

RELATIONSHIP AND SEX EDUCATION (RSE) & HEALTH EDUCATION POLICY

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1. Introduction

- 1.1 At LEAP Multi-Academy Trust we understand the importance of educating students about sex, relationships and their health, for them to make responsible and well-informed decisions in their lives.
- 1.2 The teaching of Relationships and Sex Education, (RSE) and health education can help to prepare students for the opportunities, responsibilities and experiences of adult life. It allows us to promote the spiritual, moral, social, cultural, mental and physical development of students at school and in the wider society.
- 1.3 The teaching of RSE and health education helps to create a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobia and sexual violence/harassment.
- 1.4 We have an obligation to provide students with high-quality, evidence and age-appropriate teaching of these subjects. This policy outlines how the school's RSE and health education curriculum will be organised and delivered, to ensure it meets the needs of all students.
- 1.5 This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:-
 - Equality Act 2010
 - DfE (2023) 'Keeping Children Safe in Education', notably paragraphs 130-132.
 - DfE (updated September 2021) 'Relationships Education, Relationships & Sex Education (RSE) and Health Education'
 - DfE (2015) 'National Curriculum in England: Science Programmes of Study'
 - Children and Social Work Act 2017
- 1.5 This policy operates in conjunction with the other school policies such as, Safeguarding Policy, Behaviour Policy, Anti-Bullying Policies and SEND policy.

2. Roles and Responsibilities

- 2.1 Trustees and Local Governing Bodies are responsible for:-
 - Ensuring all students make progress in achieving the expected educational outcomes
 - Ensuring the RSE and health education 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 students with SEND
 - Providing clear information to parents on the subject content and the right to request that their child is withdrawn
 - Ensuring RSE and health education is resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.
- 2.2 The Principal 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 students from non-statutory elements of the RSE and health education curriculum
 - 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 students receive appropriate, purposeful education during the period of withdrawal
 - Encouraging parents to be involved in consultations regarding the school's RSE and health education curriculum

- Reviewing this policy
- Reporting to the Local Governing Body on the effectiveness of this policy and the curriculum via the annual safeguarding report (usually presented September each year).

2.3 The RSE and Health Education Subject Leader is responsible for:-

- Overseeing the delivery of RSE and health education
- Working closely with colleagues in related curriculum areas to ensure the RSE and health education 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 health education curriculum and advising on their implementation
- Monitoring the learning and teaching of RSE and health education, providing support to staff where necessary
- Ensuring the continuity and progression between each year group
- Helping to develop colleagues' expertise in the subject and ensure that they have appropriate training
- Ensuring teachers are provided with adequate resources to support teaching of the curriculum
- Ensuring the school meets its statutory requirements in relation to RSE and health education
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the Principal

2.4 Teachers are responsible for:-

- Acting in accordance with, and promoting, this policy
- Delivering RSE and health education 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. Modelling positive attitudes to RSE and health education.
- Planning lessons effectively, ensuring a range of appropriate teaching methods and resources are used to cover the content
- Liaising with the SENCo about identifying and responding to the individual needs of students with SEND
- Monitoring student progress in RSE and health education
- Reporting any concerns regarding the teaching of RSE or health education to their subject leader or SLT line manager for Ethics (BA) / Life (DHS)
- Reporting any safeguarding concerns or disclosures that students may make as a result of the subject content to Safeguarding team, using school safeguarding procedures.

2.5 The SENCo is responsible for:-

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

3. **Delivery of the RSE and Health Education Curriculum**

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

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

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

- 3.4 The majority of the RSE and health education curriculum will be delivered through Ethics (BA) / Life(DHS); lessons with statutory elements are also taught via the science curriculum and online safety awareness via ICT curriculum. Where appropriate, the school will look for opportunities to make links between the subjects and integrate teaching.
- 3.5 Our Ethics (BA) / Life (DHS) curriculum has been developed in line with the DfE's 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' guidance. We have also noted the context of our wider local community when developing the curriculum to ensure it is reflective of issues in the local area. The RSE and health education curriculum is informed by topical issues in the school and wider community, to ensure it is tailored to students' needs, for example, in response to the results from Rotherham's Lifestyle survey, student voice and safeguarding concerns raised in the school/local community.
- 3.6 Teachers will ensure that students' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively and honestly.
- 3.7 Teachers will ensure lesson plans focus on challenging perceived views of students based on protected characteristics, through exploration of, and developing mutual respect for, those different to themselves.
- 3.8 We work with external agencies, including theatre in education groups and charities, to enhance our delivery of RSE and health education, and bring in specialist knowledge and different ways of engaging students as part of our planned curriculum.

4. RSE Subject Overview

4.1 Families

By the end of secondary school, students will know:-

- 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 children, including the characteristics of successful parenting
- How to determine whether other children, adults or sources of information are trustworthy
- How to judge when a family, friend, intimate or other relationship is unsafe, and recognise this in others' relationships
- How to seek help or advice if needed, including reporting concerns about others.

4.2 Respectful Relationships, Including Friendships

By the end of secondary school, students 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. The school will integrate Lesbian, Gay, Bisexual, Transgender and Questioning (LGBTQ+) content into the RSE curriculum. LGBTQ+ content will be approached in a sensitive, age-appropriate and factual way that allows students to explore the features of stable and healthy same-sex relationships.

4.3 Online and Media

By the end of secondary school, students 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.

4.4 Being Safe

By the end of secondary school, students 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.

4.5 Intimate and Sexual Relationships, Including Sexual Health

By the end of secondary school, students 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.

5. Health Education Subject Overview

5.1 Mental Wellbeing

By the end of secondary school, students 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.

5.2 Internet Safety and Harms

By the end of secondary school, students 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.

5.3 Physical Health and Fitness

By the end of secondary school, students 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.

5.4 Healthy Eating

By the end of secondary school, students will know:-

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

5.5 Drugs, Alcohol and Tobacco

By the end of secondary school, students 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.

5.6 Health and Prevention

By the end of secondary school, students 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
- 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.

5.7 Basic First Aid

By the end of secondary school, students 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.

5.8 Changing Adolescent Body

By the end of secondary school, students 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.

See our Ethics(BA) / Life(DHS) / Character Education (ECK) curriculum overview. Termly Safeguarding newsletters to parents, includes the next term's overview for each year group and also includes support and advice for a range of issues covered in RSE and Health Education topics.

6. Working With Parents

6.1 The school understands that parents' role in the development of their children's understanding about relationships and health is vital. We will provide parents with information about:-

- The curriculum content, including what will be taught and when
- Examples of the resources the school intends to use to deliver the curriculum
- Information about parents' right to withdraw their child from non-statutory elements of RSE and health education

6.2 Parents will be provided with frequent opportunities to understand and ask questions about the school's approach to RSE and health education eg Termly Safeguarding newsletter, displays/information at Parents' Evenings and as well as on the school website and opportunity for a meeting to discuss any questions and concerns.

7. Withdrawal From Lessons

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

- 7.2 Parents **do not** have a right to withdraw their child from **the relationships or health elements** of the programmes.
- 7.3 Requests to withdraw a child from sex education element need to be made **in writing** to the Principal.
- 7.4 Before granting a withdrawal request, the Principal 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 Principal will inform parents of the benefits of their child receiving RSE and any detrimental effects that withdrawal might have.
- 7.5 All discussions with parents will be documented. 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 RSE rather than be withdrawn, the school will make arrangements to provide the child with RSE.
- 7.6 For requests concerning the withdrawal of a student with SEND, the Principal may take the students' specific needs into account when making their decision.
- 7.7 Students who are withdrawn from RSE will receive appropriate, purposeful education during the full period of withdrawal.

8. Safeguarding and Confidentiality

- 8.1 All students will be taught about keeping themselves safe, including online, as part of a broad and balanced curriculum. Teachers understand that some aspects of RSE may lead to a student raising a safeguarding concern, e.g. disclosing that they are being abused; staff will use the school's recognised safeguarding procedures in such cases. Students 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.

9. Assessment

- 9.1 The school has the same high expectations of the quality of students' work in RSE and health education as for other curriculum areas. Lessons are planned to provide suitable challenge to students of all abilities. There are no formal examinations for RSE and health education; however, to assess student outcomes, the school will capture progress via student self-evaluations, class based activities and teacher assessment.

10. Monitoring and Review

- 10.1 This policy will be reviewed by the Principal in conjunction with the subject leader on an annual basis.