High Storrs School

RELATIONSHIPS, SEX AND HEALTH EDUCATION (RSHE) POLICY

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By:	J Bedford
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RELATIONSHIPS, SEX AND HEALTH EDUCATION POLICY

Introduction

Sex and relationship education (SRE) is compulsory for all secondary schools. It builds upon SRE that is taught at primary school (where it is compulsory to teach relationship education, and recommended to teach sex education beyond the existing national curriculum for Science. At secondary school, this involves teaching children about reproduction, sexuality and sexual health. It doesn't promote early sexual activity or any particular sexual orientation. This policy follows the guidance set out by the Department for Education (https://www.gov.uk/government/publications/relationshipshttps://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-educationeducation-relationships-and-sex-education-rse-and-health-education).

High Storrs School's values state that we are respectful, safe and responsible and we therefore take our responsibility to provide relevant, effective and responsible relationships, sex and health education (RSHE) to all its pupils very seriously. The school wants parents and pupils to feel assured that sex education will be delivered at a level appropriate to both the age and development of pupils, and safe to voice opinions and concerns relating to the sex education provision.

The policy is reviewed and approved by the governing body annually.

1. Policy Aims

High Storrs School is part of the Minerva Learning Trust and this policy is written in accordance with the Relationship and Sex Education Policy from the MLT. As part of this trust, our aims for RSE are as follows:

> *"The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage, civil partnership or other type of committed relationship. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what is acceptable and unacceptable behaviour in relationships. This will help students understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed.*
>
> *The Trust's RSE policy for secondary schools will provide clear progression from what is taught in primary in Relationships Education. We will build on the foundation of RSE and, as students grow up, at the appropriate time extend teaching to include intimate relationships. Alongside being taught intimate relationships, students will also be taught about family relationships,*

friendships and other kinds of relationships that are an equally important part of becoming a successful and happy adult.

Teaching of RSE in our schools will enable students:
- *to distinguish between content and experiences that exemplify healthy relationships and those that are distorted or harmful;*
- *to understand the benefits of healthy relationships to their mental wellbeing and self-respect and to understand that unhealthy relationships can have a lasting, negative impact on mental wellbeing;*
- *to believe they can achieve goals and that in order to achieve those goals they*
- *must stick at the tasks despite the challenges they may face;*
- *to be taught the facts and the law about sex, sexuality, sexual health and*
- *gender identity in an age-appropriate and inclusive way;*
- *to recognise when relationships (including family relationships) are unhealthy*
- *or abusive (including the unacceptability of neglect, emotional, sexual and*
- *physical abuse and violence including honour-based violence and forced*
- *marriage) and strategies to manage this or access support for themselves or*
- *others at risk;*
- *to recognise risks, harmful content and contact, and how and when to report*
- *issues to keep them safe online;*
- *to, within the law, be well equipped to make decisions for themselves about*
- *how to live their own lives in the future, whilst respecting the right of others to*
- *make their own decisions and hold their own beliefs."*

(Relationships and Sex Education (RSE) Policy, Minerva Learning Trust, March 2020)

Links with other policies

This policy should be read in conjunction with:
- Minerva Trust Relationships, Health and Sex Education (RHSE) Policy
- Child Protection and Safeguarding Policy
- Behaviour Policy
- Online Safety Policy
- Anti-Bullying Policy
- Equality Statement

Roles and responsibilities

The modelling of positive behaviour towards one another is expected from all students and staff, and is embodied in our values statement: **We are High Storrs.**

We are here to learn, succeed and thrive. We are respectful, safe and responsible.

All staff will encourage pupils to communicate concerns regarding their social, personal and emotional development in confidence, listen to their needs and support them seriously. If a pupil comes to a member of staff with an issue that that member of staff feels they are not able to deal with alone, they should take this concern to the Head of House, Student Support Assistant or (Deputy) Designated Safeguarding Lead. They will ensure that their personal beliefs and attitudes will not prevent them from providing balanced RSHE and PSHCEE education when applicable in school.

Although all staff have a responsibility for helping our students learn and make wise choice surrounding RSHE (e.g. as form tutors, through informal conversations), **PSHCEE teachers have a particular role in delivering this aspect of the school curriculum**. The school has long been committed to ensuring that this is resourced as with any other core subject. The Senior Leadership link for PSHCEE works with the PSHCEE Subject Lead to ensure sex education is age-relevant and appropriate across all year groups; this means ensuring that the curriculum develops as our pupils do and meets their needs. The Subject Lead for PSHCEE and Senior Lead link for PSHCEE ensure that the personal beliefs and attitudes of PSHCEE teachers will not prevent them from providing a balanced RSHE in school. We communicate with staff, parents and the governing body to ensure that everyone is in understanding of the school policy and curriculum for sex education, and that any concerns or opinions regarding the provision at the school are listened to, taken into account and acted on as appropriate.

Governors and senior leaders review this policy on a yearly basis. In addition, they are responsible for representing the whole school community and ensure it meets their needs.

Pupils will attend sex education classes that are in their school timetable and take them seriously. Although they are not assessed through examination, lessons are delivered in line with our Teaching and Learning Principles. These classes are a very important part of the curriculum and a tool to aid personal development and the school expects pupils to recognise this. They will support one another with issues that arise through PSHCEE. Listening in class, being considerate of other people's feelings and beliefs, and complying with expectations set by the teacher are important to ensure they work within the High Storrs values – particularly the expectation to be respectful. Pupils who regularly fail to follow these standards of behaviour will be dealt with under the school behaviour policy. The school behaviour policy can be found on the school website.

Parents and carers will share the responsibility of sex education and support their children's personal, social and emotional development. We encourage parents and carers to create an open home environment where pupils can engage, discuss and continue to learn about matters that have been raised through school PSHCEE. The school and PSHCEE team welcome engagement with parents as appropriate. Parents will have opportunities to be informed of the curriculum (e.g. the website, parents' evenings), provide feedback as appropriate, contact the school where they have concerns or questions and support the school in the aims set out in this policy.

3. Implementation and curriculum

Students receive one hour of PSHCEE per week in both key stage 3 and key stage 4. Typically, PSHCEE is delivered by either a subject specialist or a Head of House. These professionals are well-placed and trained to deliver this curriculum. In some cases, other non-specialists are required to deliver PSHCEE. The Subject Leader supports these staff in ensuring that they are clear on confidentiality, setting ground rules, handling controversial issues, responding to awkward questions and an introduction to the rationale of why teaching RSHE is so important. In the Sixth Form, Year 12 and Y13 students receive one hour of Tutorial per week, delivered by form tutors. The curriculum map includes RSHE and other elements of PSHCEE. High quality resources are provided to ensure that the commitment to the high quality of personal development runs throughout the key stages at High Storrs.

High Storrs approach to RSHE is delivered as part of the following:

1. One hour a week PSHCEE lesson throughout Year Y7-Y11 (lead by the Subject Lead for PSHCEE), and a curriculum for the Sixth Form taught through tutorial (led by the Head of Sixth Form).
2. RSHE modules within each key stage delivered within a planned PSHCEE Scheme of Work.
3. Assemblies delivered throughout Y7 – Y13 (e.g. promotion of and engagement with Safer Internet Day)
4. Group Chats (our weekly form discussion resource), which encourage engagement between form tutors and their students on subjects such as online safety.
5. The RE core curriculum, which covers human rights, gender roles, attitudes to sexuality and engages with the various beliefs regarding these issues (both from a faith and non-faith perspective)
6. Pastoral support and signposting for students who experience difficulties (through the Student Support Assistants, Heads of House, Heads of Year and Learning Mentors).
7. The Science curriculum in High Storrs
8. Pastoral support for students who experience difficulties through the House and Sixth Form systems (predominantly through Student Support Assistants and Learning Mentors) and referrals to agencies such as Golddigger and social care where needed

RSHE Overview (Y7 – Y11):
please note the below are current topics for this academic year and may not reflect the order of topics taught in previous years.

• Keystage 3
Y7
- Good relationships (issues around consent, coercion, grooming and bullying)
- Different types of relationships - sexuality, gender identity, peer pressure
- Online safety including cyberbullying and people online

- Puberty: personal hygiene, viruses, infection, dental health
- Puberty: changes and implications on wellbeing
- Healthy lifestyles including mental wellbeing, healthy eating, and exercise
- Pressure and Expectations

Y8

- Healthy and unhealthy relationships
- Teen pressure with links to mental health
- Healthy lifestyles including mental wellbeing, healthy eating and exercise
- Families including marriage and divorce
- Online safety including sharing information and social media
- Discrimination – Equality act and protected characteristics
- Difficult choices and decisions including consent
- Alcohol and risks
- Smoking vaping and risk,
- Drugs and risk

• **Keystage 4**

Y9

- Mental health and mental wellbeing
- Body image
- Online safety including sharing images online
- Attitudes towards drugs, alcohol and vaping
- Gender and sexual orientation
- Healthy and unhealthy sexual relationships
- First sexual encounters and consent
- Contraception including condoms and excuses for not using.
- STI's
- Pregnancy and fertility

Y10

- Drugs and county lines
- Healthy and unhealthy relationships – violent behaviour, coercive control, honour-based violence, forced marriage, domestic violence and coercive control
- Online safety including grooming, image sharing, extremism and radicalisation
- Consent
- Teenage pregnancy and choices including adoption and abortion
- and fertility and miscarriage
- STI's Celibacy and abstinence
- Human rights, Equality Act and protected characteristics
- Blood, organ and stem cell donation

Y11

- Eating disorders
- Pornography including revenge porn
- Gambling
- Fake news and artificial intelligence
- Child sexual exploitation and grooming
- Dangerous relationships and risks including HBV, coercive control and consent and sexual assault
- Human trafficking

- FGM
- Self-examination - testicular and breast cancer
- Binge drinking

Y12 and Y13

Taught through the weekly
tutorial sessions

- Social Media
- Healthy Relationships
- Intimate Relationships
- Online Media
- Damaging Stereotypes
- Safe Sex
- Reproduction
- Families
- Online Sexually Explicit Materials
- Attitudes to Women x 2
- Drugs
- How culture drives behaviour

The pervasiveness and integrated nature of children's life online and offline is considered throughout these units and there is a large focus on the *behaviour* and assessing risks that children display, helping students navigate these areas online and offline.

Sometimes, as a result of the topics we study, the teacher will identify particular areas that need emphasis or time, given the makeup of the class. Where work is with an individual child or safeguarding concerns are raised, these are brought to the attention of the House team or the Designated Safeguarding Lead. Where work is needed with that child, support and education will be given to supplement the PSHCEE in class such as through a referral to outside agencies (e.g. Golddigger) or PSM (Pastoral Support Meeting, the internal school referral mechanism for considering support for children with additional pastoral needs). Our Subject Lead for PSHCEE is available at Parents' Evenings if parents or carers have questions, along with the subject teachers of PSHCEE.

Guest speakers

We may invite guest speakers into school to talk on issues related to sex and relationships. It may be the case that the subject under discussion is better coming from an expert or experienced health professional who can challenge pupil's perceptions. A teacher will be present throughout these lessons. Visitors will be given a copy of this policy and expected to comply with the guidelines outlined within it.

Terminology

Pupils will be taught the anatomically correct names for body parts, but slang or everyday terms used in certain social circles will be discussed; this will surround discussion about what is and isn't acceptable language to use.

Dealing with difficult questions

Staff training will include sessions on how to deal with difficult questions. There may still be times when staff are faced with a difficult question in class that they feel uncomfortable or ill equipped to answer. In this case, they may wish to put the question to one side and seek advice from the Subject Lead for PSHCEE.

Ground rules in class are essential when discussing sensitive subject matter and are discussed regularly in lessons, particularly at the beginning of Year 7. Some strategies staff may use to support this might be:

- an anonymous question box; this will enable pupils to feel more comfortable to ask questions without being identified
- agreeing not to discuss things that are shared in the classroom (apart from where members of staff have to pass on safeguarding concerns): this means that whatever is discussed in the classroom stays in the classroom and should not be brought up at any other time. We hope this will give pupils the sense that they are in a safe zone to speak freely about sex and relationships.

Pupils with special educational needs

The school works hard to ensure that all aspects of the school curriculum are inclusive and support the needs of pupils of all ranges of abilities. Staff should differentiate lessons to ensure that all members of the class can access the information fully, and this is no different when it comes to RSHE.

For some pupils there may be a need to tailor content and teaching to meeting the specific needs of children at different development stages. As stated above, staff play a large part in supporting our most vulnerable students, in both identifying and catering for individual needs. With this in mind, the Designated and Deputy Safeguarding Lead, the SENDCo, Heads of House, Student Support Assistants and Learning Mentors are closely aligned within the management and operational structures within the school to allow these students to be identified and for action to be taken in a coordination way.

Withdrawal from RSE

The school will keep parents informed about all aspects of the RSE curriculum (e.g. on website and through parents' evenings) and urges parents to read this policy. Parents can request to come in and meet with the Subject Lead for PSHCEE and appointments with PSHCEE teachers are offered at parents' evenings. The school will do everything it can to ensure that parents are comfortable with the education

provided to their children in school. PSHCEE is a vital part of our core curriculum offer.

Any parent wishing to withdraw their child from some or all of Sex Education should contact the Assistant Head for Behaviour, Safety and Welfare or the Deputy Head responsible for curriculum, who will arrange a meeting to discuss their concerns. RSHE is a vital part of the school curriculum and supports child development and we strongly urge parents to carefully consider their decision before withdrawing their child from this aspect of school life. However, it is acknowledged that the final decision on the issue is for the parent to take. There is no right to withdraw from relationship education or any other aspect a school's curriculum.

Complaints

Parents or carers who have complaints or concerns regarding the RSE curriculum should contact the school and follow the school's complaints policy.

Equal opportunities

RSE lessons provide a good background for talking openly and freely about the diversity of personal, social and sexual preferences. Prejudiced views will be challenged, and equality promoted. Any bullying that relates to sexual behaviour or perceived sexual orientation will be dealt with swiftly and seriously. It is a separate category on our behaviour recording system. This is the case for bullying of any kind and the procedures regarding this are outlined in the school's behaviour policy.

Safeguarding and confidentiality

Personal information about pupils who have approached a teacher for discussion should not be shared with any other person. If there is a child protection concern, the information must only be shared with that staff member's manager as is outlined in the school child protection and safeguarding procedure. Staff members that breach the right to a child's privacy by disclosing or sharing confidential information with no reason to do so will be dealt with under the school's staff discipline, conduct and grievance procedures.

If a staff member is approached by a pupil under 16 who is having, or is contemplating having sexual intercourse, the teacher should speak to a member of the safeguarding team who will do the following (either by talking to the child themselves or ensuring an appropriate member of staff does the following):

• Ensure that the pupil is accessing all the contraceptive and sexual health advice available and understands the risks of being sexually active.
• Encourage the pupil to talk to their parent or carer. Pupils may feel that they are more comfortable bringing these issues to a teacher they trust, but it is important that children and their parents have open and trusting relationships when it comes to sexual health and the school will encourage this as much as possible. Only in cases that are covered by the bullet point below will this information not be shared with parents or carers.

- Decide whether there is a child protection issue. This may be the case if the teacher is concerned that there is coercion or abuse involved. If a member of staff is informed that a pupil under 13 is having, or is contemplating having sexual intercourse, this will be dealt with under child protection procedures.

Pupils with special educational needs may be more vulnerable to exploitation and less able to protect themselves from harmful influences. If staff are concerned that this is the case, they should seek support from the Designated Safeguarding Lead to decide what is in the best interest of the child.

Advice and treatment

Staff who are approached by pupils with a concern about having contracted or possibly contracted a sexually transmitted disease should refer them immediately to the school nursing service and their family GP. Providing advice on contraception and practising safe sex is a key part of the school's RSE provision. We also encourage parents to engage their child in open discussion about practising safe sex.

There is no reason for staff to expect to be made aware of a pupil or colleague's HIV or hepatitis status, and no person will be discriminated against because of this if there is a disclosure of this type of information.

Support for pregnant teenagers and young fathers

Where a student is pregnant, or soon to become a father, the school will work with the family to take appropriate action to support the child (e.g. by making reasonable adjustments).

Monitoring, review and evaluation

The educational and personal needs of our pupils develop in line with varying societal pressures and economic change. Our aim is to provide RSE that is relevant and tailored to meet the needs of our pupils, depending on their age and stage of personal development. For this reason, we review the RSE curriculum yearly.

We aim to monitor the effectiveness of our sex education provision through:
- feedback from pupils
- feedback from parents
- feedback from staff
- classroom observations
- guidance from the Local Authority
- government guidance (e.g. publications from the Department for Education)
- national reports (e.g. Children's Commissioner)

Support

We hope that pupils will feel safe in the school environment to talk to any member of staff in confidence about any areas of concern regarding their personal, social and emotional development, including matters raised by or relating to sex education. We promote the school ethos as one of inclusion and acceptance throughout all areas of school activity and hope that pupils respond to this by feeling comfortable to ask questions and continue their learning both in and outside of the classroom.

Appendix 1 (Primary School Relationships Education)

Families and people who care for me	**Pupils should know:** • that families are important for children growing up because they can give love, security and stability. • the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. • that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care for them. • that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. • that marriage/civil partnership represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
Caring friendships	**Pupils should know:** • how important friendships are in making us feel happy and secure, and how people choose and make friends. • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, trust, sharing interests and experiences and support with problems and difficulties. • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. • how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, how to manage these situations and how to seek help or advice from others, if needed.

Respectful relationships	**Pupils should know:**
	• the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
	• the conventions of courtesy and manners.
	• the importance of self-respect and how this links to their own happiness.
	• 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 those in positions of authority.
	• about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
	• what a stereotype is, and how stereotypes can be unfair, negative or destructive.
	• the importance of permission-seeking and giving in relationships with friends, peers and adults.
Online relationships	**Pupils should know:**
	• that people sometimes behave differently online, including by pretending to be someone they are not.
	• that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.
	• the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
	• how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
	• how information and data is shared and used online.
Being safe	**Pupils should know:**
	• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
	• about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
	• that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
	• how to respond safely and appropriately to adults they may encounter who they do not know.
	• how to ask for advice or help for self and for others, and to keep trying until they are heard, including having the vocabulary and confidence to report concerns or abuse.
	• where to get advice from e.g. family, school and/or other sources.

Appendix 2 (Secondary School Relationships and Sex Education)

The Schools within the Trust will continue to develop knowledge on topics specified for primary schools (Appendix 1) and in addition, cover the following content by the end of secondary:

Families	Pupils should 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 and civil partnerships are, including their legal status e.g. that marriage and civil partnerships carry 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 longterm relationships. - the roles and responsibilities of parents with respect to the raising of children. - how to: determine whether peers, adults or sources of information are trustworthy, judge when a family, friend, intimate or other relationships 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	Pupils should know: - the characteristics of positive and healthy friendships (both on and offline) including: trust, respect, honesty, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship. - how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise nonconsensual 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 tolerance and respect to others and others' beliefs, including people in positions of authority. - 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.
Online and	Pupils should know:

Media	
	• their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply online and offline.
	• 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 often 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 against the law.
	• how information and data is generated, collected, shared and used online.
Being safe	**Pupils should know:**
	• the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment and domestic abuse 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 (on and offline).

Intimate and sexual relationships, including sexual health	Pupils should 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 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 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. • how 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.