

RSHE Policy

(Relationships and Sexual Education Policy)

Bailey Street AP Academy



Approved By:

Date: 30.3.2022

Sharon Walters

Last Review Date:

Next Review Date:

Please note that the DfE's 'Relationships Education, Relationships and Sex Education, and Health Education in England' and The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 will be statutory from 1st September 2020

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Statement of intent

At **Bailey Street AP Academy School**, we understand the importance of educating pupils about relationships, general health and sexual health, to enable them to make responsible and well-informed decisions in their lives.

Our RSHE programme is designed to aid students in making decisions about their interests, values and goals. These decisions aim to make the students feel safer, healthier and happier. We understand that the decisions they make are theirs and will not be governed or controlled by external forces.

The teaching of RSE and PSHE can help to prepare pupils for the opportunities, responsibilities and experiences of adult life. It allows us to promote the spiritual, moral, social, cultural, mental and physical development of pupils at school and in the wider society, teaching them to navigate through a complex world.

We have an obligation to provide pupils with high-quality, and age-appropriate lessons in line with the **Teacher's Standards**. This policy outlines how the school's RSE and PSHE curriculum will be organised and delivered, to ensure it meets the needs of all pupils. The curriculum will be in accordance with local and national data, and will draw on key trends and local issues.

Relationships and Sex Education (RSE)

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

'At secondary, teaching will build on the knowledge acquired at primary and develop further pupils' understanding of health, with an increased focus on risk areas such as drugs and alcohol, as well as introducing knowledge about intimate relationships and sex.'

Personal, social, health and economic education. (PSHE)

<https://www.gov.uk/government/publications/personal-social-health-and-economic-education-pshe/personal-social-health-and-economic-pshe-education>

'...we believe that it is for schools to tailor their local PSHE programme to reflect the needs of their pupils, we expect schools to use their PSHE education programme to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.'

Schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.'

Principles and Values

At Bailey Street AP Academy we believe that RSE and PSHE should:

- Be an integral part of the lifelong learning process, beginning in early childhood and continue into adult life
- Provide the students with a safe environment to discuss a wide variety of topics without any judgement
- Be an entitlement for all young people to access as part of their weekly timetable
- Offer the opportunity to gain a qualification
- Encourage students and teachers to share and respect each other's views.
- Be respectful of diversity within the family structure and recognise that the important values are love, respect and care for each other
- Generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment
- Recognise that parents are the key people in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents and students, consulting them about the curriculum content
- Recognise that the wider community has much to offer and we aim to work in collaboration with health professionals, social workers, peer educators and other mentors or advisers.

Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Equality Act (2010 DfE)
- Relationships Education, Relationships and Sex Education (RSE) and Health Education (2021 DfE)
- Personal, Social, Health and Economic Education (2021 DfE)
- Keeping Children Safe in Education (2021 DfE)
- National curriculum in England: science programmes of study (2015 DfE)
- Children and Social Work Act (2017 Social Work England)

Roles and responsibilities

The governing board is responsible for:

- Ensuring all pupils make progress in achieving the expected educational outcomes.
- Ensuring the RSE and PSHE curriculum is well-led, effectively managed and well-planned.
- Evaluating the quality of provision through regular and effective self-evaluation.
- Ensuring that teaching is delivered in ways that are accessible to all pupils with SEND.

- Providing clear information to parents on the subject content and the right to request that their child is withdrawn in accordance with Statutory Guidelines from the ‘Sex Education’ element of the programme only. (The Health and Relationships elements are statutory for all students.)
- Ensuring RSE and PSHE is resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.

The Head teacher is responsible for:

- The overall implementation of this policy.
- Ensuring all staff are suitably trained to deliver the subjects.
- Ensuring parents are fully informed of this policy.
- Reviewing all requests to withdraw pupils from non-statutory elements of the RSE.
- Discussing withdrawal requests with parents, and the child if appropriate, to ensure their wishes are understood and to clarify the nature and purpose of the curriculum, including the benefits of receiving the education.
- Ensuring withdrawn pupils receive appropriate, purposeful education during the period of withdrawal.
- Encouraging parents to be involved in consultations regarding the school’s RSE and PSHE curriculum.
- Reviewing this policy on a biannual basis.
- Reporting to the governing board on the effectiveness of this policy and the curriculum.

The RSE and PSHE Coordinator is responsible for:

- Overseeing the delivery of RSE and PSHE.
- Working closely with colleagues in related curriculum areas to ensure the RSE and PSHE curriculum compliments, and does not duplicate, the content covered in national curriculum subjects.
- Ensuring the curriculum is age-appropriate and of high-quality.
- Reviewing changes to the RSE and PSHE curriculum and advising on their implementation.
- Monitoring the learning and teaching of RSE as part of the PSHE curriculum, providing support to staff where necessary.
- Ensuring the continuity and progression between each year group.
- Helping to develop colleagues’ expertise in the subject.
- Ensuring teachers are provided with adequate resources to support teaching of the curriculum.
- Ensuring the school meets its statutory requirements in relation to RSHE.
- Leading staff meetings and ensuring all members of staff involved in the curriculum have received the appropriate training.
- Organising, providing and monitoring CPD opportunities in the subject.
- Ensuring the correct standards are met for recording and assessing pupil performance.

Subject teachers/ HLTAs and TAs are responsible for:

- Acting in accordance with, and promoting, this policy
- Delivering RSE and PSHE in a sensitive way and that is of a high-quality and appropriate for each year group.
- Ensuring they do not express personal views or beliefs when delivering the curriculum.
- Planning lessons effectively, ensuring a range of appropriate teaching methods and resources are used to cover the content.
- Modelling positive attitudes to RSE and PSHE.
- Liaising with the SENCO about identifying and responding to the individual needs of pupils with SEND.
- Liaising with the RSE and PSHE Coordinator about key topics, resources and support for individual pupils.
- Monitoring pupil progress in RSE and PSHE.
- Reporting any concerns regarding the teaching of RSE and PSHE education to the coordinator or a member of the SLT.
- Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content via 'MyConcern' or reporting the matter to Ms Julie Roberts (safeguarding lead).
- Responding appropriately to pupils whose parents have requested to withdraw them from the nonstatutory components of RSE, by providing them with alternative education opportunities.

The SENCO is responsible for:

- Advising teaching staff how best to identify and support pupils' individual needs.
- Advising staff on the use of TAs in order to meet pupils' individual needs.

Organisation of the RSHE curriculum:

All schools providing secondary education are required to deliver statutory RSE and all state-funded schools are required to deliver health education.

For the purpose of this policy, "**relationships and sex education**" is defined as teaching pupils about developing healthy, nurturing relationships of all kinds, and helping them to understand human sexuality and to respect themselves and others.

For the purpose of this policy, "**health education**" is defined as teaching pupils about how they can make good decisions about their own health and wellbeing, and how physical health and mental wellbeing are interlinked.

The RSE and health education curriculum will be developed in consultation with teachers, pupils and parents, and in accordance with DfE recommendations.

We may gather the views of teachers, pupils and parents in the following ways:

- Questionnaires
- Meetings
- Letters
- Training sessions

The majority of the RSE curriculum will be delivered through PSHE lessons, unless it is covered as part of the assembly programme and through tutor activity weeks that focus on particular areas.

The curriculum has been developed in line with the DfE's 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' guidance.

The school will consider the context and views of the wider local community when developing the curriculum to ensure it is reflective of issues in the local area.

The RSHE curriculum is informed by topical issues in the school and wider community, to ensure it is tailored to pupils' needs. For example, if there was a local prevalence of teenage pregnancies or specific sexually transmitted infections, our curriculum would be tailored to address this issue.

Respectful relationships, including friendships.

By the end of secondary school, pupils will know:

- 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 relationships.
- Practical steps they can take in a range of different contexts to improve or support respectful relationships.
- How stereotypes, particularly those based on sex, gender, race, religion, sexual orientation or disability, can cause damage, e.g. how they might normalise non-consensual behaviour.
- That in school and 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 seek help.
- The types of behaviour in relationships that can be criminal, including violent behaviour and coercive control.
- What constitutes sexual harassment and violence and why these are always unacceptable.
- The legal rights and responsibilities regarding equality, with reference to the protected characteristics defined in the Equality Act 2010, and that everyone is unique and equal.

Online and media

By the end of secondary school, pupils will know:

- Their rights, responsibilities and opportunities online, and that the same expectations of behaviour apply in all contexts.
- About online risks, including that material shared with another person 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 they receive.
- 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 is a criminal offence which carries severe penalties, including jail.
- How information and data is generated, collected, shared and used online.

Being safe

By the end of secondary school, pupils will know:

- 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 – this includes online.

Intimate and sexual relationships, including sexual health

By the end of secondary school, pupils will know:

- 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 and 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 both men and women.
- The 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, their effectiveness and options available.
- The facts around pregnancy including miscarriage.
- That there are choices in relation to pregnancy, with legally and medically 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) are transmitted, how risk can be reduced through safer sex and the importance of 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.

Health education subject overview

The physical health and mental wellbeing curriculum will continue to develop pupils' knowledge on the topics taught at a primary level, in addition to the content outlined in this section.

Mental wellbeing

By the end of secondary school, pupils will know:

- How to talk about their emotions accurately and sensitively, using appropriate vocabulary.
- That happiness is linked to being connected to others.
- How to recognise the early signs of mental wellbeing concerns.
- Common types of mental ill health, e.g. anxiety and depression.
- How to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.
- The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.

Internet safety and harms

By the end of secondary school, pupils will know:

- The similarities and differences between the online world and the physical world, including the impact of unhealthy or obsessive comparison with others online, over-reliance on online relationships, the risks related to online gambling, how information is targeted at them and how to be a discerning consumer of information online.
- How to identify harmful behaviours online, including bullying, abuse or harassment, and how to report, or find support, if they have been affected by those behaviours.

Physical health and fitness

By the end of secondary school, pupils will know:

- The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.
- The characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health.
- About the science relating to blood, organ and stem cell donation.

Healthy eating

By the end of secondary school, pupils will know:

- How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.

Drugs, alcohol and tobacco

By the end of secondary school, pupils will know:

- The facts about legal and illegal drugs and their associated risks, including the link between drug use and serious mental health conditions.
- The law relating to the supply and possession of illegal substances.
- The physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.

- The physical and psychological consequences of addiction, including alcohol dependency.
- Awareness of the dangers of drugs which are prescribed but still present serious health risks.
- The facts about the harms from smoking tobacco, the benefits of quitting and how to access the support to do so.

Health and prevention

By the end of secondary school, pupils will know:

- About personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.
- About dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.
- [This should be taught to pupils in the later years of late secondary school, e.g. at KS4] The benefits of regular self-examination and screening.
- The facts and science relating to immunisation and vaccination.
- The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.

Basic first aid

By the end of secondary school, pupils will know:

- Basic treatments for common injuries.
- Life-saving skills, including how to administer CPR.
- The purpose of defibrillators and when one might be needed.

Changing adolescent body

By the end of secondary school, pupils will know:

- Key facts about puberty, the changing adolescent body and menstrual wellbeing.
- The main changes which take place in males and females, and the implications for emotional and physical health.

Delivery of the curriculum

The majority of the RSE curriculum will be delivered through the PSHE curriculum. Although some will be delivered through assemblies' week long tutor time focus sessions. During these week long tutor time focus sessions, tutors will be given activities to do with their tutor groups that address issues of importance to our school community at particular times.

RSE and PSHE will be delivered in a non-judgemental, age-appropriate, factual and inclusive way that allows pupils to ask questions in a safe environment.

Teaching of the curriculum reflects requirements set out in law, particularly in the Equality Act 2010, so that pupils understand what the law does and does not allow, and the wider legal implications of the decisions they make.

The school will integrate LGBTQ+ content into the RSHE curriculum – this content will be taught as part of the overall curriculum, rather than a standalone topic or lesson, and will be included in lessons. LGBTQ+ content will be approached in a sensitive, age-appropriate and factual way that allows pupils to explore the features of stable and healthy same-sex relationships.

Teachers will ensure that pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively and as honestly as they can. If a question is asked that the teacher does not know the answer to then they will agree to research the topic and deliver the answer next session.

Teachers will inform the students on the importance of marriage and healthy relationships when teaching RSE, though sensitivity will always be given as to not stigmatise pupils on the basis of their home circumstances.

Teachers will ensure lesson plans focus on challenging perceived views of pupils based on protected characteristics, through exploration of, and developing mutual respect for, those different to themselves.

In teaching the curriculum, teachers will be aware that pupils may raise topics such as self-harm and suicide. When talking about these topics in lessons, teachers will be aware of the risks of encouraging these behaviours and will avoid any resources or material that appear as instructive rather than preventative.

At all points of delivery of the curriculum, parents will be consulted, and their views will be valued. What will be taught and how, will be planned in conjunction with parents.

Working with parents

The school understands that parents' role in the development of their children's understanding about relationships and health is vital.

Information about parents' right to withdraw their child from non-statutory elements of RSE and health education.

Parents are encouraged as with all aspects of their child's schooling to ask questions about the school's approach to RSE.

The school understands that the teaching of some aspects of the curriculum may be of concern to parents.

If parents have concerns regarding RSHE and health education, they may submit these via email to office@theholliesschool.staffs.sch.uk, or contact the school office to arrange a meeting with the RSE/PSHE Lead on 01785 241784.

Working with external agencies

Working with external agencies can enhance our delivery of RSE and PSHE, and brings in specialist knowledge and different ways of engaging pupils.

External experts may be invited to assist from time-to-time with the delivery of the RSE and PSHE curriculum but will be expected to comply with the provisions of this policy.

The school will check the visitor/visiting organisation's credentials of all external agencies.

The school will ensure the teaching delivered by the external experts fits with the planned curriculum and provisions of this policy.

The school will discuss with the visitor the details of how they intend to deliver their sessions and ensure the content is age-appropriate and accessible for all pupils.

The school will request copies of the materials and lesson plans the visitor will use, to ensure it meets the full range of pupils' needs.

The school and the visitor will agree on how confidentiality will work in any lesson and that the visitor understands how safeguarding reports must be dealt with in line with the school's **Keeping Children Safe in Education Policy (2021 DfE)**

The school will use visitors to enhance teaching by an appropriate member of teaching staff, not to replace teaching by those staff.

Withdrawal from lessons

Parents have the right to request that their child is withdrawn from some or all of sex education delivered as part of statutory RSHE.

Parents **do not** have a right to withdraw their child from the relationships or health elements of the programmes.

Requests to withdraw a child from sex education will be made in writing to the Head teacher.

Before granting a withdrawal request, the head teacher will discuss the request with the parents and, as appropriate, the child, to ensure their wishes are understood and to clarify the nature and purpose of the curriculum.

The head teacher will inform parents of the benefits of their child receiving RSE and any detrimental effects that withdrawal might have.

All discussions with parents will be documented. These records will be kept securely.

Following discussions with parents, the school will respect the parents' request to withdraw their child up to and until three terms before the child turns 16. After this point, if the child wishes to receive RSHE rather than be withdrawn, the school will make arrangements to provide the child with RSHE.

Pupils who are withdrawn from RSHE will receive appropriate, purposeful education during the full period of withdrawal.

For requests concerning the withdrawal of a pupil with SEND, the head teacher may take the pupils' specific needs into account when making their decision.

Equality and accessibility

The school will comply with the relevant requirements of the Equality Act 2010 and will ensure the curriculum does not discriminate against pupils because of their:

- Age
- Sex
- Race
- Disability

- Religion or belief
- Gender reassignment
- Pregnancy or maternity
- Marriage or civil partnership
- Sexual orientation

The school will consider the backgrounds, gender, age range and needs of its pupils and determine whether it is necessary to put in place additional support for pupils with the above protected characteristics.

The school understands that pupils with SEND are entitled to learn about RSE and health education, and the curriculum will be designed to be inclusive of all pupils.

The school is aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND – teachers will understand that they may need to liaise with the SENCO and be more explicit and adapt their planning or work to appropriately deliver the curriculum to pupils with SEND.

Where there is a need to tailor content and teaching to meet the needs of pupils at different developmental stages, the school will ensure the teaching remains sensitive, age-appropriate, developmentally appropriate and is delivered with reference to the law.

The school will take steps to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls, and provide an environment which challenges perceived limits on pupils based on their gender or any other characteristic.

The school will be actively aware of everyday issues such as sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture within which these are not tolerated. Any occurrences of such issues will be identified and tackled promptly.

The school will make clear that sexual violence and sexual harassment are not acceptable and will not be tolerated. Any reports of sexual violence or sexual harassment will be handled in accordance with the school's Keeping Children Safe in Education Policy.

Safeguarding and confidentiality

All pupils will be taught about keeping themselves safe, including online, as part of a broad and balanced curriculum.

Confidentiality within the classroom is an important component of RSE, and teachers are expected to respect the confidentiality of their pupils as far as is possible, in compliance with the school's Keeping Children Safe in Education Policy.

'The Conversation Stays in the Room' refers to discussion that pupils choose to share in the classroom will not be commented on in the corridors or students' communal areas at break or lunch. But the students must be made aware that there are limits to this confidentiality, so that they are making an informed choice should they choose to share something about their lives so that they don't feel that trust has been broken when staff have to pass on information to the DSL.

Staff and students will be encouraged at all times to not make discussions personal but instead talk about issues in the third party. However, if a conversation does arise that is important for the students to voice

then they should be encouraged to do that not in front of their peers publically. They should be offered the opportunity to exit the room to talk about the issue with the appropriate staff – Ms Locketts, Mr Cooksey or Ms Roberts. Whereas we don't want to shut down students who is reaching out for help, it is our responsibility to safeguard our students at all times.

Some aspects of RSHE may lead to a pupil raising a safeguarding concern, if a disclosure is made, a member of the safeguarding team will be alerted immediately and staff will use 'MyConcern' appropriately.

Pupils will be made aware of how to raise their concerns or make a report, and how their report will be handled – this includes the process for when they have a concern about a peer.

Assessment

The school has the same high expectations of the quality of pupils' work in RSE and PSHE as for other curriculum areas.

Lessons are planned to provide suitable challenge to pupils of all abilities.

Assessments are used to identify where pupils need extra support or intervention.

There are no formal examinations for RSE or PSHE; however, to achieve the provided qualifications, the school will capture progress through written coursework.

Monitoring quality

The RSE and PSHE Education Coordinator is responsible for monitoring the quality of teaching and learning for the subject.

RSE and PSHE Education Coordinator will conduct subject assessments on a half termly basis, which will include a mixture of the following:

- Self-evaluations
- Lesson observations
- Topic feedback forms
- Learning walks
- Work scrutiny
- Lesson planning scrutiny

The RSE/PSHE Lead will work regularly and consistently with the SLT Line Manager who will report back to the Head teacher. The Link Governor will be invited in and kept updated.

Monitoring and review

This policy will be reviewed on a biannual basis.

Any changes needed to the policy, including changes to the programmes, will be implemented by the department.

Any changes to the policy will be clearly communicated to all members of staff and, where necessary, parents and pupils, involved in the RSHE curriculum.

The next scheduled review date for this policy is June 2022.

