <li>• Attraction and consent</li> </ul>	<ul style="list-style-type: none"> <li>• Forced marriage</li> <li>• Healthy &amp; unhealthy relationships</li> <li>• Intimacy</li> </ul>	<ul style="list-style-type: none"> <li>• Healthy about sex</li> <li>• Relationship review</li> </ul>	<ul style="list-style-type: none"> <li>• Unhealthy relationships</li> <li>• CSE and Grooming</li> <li>• Relationship changes</li> <li>• Sexual harassment</li> <li>• Relationship values</li> <li>• Forced marriage</li> <li>• Domestic violence</li> </ul>	<ul style="list-style-type: none"> <li>• Unhealthy relationships and support</li> <li>• Exploitation and grooming</li> </ul>
Prevent and discrimination	<ul style="list-style-type: none"> <li>• What is Prevent</li> <li>• Discrimination</li> <li>• Rights, responsibilities and respect</li> </ul>	<ul style="list-style-type: none"> <li>• Freedom of speech</li> <li>• Disability</li> <li>• Race and religion</li> <li>• Homophobia</li> </ul>	<ul style="list-style-type: none"> <li>• Targeting young people</li> <li>• Gender and homophobic bullying</li> </ul>	<ul style="list-style-type: none"> <li>• CSE and grooming</li> </ul>	<ul style="list-style-type: none"> <li>• Prevent</li> <li>• British values</li> </ul>

		<ul style="list-style-type: none"> <li>• Prejudice</li> </ul>			
Drugs and Alcohol	<ul style="list-style-type: none"> <li>• Alcohol and risk</li> <li>• Smoking and risk</li> </ul>	<ul style="list-style-type: none"> <li>• Alcohol</li> <li>• Cannabis and gateway</li> <li>• Risk</li> </ul>	<ul style="list-style-type: none"> <li>• Gang behaviours</li> </ul>	<ul style="list-style-type: none"> <li>• Taking drugs</li> </ul>	<ul style="list-style-type: none"> <li>• Substance and coping strategies</li> </ul>
Gangs and Risky Behaviours	<ul style="list-style-type: none"> <li>• Risky behaviour</li> <li>• Peer pressure</li> </ul>	<ul style="list-style-type: none"> <li>• Risk (drug links)</li> <li>• Drugs and risk</li> </ul>	<ul style="list-style-type: none"> <li>• Gang behaviours</li> <li>• Friend or gang</li> <li>• Targeting young people</li> </ul>	<ul style="list-style-type: none"> <li>• CSE and grooming</li> </ul>	<ul style="list-style-type: none"> <li>• Exploitation and grooming</li> </ul>
Mental Health and Wellbeing	<ul style="list-style-type: none"> <li>• Healthy eating &amp; Physical activity</li> <li>• Diet influences</li> <li>• Sleep, health and lifestyle</li> <li>• Looking after yourself</li> </ul>	<ul style="list-style-type: none"> <li>• Wellbeing and loss</li> <li>• Mental illness and self esteem</li> <li>• Self esteem 2</li> <li>• First Aid</li> </ul>	<ul style="list-style-type: none"> <li>• Extreme diets and control</li> <li>• Positive &amp; balanced life</li> </ul>	<ul style="list-style-type: none"> <li>• Worries</li> <li>• Stereotypes and mental health</li> <li>• Factors affecting mental health</li> <li>• Conflicts and break ups</li> <li>• HIV</li> </ul>	<ul style="list-style-type: none"> <li>• Stress and coping</li> <li>• Mood and self esteem</li> <li>• Lifestyle and coping</li> <li>• Cancer checks</li> </ul>
Careers	<ul style="list-style-type: none"> <li>• Employment skills</li> <li>• Enterprise</li> <li>• Personal strengths</li> </ul>	<ul style="list-style-type: none"> <li>• Equality in the workplace</li> </ul>	<ul style="list-style-type: none"> <li>• Attributes</li> <li>• Subject choices</li> <li>• Job profiles</li> <li>• Skills review</li> <li>• Enterprise</li> <li>• Social mobility</li> </ul>	<ul style="list-style-type: none"> <li>• Interview skills</li> <li>• Work experience</li> <li>• Work experience review</li> <li>• Prepare for year 11</li> </ul>	<ul style="list-style-type: none"> <li>• The future</li> <li>• Interview skills</li> <li>• Cover letter</li> <li>• STAR</li> <li>• CV</li> <li>• Profiling</li> <li>• Applications</li> </ul>
Exploitation	<ul style="list-style-type: none"> <li>• FGM</li> </ul>	<ul style="list-style-type: none"> <li>• Forced marriage</li> </ul>	<ul style="list-style-type: none"> <li>• Targeting young people (gangs)</li> </ul>	<ul style="list-style-type: none"> <li>• CSE and grooming</li> </ul>	<ul style="list-style-type: none"> <li>• Exploitation and grooming</li> </ul>
Finance	<ul style="list-style-type: none"> <li>• Financial consequences</li> </ul>	<ul style="list-style-type: none"> <li>• Financial decision</li> <li>• Value for money</li> </ul>	<ul style="list-style-type: none"> <li>• Social mobility</li> </ul>	<ul style="list-style-type: none"> <li>• Gambling addiction</li> <li>• Housing</li> </ul>	<ul style="list-style-type: none"> <li>• Travelling abroad</li> </ul>

	<ul style="list-style-type: none"><li>• Need vs want</li></ul>			<ul style="list-style-type: none"><li>• Bank accounts</li><li>• Debt</li></ul>	
Sex Education		<ul style="list-style-type: none"><li>• Levels of intimacy</li></ul>	<ul style="list-style-type: none"><li>• Being healthy about sex</li><li>• STI prevention</li><li>• Relationships and the media</li></ul>		<ul style="list-style-type: none"><li>• Attitudes towards sex</li></ul>



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

Topic	Pupils 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

- 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

<p>Online and media</p>	<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>
<p>Being safe</p>	<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>

Intimate and sexual relationships, including sexual health

- 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



**To be completed by the school**

Agreed actions  
from  
discussion with  
parents