



# Relationships Education Relationship and Sex Education and Health Education Policy 2021 (RSHE)

## **Relationship and Sex Education and Health Education Policy**

This policy was developed in response to:

- Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance, DfE June 2019
- Children and Social Work Act, 2017
- Equality Act, 2010 and schools
- Not Yet Good Enough: Personal, social health and economic education in schools, Ofsted 2013
- Special Educational Needs and Disability code of practice: 0-25 years, 2017
- Life Lessons: PSHE and SRE in schools: Fifth Report, House of Commons Education Committee, 2015
- Keeping Children Safe in Education- Statutory Guidance, 2018
- Transforming Children and Young People's Mental Health Provision, Green Paper, July 2018

This policy should be read in conjunction with:

- E-safety
- Anti-bullying
- Behaviour Policy

- Safeguarding Policy
- Equality and Inclusion Policy
- PSHE curriculum documents
- Drugs Policy

The engagement and consultation process involves:

- Student feedback
- Consultation and engagement with parents / carers
- Consultation with wider school community - school nurse
- Consultation, agreement and implementation of policy by school governor Karen Trevelyan

#### RSHE Programme

**Relationships and Sex Education (RSE)** is lifelong learning about physical, sexual, moral and emotional development. It is about the understanding of the importance of stable and loving relationships both on and offline, respect, love and care for family life. It involves acquiring information, developing essential skills and forming positive beliefs, values and attitudes.

RSE gives young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. RSE gives children and young people the essential skills to build positive, enjoyable and non-exploitative relationships.

**Health Education - Physical Health and Wellbeing** enables students to understand their changing bodies and their feelings to further the language they use to talk about their bodies, health and emotional norms. In addition to understanding variations in emotions and physical complaints and where health and wellbeing issues and concerns begin. Health education enables making the connections between physical and emotional changes for all students (regardless of gender and identity), the impact on physical health and wellbeing, their capacity to learn and maintain their mental health and wellbeing.

We recognise that there should be a clear progression of what is Relationships Education, Relationship and Sex Education and Health Education (RSHE) at primary school through to RSHE in secondary school. Our young people have often present with gaps in learning connected with fragmented school experiences. We will aim to sensitively support students to develop skills and knowledge taking in to account possible gaps and or traumatic experiences which may lead to protective defensive attitudes and reduced engagement.

#### Pupils with special educational needs (SEND)

Content and teaching is therefore designed in The Meadows to meet specific needs of pupils at different developmental stages. We endeavour to ensure teaching is sensitive, age appropriate, developmentally appropriate and delivered with reference to the law.

#### Principles and Values

In addition, The Meadows believes that RSE should:

- Be an integral part of the lifelong learning process, beginning in early childhood and continue into adult life.
- Be an entitlement for all young people
- Encourage every student to contribute to make our community and aims to support each individual as they grow and learn.
- Be set within this wider school context and supports family commitment and love, respect and affection, knowledge and openness. It includes acceptance of families in all their forms.
- Encourage students and teachers to share and listen to each other's views and the right to hold/ express views.
- We are aware of different approaches to sexual identity, without promotion of a particular family make up. The important values are love, respect, kindness, generosity and care for each other.
- Generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment.

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- Recognise that parents/carers are the key people in teaching their children about relationships, growing up, health and wellbeing and sex. We aim to work in partnership with parents, carers and students, consulting them about the content of programmes.
- Recognise that the wider community has much to offer and we aim to work in partnership with other health and education professionals.

RSHE has three main elements:

#### Attitudes and Values

- Learning the importance of values, individual conscience and moral choices
- Learning the value and valuing family life, stable and loving relationships, and marriage/civil partnerships
- Learning about the nurture of children and successful parenting
- Learning the value of and demonstrating respect, kindness, love and care
- Exploring, considering and understanding moral dilemmas
- Developing critical thinking as part of decision-making
- Challenging myths, misconceptions and false assumptions about normal behaviour
- Learning the importance of rights, responsibilities and opportunities online, including the same expectations of behaviour apply in all contexts, including online.

#### Personal and Social Skills

- Learning to manage and managing emotions and relationships confidently and sensitively including online
- Developing self-respect and empathy for others
- Developing positive self-esteem and confidence
- Making informed choices with an absence of prejudice
- Developing an appreciation of the consequences of choices made
- Managing conflict resolution
- Empower students with the skills to be able to avoid inappropriate pressures or advances (both as exploited or exploiter)
- How to report concerns of abuse including peer on peer abuse and sexual harassment, and the vocabulary and confidence to do so
- Explore societal norms and the use/misuse of alcohol and drugs and the impact on relationships
- Learning to actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn. (In all contexts, including online)

#### Knowledge and Understanding

- Learn and understand relationships are meant to be positive, healthy and pleasurable
- Learning and understanding physical, emotional and spiritual development at appropriate stages
- Understanding human sexuality, identity, reproduction, sexual health, emotions and relationships
- Learning about contraception, Sexually Transmitted Infections and the range of local and national sexual health advice, contraception and support services
- Learning the reasons for delaying sexual activity, and the benefits to be gained from such delay
- The avoidance of an unintended pregnancy
- The impact of viewing harmful content through online and media

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- 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
- Know the key facts about puberty, the changes in the adolescent body (including physical and emotional) and menstrual wellbeing (Health Education)
- Know the main changes which take place in males and females, and the implications for emotional and physical health (Health Education)
- Learn where to go for help and advice and how to access local and national services

### Aims and Objectives

The aim of RSHE is to provide balanced factual information about human reproduction, together with consideration of the broader emotional, ethical, religious, and moral dimensions of sexual health.

Our RSHE programme aims to prepare all students for an adult life in which they can:

- Develop positive values and a moral framework that will guide their decisions, judgements and behaviour.
- Have the confidence and self-esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationship they want.
- Understand the consequences of their actions and behave responsibly within sexual and non-sexual relationships.
- Avoid being exploited or exploiting others or being pressured into unwanted or unprotected sex including violence in teenage relationships
- Understand the true meaning of consent
- Communicate and behave in a respectful manner towards people around them which contributes to a safe, inclusive environment/community
- Communicate effectively by developing appropriate terminology/language for sex and relationship issues.
- Develop awareness and understanding of their evolving sexuality and understand human sexuality; gender identity, challenge sexism and prejudice, which is inclusive of all young people
- Understand the arguments for delaying sexual activity.
- Understand the reasons for having protected sex.
- Have sufficient information and skills to protect themselves in a variety of situations including from exploitation, harassment, abuse and violence and uninvited/unwanted conceptions and sexually transmitted infections including HIV.
- Be aware of sources of help for all young people and acquire the skills and confidence to access confidential health advice, support and treatment if necessary
- Know how the law applies to sexual relationships enthusiastic consent, gaslighting, sexting/nudes and e-safety.

### Roles and Responsibilities

Sarah Took Headteacher and Karen Trevelyan Governor are responsible for reviewing RSHE. In terms of curriculum development Andrew Tonner as Deputy Head supports Frank Wilson who is the lead for RSHE design and delivery. Chris Tate is the ICT Lead. Safeguarding responsibility is head by The Headteacher and Deputy in the roles of Designated Safeguarding Leads and The Chairs of Governors Gary Stout and Victoria Ashfield.

### Organisation and Content of RSHE

The Meadows specifically delivers Relationship and Sex Education through its PSHE Programme, Discover and Science lessons at KS3, and KS4.

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Much of the RSHE at The Meadows takes place within PSHE lessons. There is a lead teacher for Years 7 to 11 supported by Teaching Assistants delivering the PSHE Curriculum with support from professionals where appropriate. RSHE lessons are set within the wider context of the PSHE curriculum and focus more on the emotional aspects of development and relationships, although the physical aspects of puberty and reproduction are also included. The Science National Curriculum is delivered by staff in the science department. These lessons are more concerned with the physical aspects of development and reproduction, although the importance of relationships is not forgotten. RSHE will be representative and inclusive of LGBT young people.

The PSHE Programme and Science National Curriculum is taught in every year.

Any RSHE lesson may consider questions or issues that some students will find sensitive. Before embarking on these lessons, a group/class agreement, formerly known as ground rules, are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson.

When students ask questions, we aim to answer them honestly, within the group agreement established at the start of the sessions. When it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the students, the question may be dealt with individually at another time. Young people whose questions go unanswered may turn to inappropriate sources of information.

More expert or specialist teachers and other professionals may support staff who are uncomfortable with teaching certain aspects of the curriculum. Support and professional development will be provided for staff, so that they can develop the confidence and skills in delivering the RSHE programme.

Assessment is carried out, where appropriate, for example at the start and end of every module and involves teacher, student and peer assessment of knowledge and understanding, interpersonal skills, and attitudes.

At The Meadows all staff will use scientifically correct terminology to avoid misunderstandings and ambiguity.

#### [Inclusion](#)

##### [Ethnic, Cultural and Religious Groups](#)

We intend our policy to be sensitive to the needs of different ethnic groups. For some young people it is not culturally appropriate for them to be taught subjects in mixed groups. We will respond to parental requests and concerns.

##### *Students with Special Needs*

We will ensure that all young people receive RSHE and we will offer provision appropriate to the needs of all our students, taking specialist advice where necessary.

##### [Gender, Identity and Sexual Orientation](#)

The RSHE lead should ensure that LGBT content is fully integrated into their programme of study and threads across the curriculum. Schools are free to determine how they do this; it is expected all pupils will be taught LGBT content at a timely point. We aim to deal sensitively and honestly regarding gender, sexual orientation and identity, answer appropriate questions and offer support. Young people, whatever their developing identity and sexuality need to feel that RSHE is relevant to them.

##### [Parents/carers and the wider community](#)

We believe the role of parents / carers in the development of the children's understanding of relationships is vital. Parents/carers are the first educators of children. Therefore, we will ensure that we work closely with you to ensure you are aware of what is taught and when. This policy and information on what will be taught and when will be freely available on our school website for you to access

##### [Pupil's right to be excused from sex education](#)

Parents have the right to request that their child be withdrawn from some parts of sex education, delivered as part of statutory RSHE. There is no right to withdraw from Relationships Education or

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Health Education. It is good practice for the head teacher to discuss the request with the parent/carer and as appropriate, with the child to clarify the nature and purpose of the curriculum, the benefits of receiving the important information, and possible detrimental effects that the withdrawal might have. The head teacher/RSHE lead will document the process and outcome.

In exceptional circumstances for example when they propose to educate their child at home, the school will respect the parent's request, up to and until three terms before the child turns 16. After that point the student can choose to attend RSHE. Their SEND should not be a consideration for the head teacher to grant a parental request, apart from in exceptional circumstances. Parents are welcome to review any RSHE resources the school uses.

#### [Safeguarding, reports of abuse and confidentiality](#)

It should be made clear to pupils that teachers and all adults in school cannot guarantee absolute confidentiality if they have any concerns about the safety and wellbeing of a child. This should be made clear when forming and revisiting the class group agreement and the name of the safeguarding teachers will be made known.

#### [Young people under the age of 13 years](#)

A child under 13 is not legally capable of consenting to sexual activity. Any offence under The Sexual Offences Act 2003 involving a child under 13 is serious and should be taken to indicate a risk of significant harm to the child. Cases involving under 13's should always be discussed with the nominated child protection lead.

Under the Sexual Offences Act, penetrative sex with a child under the age of 13 is classed as rape. Therefore, in all cases where the sexually active young person is under 13, a referral should be made to First Contact naming the young person, and the sexual partner if known. Following this, a Strategy Meeting or discussion will be held. The meeting will involve a Team Manager, Social Worker, Police, Health Worker, Education and Welfare and other relevant agencies, to discuss next steps.

Where the allegation concerns penetrative sex, or other intimate sexual activity occurs, there would always be reasonable cause to suspect that a child, whether girl or boy, is suffering or likely to suffer significant harm. All cases involving under 13's should be fully documented and reported.

#### [Young people between 13 – 16 years](#)

Sexual Activity with a young person in this age group is a criminal offence under the Sexual Offences Act 2003. The Act reinforces that whilst mutually agreed, non-exploitive, nor coercive sexual activity between teenagers does take place and that often no harm comes from it, the legal age of consent remains 16. This acknowledges that this group of young people is still vulnerable, even when they do not view themselves as such. Recent changes in law around consent places the emphasis on proving that consent is secured by the person initiating sex, and not the assumption that it has been obtained from the other person. This is based on them being free, able, has capacity to give consent, and that on each occasion it is negotiated and agreed.

Consideration should be given in every case of sexual activity involving 13-15 year olds as to whether a discussion with other agencies and whether a referral should be made to Safeguarding and Specialist Services.

*These procedures should be read in conjunction with the Durham Safeguarding Children's Partnership procedures ([link](#)) with special reference to Sections 3 'Referral and Investigation' and Section 6.13 'Sexually Active Children under 18'*

#### [Monitoring and Evaluation of RSHE](#)

It is the responsibility of the PSHE lead teacher to oversee and organise the monitoring and evaluation of PSHE, in the context of the overall school plans for monitoring the quality of teaching and learning. The Governors Quality of Education Committee is responsible for overseeing, reviewing and organising the revision of the Relationship and Sex Education Policy

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Ofsted is required to evaluate and report personal development, behaviour, and welfare as well as spiritual, moral, social and cultural development (SMSC) of students. This may include evaluating and commenting on the school's relationship and sex education policy, curriculum, staff development and quality of provision.

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Appendix 1  
Overview

Year Group	Pathway	Accrediting Body		O1	O2	O3	O4	O5	O6
7	NC		POS	<ul style="list-style-type: none"> <li>New beginnings</li> <li>Healthy lifestyles</li> <li>Emotional wellbeing</li> <li>SRE</li> </ul>		<ul style="list-style-type: none"> <li>Introduction to diversity, prejudice and discrimination</li> <li>Pfeg.</li> </ul>		<ul style="list-style-type: none"> <li>Drugs and alcohol awareness.</li> <li>Decision- making Personal safety</li> <li>Relationships</li> </ul>	
			LTP	<p>Introduction to your new school environment, making new friends. Recognising that healthy lifestyles and the wellbeing of self and others depend on information and making healthy choices</p> <p>Year 7, puberty and adolescence</p> <p>Physical and emotional change.</p> <p>Manage own behaviour positive ways of, managing and expressing strong emotions and challenging behaviour.</p>		<p>Setting targets and aiming high! (include reference to PE exercise and health)</p> <p>Basic Banking, Why have a bank account, opening a bank account, managing a bank account Refer to prior learning in Enterprise Aut. HT2)</p>		<p>Substances and medicine awareness. Medicine cabinet, cleaning product, keeping safe in and around the home.</p> <p>assess and manage the element of risk in personal choices and situations</p> <p>Getting on together, how to build and maintain friendships.</p>	
8	NC	<ul style="list-style-type: none"> <li>Pfeg.</li> </ul>	POS	<p>Healthy lifestyles</p> <p>Emotional wellbeing</p> <p>SRE</p>		<ul style="list-style-type: none"> <li>Introduction to diversity, prejudice and discrimination</li> <li>Pfeg.</li> </ul>		<ul style="list-style-type: none"> <li>Drugs and alcohol awareness.</li> <li>Decision- making Personal safety</li> <li>Relationships</li> </ul>	
			LTP	<p>Recognising that healthy lifestyles and the wellbeing of self and others depend on Information and making healthy choices.</p> <p>Manage own behaviour positive ways of, managing and expressing strong emotions and challenging behaviour.</p> <p>sexual activity, human reproduction</p>				<p>assess and manage the element of risk in personal choices and situations</p> <p>Explain financial terms and products. credit providers, the risks of potential lenders, credit card debt, understand APR, identify problems when using a credit card</p>	

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9	NC		POS	<ul style="list-style-type: none"> <li>● Healthy lifestyles</li> <li>● Emotional wellbeing</li> <li>● SRE Year 9,</li> </ul>	<ul style="list-style-type: none"> <li>Introduction to diversity, prejudice and discrimination</li> <li>Pfeg.</li> </ul>	<ul style="list-style-type: none"> <li>Drugs and alcohol awareness.</li> <li>Decision- making Personal safety</li> <li>Relationships</li> </ul>
			LTP	<p>Recognising that healthy lifestyles and the wellbeing of self and others depend on Information and making healthy choices</p> <p>Manage own behaviour positive ways of, managing and expressing strong emotions and challenging behaviour.</p> <ul style="list-style-type: none"> <li>● Sexual responsibility.</li> </ul> <p>Human reproduction, contraception,</p>	<ul style="list-style-type: none"> <li>● Setting targets and aiming high!</li> </ul> <p>(link to Science-fitness/effects of drugs) (Science-fitness/effects of drugs)</p>	<p>Be aware of the level of debt problems in the UK (money management, Pfeg)</p> <p>assess and manage the element of risk in personal choices and situations</p> <p>Explore, embarrassment can lead to other emotions, such as resentment, hurt, anger and shame. <b>Getting on together, how to build and maintain friendships.</b></p> <p>Skills for solving problems peacefully to help other people resolve conflict.</p> <p><b>Energy Drink, prescription drug use, /illegal / alcohol awareness.</b></p> <p><b>Definitions. abuse, legality/tobacco</b></p>
10	1) QCF Award/ certificate in Personal and social education.	AQA	POS	<ul style="list-style-type: none"> <li>● Healthy lifestyles</li> <li>● Emotional wellbeing.</li> <li>● Introduction to diversity, prejudice and discrimination</li> <li>● Drugs and alcohol awareness.</li> <li>● Pfeg.</li> <li>● SRE. YR 10</li> <li>● Decision- making Personal safety</li> </ul>		
			LTP	<p>Recognising that healthy lifestyles and the wellbeing of self and others depend on Information and making healthy choices.</p> <p>Manage own behaviour positive ways of, managing and expressing strong emotions and challenging behaviour.</p> <p>social and emotional aspects of learning: self-awareness and motivation, setting targets</p> <p>Legality, drinking outside, underage drinking, Definitions.</p> <p>Consider ways in which they can protect their identity</p> <ul style="list-style-type: none"> <li>● Relationship skills.</li> </ul> <p>The benefits and risks of health and lifestyle choices.</p> <p>assess and manage the element of risk in personal choices and situations.</p>		

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11	1) QCF Award/ certificate in Personal and social education.	AQA	POS	<ul style="list-style-type: none"> <li>● Healthy lifestyles.</li> <li>● Emotional wellbeing</li> <li>● Introduction to diversity, prejudice and discrimination</li> <li>● Drugs and alcohol awareness.</li> <li>● Pveg.</li> <li>● SRE YR 11 Safer choices.</li> <li>● Decision- making Personal safety</li> </ul>
			LTP	<p>Recognising that healthy lifestyles and the wellbeing of self and others depend on Information and making healthy choices.</p> <p>Assess and manage the element of risk in personal choices and situations</p> <p>Manage own behaviour positive ways of, managing and expressing strong emotions and challenging behaviour.</p> <p>Motivation, to meet a medium- or long-term target. The point of learning? Barriers to a target how to overcome them.</p> <p>the benefits and risks of health and lifestyle choices, including choices relating to Sexual activity.</p> <p>Legality, drinking outside, underage drinking, drinking in a restaurant, ID cards. Definitions. Substances.</p> <p>Abuse types, legality</p> <p>Identify different kind of lender</p> <p>Be aware of the potential problems of different types of money lender</p> <p>Aware of how they are feeling; express their emotions.</p>

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## Appendix 2

Information for Parents / carers April 2020/September 2021

The following expectations are set out in the Department for Education's [guidance for schools on relationships education, RSE and health education](#).

### Families

- 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 its 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 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)
- Seek help or advice, including reporting concerns about others if needed

### 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, the management of conflict and 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 cyber-bullying), the impact of bullying, responsibilities of bystanders to report bullying 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

### Online and media

- 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 wouldn't 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

- The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and female genital mutilation, 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)

### 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, and menopause
- 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 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, including HIV/AIDs are transmitted, how risk can be reduced through safer sex (including condom use) and the importance of and facts about testing

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- 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 and advice and treatment

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