

Relationships, Sex and Health Education (RSHE) Policy

Autumn 2024

Review Autumn 2025

Rationale and Ethos

This policy covers The Sweyne Park School's approach to Relationships, Sex and Health Education (RSHE).

We define 'Relationships, Sex and Health Education' as the exploration of the emotional, social, cultural and physical aspects of growing up, having relationships, including sexual relationships, and learning about human sexuality and sexual health. We believe RSHE is important for our pupils and our school because it provides young people with the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It enables pupils to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage, or other type of committed relationship.

We ensure RSHE is inclusive and meets the needs of all our pupils, including those with special educational needs and disabilities (SEND) by using fully accessible lesson materials and an open, discussion-based approach in the classroom. Individual needs are catered for as they would be in any other lesson, in line with continual guidance from our Learning Development (LD) department.

We ensure RSHE fosters gender equality and LGBTQ+ equality by teaching about, and promoting awareness of, these issues across all year groups at the school. At all times, the teaching of RSHE remains respectful of the diversity of the human race, fitting in with the work we do as a Gold UNICEF Rights Respecting School. The central ethos of the Sweyne Park School is respect: for oneself, for others and for the environment. We expect pupils to be ready, respectful and safe; this underpins our approach to RSHE at the school.

The intended outcomes of our programme are that pupils will:

- Know and understand the emotional, social, cultural and physical aspects of growing up and having relationships, including sexual relationships, so that they are able to make informed, healthy decisions within the law.
- Understand that they have a right to their own identity and to be able to express this, as well as a right to be safe and healthy.
- Understand that they have a responsibility to respect the diversity of the human race and the choices that other people make.
- Develop the skills of independent critical thought, analysis and evaluation.

Aims and Objectives of the School's RSHE Programme

- To combat ignorance and increase understanding.
- To encourage and promote responsible behaviour and ensure that students are aware of the consequences of unsafe sexual behaviour.
- To reduce guilt and anxiety.
- To encourage all students to have due regard for moral considerations and to act in ways which reflect concern for others as well as themselves.
- To promote the ability to make and act upon informed decisions.
- To provide opportunities to clarify values and attitudes connected with personal relationships.
- To develop social and educational skills for future parents and child carers.
- To combat exploitation and challenge sexism.
- To discourage early (underage) sexual intercourse.
- To facilitate, as may be necessary, students' access to further information, help and advice.

- To deliver the sex and relationship education programme within a moral framework.
- To develop students' self-confidence in dealing with their relationships with others.
- To ensure that students are given valid and useful information on contraception.
- To develop students' awareness of differences in society – to combat racism and homophobia.
- To promote positive mental health and wellbeing in all young people, and to equip pupils with the knowledge and understanding they need to maintain good mental health throughout their lives.
- It is not about the promotion of sexual orientation or sexual activity.

Roles and Responsibilities

The RSHE programme will be led by the Head of CPRE. It will be taught by a range of teachers from different departments across the school. Teachers are given regular support, training and guidance by the Head of CPRE to ensure that they are able to deliver RSHE effectively.

Governors will review the policy regularly, in consultation with parents and staff, and taking account of the views and needs of pupils and whole school community.

Senior staff will ensure that staff are given opportunity for regular and on-going training on issues relating to RSHE and how to deliver lessons on such issues. They will also ensure that all staff are up-to-date with policy changes, and familiar with school policy and guidance relating to RSHE. Senior staff will also provide support to staff members who feel uncomfortable or ill-equipped to deal with the delivery of RSHE to students.

Staff will ensure that RSHE is age-relevant and appropriate across year groups, and that the knowledge and information regarding RSHE, to which all pupils are entitled, is provided in a comprehensive way.

Ultimate responsibility for the RSHE policy lies with the Trustees/Local Governing Body and the Headteacher.

Legislation (statutory regulations and guidance)

We are required to teach Relationships and Sex Education as part of our curriculum. Current regulations and guidance from the Department for Education state that RSHE must be taught in all secondary schools and must cover the following topics:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health
- The law

Parents will continue to have a right to request to withdraw their child from sex education delivered as part of RSHE in secondary schools which, unless there are exceptional circumstances, should be granted up to three terms before their child turns 16. At this point, if the child themselves wishes to receive sex education rather than be withdrawn, the school should make arrangements for this to happen in one of the three terms before the child turns 16 - the legal age of sexual consent. Parents cannot withdraw their child from that sex education which is covered by the Science curriculum.

Documents that inform the school's RSHE policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010)
- Supplementary Guidance SRE for the 21st century (2014)
- Children and Social Work Act (2017)
- Keeping Children Safe In Education – Statutory safeguarding guidance (2024)
- Relationships Education, Relationships and Sex Education (RSE) and Health Education - Statutory Guidance for Schools (DfE 2019)

Curriculum Design

Much of the RSHE programme is taught through the CPRE (Citizenship, Personal and Religious Education) curriculum at the school, though it is also covered within Science. The curriculum has been designed to cover the content designated within the statutory guidance issued by the Department for Education (DfE), ensuring that this is age appropriate and relevant to each year group. This is a spiral curriculum, meaning that knowledge and understanding is built upon with further depth and exploration in each subsequent year group.

Below is a list of the RSHE topics covered in school, including the year in which they are taught and the curriculum area they belong to:

Year 7 CPE (Citizenship and Personal Education)

- Relationships education, including:
 - types of relationships
 - healthy relationships
 - Bullying, including cyberbullying and online safety
 - Personal identity and diversity
 - Extremism and radicalisation
- Health and wellbeing education, including:
 - Healthy lifestyles
 - Healthy eating
 - Healthy living
 - Dangers associated with energy drinks
 - Cigarettes and passive smoking
 - Puberty
 - Periods
 - Mental health
 - Drugs and harmful substances
 - Anger management

Year 7 Science

- Reproduction, including:
 - The sexual organs and their role in reproduction
 - The menstrual cycle
 - Conception
 - Pregnancy and the development of the foetus
 - Genetic variation and inheritance
 - Puberty

Year 8 CPE

- Relationships education, including:
 - Consent
 - Safe sex and contraception
 - Pornography
 - ‘Sexting’ and image sharing
 - Avoiding STIs (sexually transmitted infections)
 - Body image
 - Domestic conflict
 - British Values
 - Extremism and Radicalisation
 - Stereotyping, discrimination and prejudice
- Health and wellbeing education, including:
 - Self-confidence
 - Personal development
 - Managing your own behaviour
 - Emotional literacy
 - Mindfulness
 - Vaping
 - Cancer awareness
 - Personal safety and first aid
 - Teenage pregnancy

Year 9 CPRE (Citizenship, Personal and Religious Education)

- Relationships education, including:
 - The LGBTQ+ community
 - Immigration and diversity
 - Domestic violence and abusive relationships
 - CSE (child sexual exploitation)
 - Body image and the media
 - Eating disorders
 - Peer pressure
- Health and wellbeing education, including:
 - Growth mindset
 - Interpersonal skills
 - Managing stress
 - Illegal drugs and dangerous substances
 - Safe and responsible use of social media
 - Alcohol abuse
 - Self-harm
 - Prejudice and discrimination
 - Mental health: managing anxiety
 - FGM (Female Genital Mutilation)

Year 10 CPRE

- Relationships education, including:

- Same sex relationships and the LGBTQ+ community
 - Forced marriages and arranged marriages
 - Gender and trans identity
 - Sexism, gender prejudice and stereotypes
 - Revenge porn
 - Harassment and stalking
- Health and wellbeing education, including:
 - Suicide
 - Managing grief and bereavement
 - Hate crime
 - Binge drinking
 - Social media and self-esteem
 - Internet safety and managing screen time

Year 10 Science

- Health and disease, including:
 - Sexually transmitted infections (STIs)

Year 11 CPRE

- Relationships education, including:
 - Bullying and body shaming
 - Relationship types and sexuality
 - Consent, rape and sexual abuse
 - Chem sex and staying safe
 - Relationship break ups
 - Positivity and mental wellbeing
- Health and wellbeing education, including:
 - Identity and Diversity
 - Body positivity
 - Fertility and reproductive health
 - First aid, including CPR
 - Perseverance and Procrastination
 - The importance of sleep
 - Gambling and online gaming
 - Digital footprint

Year 11 Science

- Reproduction, including:
 - Genetic inheritance and variation

Safe and Effective Practice

A range of teaching methods will be used to ensure that pupils are taught in a safe and effective manner. Opportunities will be provided for students to assess evidence, make decisions, negotiate, listen, make and deal with relationships, solve problems and work independently and with confidence. While there is an important place for direct teaching and the use of audio-visual aids, much of the teaching will be based on the involvement of students. Teaching methods particularly suited to this

kind of approach include discussions, games, case studies, appropriate role plays, problem-solving exercises, questionnaires, open-ended questions and group work of various kinds.

It will be necessary for staff to establish ground rules for the conduct of group discussion of sensitive issues within lessons. Such rules should help to minimise embarrassment, distress and unconsidered, unintended personal disclosures. The Ground rules suggested by the Essex RSHE Programme are:

- No personal comments/questions
- No put-downs
- Listen to each other

Lessons will be taught in an open, respectful, calm, positive and supportive way to ensure that all pupils feel safe, comfortable and confident.

Safeguarding

Teachers are aware that effective RSHE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. Staff at the school are fully trained in how to follow up on such disclosures and, where necessary, will consult with a member of the safeguarding team to ensure that pupils are kept safe from harm.

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 pupils' perceptions. A teacher will be present throughout these lessons. If outside speakers are invited to help they must be aware of the school's Policy on Relationships and Sex Education and are expected to comply with the guidelines outlined within it. At no time will pupils be left alone with a visitor who does not have enhanced DBS clearance.

Engaging Stakeholders

Parents will be informed about this policy through the Swayne Park Times and the school website. The policy will be available to parents through the school website.

We are committed to working with parents and carers and are happy to discuss this policy and the teaching of RSHE as and when may be necessary. Parents/carers have the right to withdraw their children from RSHE content that is not part of statutory NC Science. If a parent/carer requests that their child be removed from relationships and sex education, they must in the first instance write a letter to the Headteacher, outlining their reasons for withdrawal.

Governors will review the policy annually.

Pupil Voice will be used to tailor our approach each year, with feedback from pupil surveys and the School Council all taken in to account.

Monitoring, reporting and evaluation

RSHE provision and content will be regularly monitored by the Head of CPRE, in line with the current guidance from the Department for Education and the needs of the pupils.

Teachers will critically reflect on their work in delivering RSHE through performance management, lesson observations and discussions with the head of department.

Pupils will have the opportunity to review and reflect on their learning in lessons through open discussion, while they will complete the yearly CPRE evaluation survey in July, which provides the opportunity to reflect further and provide specific feedback which may influence future curriculum changes. Pupil Voice is very important at the Sweyne Park School and any feedback from the School Council is also taken on board when planning for future years.

RSHE policy review date

This Policy received consultation with parents and the Local Governing Body in October 2020, and was adopted by Trustees on 23rd October 2020.

A review of the Policy shall take place on an annual basis.

This will ensure that the policy remains in line with the current Department for Education advice and guidance, as well as remaining appropriate and beneficial to our pupils.