



Relationships, Sex and Health Education Policy

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1. Aims

The aims of sex and relationship 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

2. Statutory requirements

As a maintained secondary school, we must provide RSHE to all students under the [Children and Social Work Act 2017](#).

In teaching RSHE, we must have regard to [guidance](#) issued by the secretary of state, as outlined in section 403 of the [Education Act 1996](#).

We must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Kingsmeadow, we teach RSHE as set out in this policy.

3. Definition

RSHE is about the emotional, social and cultural 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.

4. Curriculum

The majority of the RSHE curriculum is delivered during our thirty minute Thrive sessions. Delivery of elements of some aspects of RSHE occur in several additional curriculum areas within the school. This includes the curriculum for science, PE, food technology, English and PBL. These have been mapped out across KS3 and KS4 and are continuously monitored and reviewed for content and effectiveness.

A specialist team plan, resource and deliver the RSHE Curriculum with support from tutors and external professionals where appropriate. This team of staff are highly skilled and trained so we believe that they are usually the best people to work with the students on many of the RSHE topics. RSHE lessons are provided to tutors in advance so that they can be adapted by tutors in line with whole-school expectations for all subject areas. This ensures that the delivery and content are adapted to be accessible to all students, including those with special educational needs.

RSHE lessons are set within the wider context of the Character Learning curriculum and focus on the emotional aspects of development and relationships, although the physical aspects of puberty and reproduction are also included.

5. Delivery of RSHE

Any RSHE lesson may consider questions or issues that some students will find sensitive, such as consent in a relationship. Before embarking on these lessons 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 ground rules 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. Where a student has a special educational need which would suggest that she/he needs support to fully access any RSHE lesson, then in-class support is put in place as would be for any other subject.

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 make sure 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 and 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).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

6. Roles and responsibilities

6.1 The governing board

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

6.2 The headteacher

The headteacher is responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw students from components of RSHE (see section 7).

6.3 Staff

Staff are responsible for:

- Delivering RSHE in a sensitive way
- Modelling positive attitudes to RSHE
- Monitoring progress
- Responding to the needs of individual students
- Responding appropriately to students 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.

6.4 Students

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

7. Parents' and carers' right to see RSHE material

Parents and carers have the right to see all RSHE curriculum material and resources on request. A summary of the Character Curriculum is available on the school's website, under Curriculum. Parents and carers can select the area of the curriculum they would like to receive the curriculum and resources for from this summary. They can do this by emailing enquiries@kingsmeadow.org.uk

8. Parents' and carers' right to withdraw

Parents and carers have the right to withdraw their children from the non-statutory/non-science components of RSHE.

Requests for withdrawal should be put in writing 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 carers and take appropriate action.

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

9. Training

Staff are trained on the delivery of RSHE and it is part of the school continuing professional development calendar. Staff who deliver RSHE through Thrive training receive regular training from the Thrive coordinator at least annually. Tutors also have access to RSHE training materials through online providers such as The National College. Additionally, there are termly pastoral meetings where year group tutors can share best practice around the adaptation and delivery of RSHE lessons.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training

10. Use of external organisations and resources

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to students. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We will:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSHE is balanced, and it and the resources they intend to use:
- Are age-appropriate
- Are in line with students' developmental stage
- Comply with:
 - This policy
 - The Teachers' Standards
 - The Equality Act 2010
 - The Human Rights Act 1998
 - The Education Act 1996
 - The Education Act 2011
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:

What they're going to say

- Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers

We won't, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme

11. Monitoring and Evaluation arrangements

It is the responsibility of the Character Curriculum Coordinator to oversee and organise the monitoring and evaluation of RSHE. This will be done with support from the senior leadership and other middle leaders, in line with whole-school monitoring processes. The Thrive programme is treated as a subject department in this exercise, under which all departments undertake yearly self-evaluation. If deemed necessary we also commission external reviews of our provision by our SIP or similar.

Ofsted is required to evaluate and report on spiritual, moral, social and cultural development of students. This includes evaluating and commenting on the school's sex and relationship education policy, and on support and staff development, training and delivery.

12. Policy Development and Renewal

This policy has been developed in consultation with staff, students and parents. This policy in consultation format is published publicly on our website during the second half of the academic year preceding the year of implementation of the renewed policy. Parents, carers and students are informed of this through our usual contact system (currently MCaS). The policy is also put before the Student Ambassadors and copied to governors. Following a term's consultation period, the draft policy is reviewed and approved by the governors' Student Experience Committee.