



Relationship, Sex and Health Education Policy

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Whitelands Academy

Relationships, Sex and Health Education Policy

Linked Policies

Safeguarding and Child Protection Policy, Prevent Duty Guidance, Curriculum Policy, Behaviour for Learning, Anti Bullying, Equality and Diversity Statement, E-Safety and Online Safeguarding and Educational Visits.

Below is a link to the DfE policy document outlining the statutory content necessary in schools which has been used to inform the writing of this policy:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

Introduction

Relationships, Sex and Health Education at Whitelands Academy aims to support young people through their physical, emotional and moral development from childhood to adolescence and into adulthood. We believe that Relationships, Sex and Health Education is an essential part of a broad and balanced curriculum. It is delivered to all students in accordance with the school's Equal Opportunities Policy and the requirements of the recent Government guidance (Relationships Education, Relationships and Sex Education, and Health Education (England) Regulations 2019).

It has been approved following consultation with relevant Heads of Department (Science, Religious Studies, ICT/Computing, Child Development and PE) as well as students, parents, governors and staff involved in teaching Sex and Relationships.

A copy of this policy is available on the school's website; a hard copy is also available at Reception.

Purpose

Relationships and Sex Education and Health Education (RSE) is lifelong learning about wellbeing, health and relationships. It involves building students' self-efficacy and enabling them to make sound decisions when facing risks, challenges and complex contexts. RSE and Health Education will help students to develop resilience, to know how and when to ask for help, and to know where to access support. It will also prepare young people for the opportunities, responsibilities and experiences of adult life.

The objective of the policy is to support young people through promoting their spiritual, moral, social, cultural, mental and physical development. It will also support them in forming positive beliefs, values and attitudes.

Young people need to learn to respect themselves and others as they move with confidence through adolescence and the opportunities, responsibilities and experiences of adult life. It is about the

understanding of the importance of marriage for family life, stable loving relationships, respect, love and care. It is not about the promotion of sexual orientation or sexual activity; this would be inappropriate teaching.

We aim to support and empower young people to make safe and informed choices about relationships and sexual activity. Consequently, students will reduce their change of health inequalities that result from unsafe sexual relationships and unprotected sex; therefore enhancing their life chances and long term health.

1. Aims We intend to:

- give all students objective and accurate information concerning sexual relationships
- equip them to make considered decisions about their own relationships
- encourage them to respect the needs and rights of others
- foster a sense of moral responsibility
- develop the skills to avoid unwanted sexual experiences
- provide a knowledge of how the human body functions and how it develops so that students understand the changes that are happening to their bodies and how these will affect them.
- develop self-esteem, self-awareness and communication skills
- provide a secure environment where issues can be explored
- provide opportunities for students to talk with adults, who are prepared to engage with them about issues that are concerning them
- encourage students to accept that others' sexuality may be different from their own
- teach students about aspects of the law regarding sexual relationships and sexuality
- provide a framework in which sensitive discussions can take place
- create a positive culture around issues of sexuality and relationships
- provide support and information for young people and their parents

2. Content and Organisation of the Curriculum

Sex and Relationship Education has thirteen main themes: -

1. Families

2. Respectful relationships, including friendships

3. Online and Media

4. Being Safe

5. Intimate and sexual relationships, including sexual health

6. Mental wellbeing

7. Internet safety and harms

8. Physical health and fitness

9. Healthy eating

10. Drugs, alcohol and tobacco

11. Health and prevention

12. Basic first aid

13. Changing adolescent body

- Some elements of RSE and Health Education are taught through Science lessons, Computing lessons and P.E. lessons (please refer to RSE and Health Education Whole School Audit).
- As part of the government statutory guidance, RSE and Health Education is taught across the Key Stage 3 and 4 PSHE Curriculum. This builds up appropriate knowledge of relationship and sex education for the appropriate age ranges. The Schemes of Learning and accompanying resources for all lessons and PSHE themed Immersion Days are planned by the Subject Leader for PSHE. All resources for the designated PSHE weeks are created either by the Subject Leader for PSHE or the HOY.
- Where matters of a sexual nature arise in other areas of the curriculum, discussion will be limited by the subject teacher to what is relevant, and will remain within the context of that particular curriculum area.
- For the content of the Relationships, Sex and Health Education programme, see the government statutory guidance and the PSHE Education Programme of Study 2017.
- Teaching will be based on a variety of interactive and participatory teaching methods to ensure all students are fully involved and engaged in the lessons, Immersion Days and designated PSHE weeks. Specialist resources will be used where appropriate e.g. a Contraception and STI kit to help engage and enthuse learners.

3. RSE in Key Stage 3

At this age students are going through the early stages of puberty. The topics covered are (but not limited to):

- Changes to the body, emotions and mental health during puberty
- The Menstrual Cycle
- Contraception
- Personal responsibility for Health (e.g. personal hygiene, healthy habits, sleep, internet use)
- Sexual Relationships and an individual's health (including STIs, HIV and AIDs).
- Introduction to consent and thinking about personal boundaries and how to set them

- The effect of the media and the internet on body image
- Healthy and Unhealthy relationships
- Substance misuse and addiction
- Families and the roles and responsibilities of parenting
- Basic first aid
- Regular self- examination and screening

4. RSE in Key Stage 4

The topics covered in Key Stage 4 are (but not limited to):

- Choices in relation to pregnancy
- The facts around pregnancy including miscarriage and fertility
- Contraception and safe sex
- STI's including prevalence and testing
- Gender and sexuality
- Delaying sex and enjoying intimacy
- Sexual consent and the law
- Pornography and the potential for it to affect their relationships and expectations
- Peer pressure and how it may affect the choices they make
- Choices and alternatives to different sexual situations.
- Harassment and stalking (including domestic violence, coercive control and grooming).
- Honor-based violence and FGM.
- Long-term commitments
- The legal status of marriage including forced marriage and parenting

5. What topics will be covered and when?

The school's RSE programme is taught as part of the PSHE curriculum throughout Key Stages and 4 (See Appendix 1: By the end of secondary school pupils should know). The time allocated to RSE is listed below:

- Year 7-9: Students receive 50 mins of content per cycle focused around PSHE and RSE themes as well as 1 hour 15 minutes Tutor support weekly which includes assembly.
- Year 10: Students receive 50 mins of content per cycle focused around PSHE and RSE themes as well as 1 hour 15 minutes Tutor support weekly which includes assembly.

All students also receive additional input from subject teachers in topics such as E safety – IT and puberty and reproduction – Science. Specific drop down time is also provided by experts at key points such as hygiene – School Health Nurse.

6. How will we involve and consult students?

Students have been asked for feedback on topics and individual sessions. Several lessons have been developed as a result of student feedback and requests.

7. How will we ensure inclusion and differentiate learning for all pupils including those with SEND?

We will identify students' different starting points and ensure that all students' situations are understood. If a student works with a Teaching Assistant (TA), the teacher will liaise with them before the lesson to ensure that they are fully prepared for the topic and to support the student in advance of accessing the lessons/accompanying resources. We will meet with Resource Base staff to identify the individual needs of students and any barriers to learning. We will plan differentiated and personalised learning to ensure the students successfully engage with the curriculum and this will be delivered through the Life Skills curriculum.

We are aware that some students are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. RSE can also be a priority for some students, for example those with Social, Emotional and Mental Health needs or learning disabilities.

For some students, there may be a need to tailor content and teaching to meet the specific needs of children at different developmental stages.

The Subject Leader of PSHE will ensure that LGBT+ content is fully integrated into the RSE curriculum. We aim to deal sensitively and honestly with regard to gender, sexual orientation and identity. We will answer questions and offer support. Young people, whatever their developing identity and sexuality, need to feel that RSE is relevant to them.

We will require students to respect and appreciate many different viewpoints and use these to inform their own decisions. All staff teaching RSE will be expected to do the same.

8. The Involvement of Parents and Carers

We are committed to working with parents and carers. We acknowledge the key role that parents/carers play in the development of their children's understanding of relationships and health. We will offer support by:

- Making this document available on the school website and by providing hard copies if required.
- Explaining our RSE policy at the Year 7 Parents Welcome Evening.
- Welcoming any feedback from parents via email.

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE up to and until 3 terms before the child turns 16 (see Appendix 2). After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this. This process is the same for pupils with SEND. However there may be exceptional circumstances where the Principal may want to take a pupil's specific needs arising from their SEND into account when making this decision. There is no right to be automatically withdrawn from Relationships Education or Health Education. Instead the parent can request withdrawal via the Principal. Before granting any such request, the Principal may want to discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. We will document this process to ensure a record is kept.

Requests for withdrawal should be put in writing, using the form in Appendix 3 and addressed to the Principal. A copy of withdrawal requests will be placed in the pupil's educational record. The Principal will discuss the request with parents and take appropriate action. Appropriate and purposeful work will be given to pupils during the period of withdrawal.

Information on RSE delivery across the school is made available on the school website. Parents are encouraged to discuss at any time the content and delivery of the RSE programme with the Subject Leader of PSHE and to let the Subject Leader of PSHE know by email if they have any concerns about

their child being taught RSE.

9. How will we ensure the curriculum is balanced?

Consistent with the values already described, we will ensure that students are offered a balanced programme that includes many different viewpoints in particular situations. When looking at particular issues (such as contraception), students will be taught that different groups (religions, cultures etc) have different principles. Exploring different viewpoints does not mean that the school supports that viewpoint.

10. How will we ensure that our equalities obligations are fulfilled?

Under the Equalities Act 2010, Whitelands Academy must strive to do the best for all students, irrespective of age, sex, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership or sexual orientation.

As well as being given knowledge and information, students will be encouraged to respect diversity. Staff teaching Relationships and Sex Education will be expected to do the same. They will not let any differing personal beliefs and attitudes influence their teaching. All prejudicial views and discrimination will be challenged and dealt with in line with the school's policies.

We will review this policy every year or in light of issues that come up in the local area or in light of national or legal considerations.

11. Who will be responsible for teaching the programme?

The responsibility of the programme will be led by the Subject Leader of PSHE. Responsibility for the effective delivery of this programme in the classroom lies with the class/group teacher and mentors. The responsibility for the development of a programme which meets all legal requirements as well as the needs of young people lies in a liaison between the Subject Leaders of PSHE, Science, P.E. and R.E. The staff who deliver the RSE programme will have trained experience and will be sympathetic to the sensitivity of RSE issues for young people.

12. How will the RSE policy link to other school policies and other subjects in the curriculum?

The biological aspects of human sexual behaviour and contraception are delivered in National Curriculum Science. These lessons develop scientific knowledge and understanding and do not deal with values, beliefs and attitudes. Where aspects of sexual relationships arise in any other area of the curriculum they are considered in accordance with the values and beliefs framework of this policy. These lessons will involve any students who have been withdrawn from sex education lessons. Teachers should act with professional judgement and respect students' and parents' views and sensitivities.

Moral choices are also covered in Religious Education; these include looking at fertility and fertility treatment at GCSE. The IT & Computing department also complete work on the responsible use of the internet as well as moral choices involved.

We liaise with all feeder schools to ensure appropriate continuity and development of Relationship and Sex Education.

13. How will students' questions be answered?

We will create a safe environment in which students can ask questions both openly and in an

anonymous way. For example, in the Year 7 RSE days on puberty, both the boys and girls have an opportunity to ask questions that may be concerning them before, during and after lessons by submitting them to the anonymous question box. If the answer isn't known, the teacher can find out and get back to the student later. If a question is too explicit, feels too old for the student or is inappropriate for the whole class, the teacher should acknowledge it and attend to it later on an individual basis. If a question gives cause for concern that a student is at risk of sexual abuse, it will be reported to the Designated Safeguarding Lead (for more information, see the guidance 'Handling complex issues safely in the PSHE education classroom', PSHE Association).

14. How will children who are thought to be at risk be supported?

Students are deemed to be at risk if they are:

- involved in situations where they can endanger themselves or others.
- involved in situations where they are being exploited or are exploiting others.
- Victims of abuse, physical/sexual or emotional – this would require referral to the Designated Safeguarding Lead.

If a teacher learns from a student under 16 years of age that he/she is having or contemplating sexual intercourse the teacher should take steps to ensure that:

- wherever possible the young person is persuaded to talk to their parents, guardians or appropriate relatives.
- the young person understands the need for advice on sexual health and is given precise information about where he/she can access confidential contraception advice and services including the School Nurse, GP and Family Planning Clinics
- Child protection issues are reported to the Designated Safeguarding Lead.

Staff must be aware of the Confidentiality Policy, School Child Protection Procedures and the document 'Keeping Children Safe in Education' before delivering RSE.

Staff need to be aware that effective RSE brings an understanding of what is and is not acceptable in a relationship. This could lead to a safeguarding disclosure. If a member of staff (teaching or non-teaching) suspects that a student is a victim of abuse or they have reason to believe there is a risk of abuse, they should contact the Designated Safeguarding Lead.

Staff are not able to offer students or their parents/carers unconditional confidentiality. If information is disclosed that indicates harm may be caused to a student, they need to pass it on to the Designated Safeguarding Lead. This situation should be made clear to the student/parent/carer. Students should be encouraged to seek support from their parents/carers.

The involvement of the Designated Safeguarding Lead will ensure that trusted, high quality local resources are engaged, links to the police and other agencies are utilised and the knowledge of any particular local issues (where appropriate) is addressed in lessons.

15. Working with external agencies

We make use of a variety of teaching resources that enhance the delivery of Relationships and Sex Education such as Healthy Schools, The PSHE Association, NSPCC, British Heart Foundation, econoMe, Cifas and the Home Office. The School Health Nurse and Oxfordshire Lifestyles disseminate information on local and national trends linked to teenage pregnancy, sexually transmitted infections and abortion rates which are used to inform the teaching of RSE. Visitors are used to enhance

teaching by bringing in specialist knowledge and different ways of engaging with young people. Whitelands Academy is responsible for ensuring that the visitor's credentials are checked and that the teaching delivered by the visitor fits with our planned programme and the RSE policy.

16. Training

All lessons are planned by the Subject Leader of PSHE who is in contact with outside agencies responsible for the guidance of teaching RSE to young people. All teachers of RSE teach the same lessons to ensure consistency for students which satisfy the government's recommendations and school policy. The PSHE team are able to contact the Subject Leader for PSHE at any time with any queries they have regarding the appropriate teaching of RSE. The Subject Leader for PSHE works with the Healthy Schools Coordinator for Oxfordshire to ensure that RSE planning is appropriate and up-to-date for students.

17. Procedures for Monitoring and Review

It is the responsibility of the Subject Leader of PSHE and the Assistant Principal for Personal Development 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.

Monitoring activities used to ensure that the RSE programme is being implemented as planned include:

- Learning walks
- Student voice
- Curriculum plans

Evaluation activities are used to measure the impact of the RSE curriculum and inform future planning. Evaluation activities include:

- Learning walks
- Questionnaires- students, staff, parents and carers
- Student voice

Parents' views are welcomed at any time - the email address of the Subject Leader of PSHE is available on the school website to facilitate this. The Subject Leader for PSHE and the Assistant Principal for Personal Development is responsible for considering issues raised by any of the evaluation procedures.

APPENDICES

The Delivery of RSE and Health Education at Whitelands Academy and Sixth Form College

Appendix 1: By the end of secondary school pupils should know

| TOPIC | PUPILS 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 | PUPILS 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) |
| 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 |

| TOPIC | PUPILS SHOULD KNOW |
|-----------------------------|--|
| Mental wellbeing | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and 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 | <ul style="list-style-type: none"> • 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, including cancer and cardio-vascular ill-health. • about the science relating to blood, organ and stem cell donation. |
| Healthy eating | <p>how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.</p> |
| Drugs, alcohol and tobacco | <p>the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions.</p> <p>the law relating to the supply and possession of illegal substances.</p> <p>the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.</p> <p>the physical and psychological consequences of addiction, including alcohol dependency.</p> <p>awareness of the dangers of drugs which are prescribed but still present serious health risks.</p> <p>the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.</p> |
| Health and prevention | <p>about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.</p> <p>about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.</p> <p>(late secondary) the benefits of regular self-examination and screening.</p> <p>The facts and science relating to immunization and vaccination.</p> <p>The importance of sufficient good quality sleep for good health and how a lack of sleep</p> |

can affect weight, mood and ability to learn.

| TOPIC | PUPILS SHOULD KNOW |
|--------------------------|--|
| Basic first aid | <ul style="list-style-type: none">• basic treatment for common injuries and life saving techniques such as CPR. |
| Changing adolescent body | <ul style="list-style-type: none">• 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. |

Appendix 2: Withdrawal from sex education within RSE

At Whitelands Academy, there is only one lesson that falls directly under sex education: (what is good sex/sexual pleasure). Topics fall in to multiple categories and inevitably overflow throughout all lessons. Anonymous question time could also bring up sexual related discussions therefore it is difficult to separate topics out completely. If however, parents would like to withdraw their child from sex education, they are welcome to look over the RSE Curriculum Plan and decide what lessons they are uncomfortable with. The Subject Leader for PSHE would explain the importance and purpose of the lessons in more detail and if the parents would still like to withdraw their child, they may do so. This does not guarantee however, that the child would not hear sex related discussions in lessons.

Appendix 3: Parental form: withdrawal from sex education within RSE

| TO BE COMPLETED BY PARENTS | | | |
|--|--|-------|--|
| Name of child | | Class | |
| Name of parent | | Date | |
| Reason for withdrawing from sex education within relationships and sex education | | | |
| | | | |
| Any other information you would like the school to consider | | | |
| | | | |
| Parent signature | | | |

| TO BE COMPLETED BY THE SCHOOL | |
|---|---|
| Agreed actions from discussion with parents | Include notes from discussions with parents and agreed actions taken. Eg: Joe Bloggs will be taking part in all relationships lessons and during the sex education lessons, he will be working independently on a project in the library |
| | |

