



**A COMMITMENT TO EXCELLENCE**

# Relationships, Sex and Health Education Policy

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## **1 Location and Dissemination**

- 1.1 This document is freely available on request to the entire school community. The policy is referred to in relevant areas of the curriculum. A copy of the policy can be found on the Wade Deacon High School website.

## **2 Basic Information**

- 2.1 This policy covers Wade Deacon High School's approach to Relationships, Sex and Health Education (RSHE) for Key Stage 3 and Key Stage 4.
- 2.2 This policy statement is inspired by key school documents, statements and policies including the DfE's guidance on RSHE, Teaching and Learning, Child Protection and Safeguarding Policy and has been developed in consultation with the Senior Leadership Team, Designated Safeguarding Lead, the Senior Leader of Care, Guidance and Support who is responsible for managing and maintaining RSHE, staff, students and parents. (Please note that updated statutory government guidance on teaching RSHE is currently in draft form and is being reviewed by the new government. When this is updated the RSHE policy will need to be reviewed in line with any statutory changes).

## **3 Availability of the policy to parents and carers**

- 3.1 Parents and carers are consulted on the school RSHE curriculum via a parent survey and their views are considered. Parents will be informed about the policy through a letter on School Synergy and the school website and hardcopies will be made available on request. Translations may also be made available on request.

## **4 The overall school aims and objectives**

- 4.1 Wade Deacon High School is committed to promoting a safe and healthy lifestyle for all students. We recognise that this is only possible if students are safe and able to make informed decisions about their wellbeing, health and relationships and build up their self-efficacy. RSHE is a vital way of preparing students to make these decisions, develop resilience and know how, when and where to ask for help and access support. Underpinning our teaching of RSHE are Wade Deacon's core commitments; respect yourself and others, give the very best of yourself and believe in yourself.

## **5 Rationale**

- 5.1 We define 'relationships and sex education' as learning about physical, moral and emotional development that students need in order to understand their own and others sexuality. Whilst the knowledge of biology and the reproductive system is important, RSE is concerned with attitudes and values, personal and social skills, respect for self and

others, family, stable loving relationships, feelings, gender roles and decision-making. It is about the physical, emotional, social, moral and legal dimensions of human sexuality as well as factual teaching about sex, sexuality and sexual health.

- 5.2 Aspects of RSE are a statutory entitlement for young people at Key Stages 3 and 4. It provides a comprehensive body of knowledge and understanding about sexual health to manage fertility and avoid infection.
- 5.3 We define "health education" as learning to behave in a manner conducive to the promotion, maintenance, or restoration of health, including environmental health, physical health, social health, emotional health, intellectual health, and spiritual health, as well as sexual and reproductive health.
- 5.4 We believe it is vital and integral to the students' development to receive education on relationships, sex and health through the curriculum because pupils have a universal entitlement to learning that will enable them to live safe, fulfilled and healthy lives. Our curriculum model and the school ethos, underpinned by our core values, contribute to protecting children and young people by addressing national and local health priorities. This is why, alongside Personal Development (PD) lessons, other areas of the curriculum are also fundamental, such as PD focus mornings, assemblies and form time. Additionally, all subjects support the delivery of the RSHE curriculum, with key contributions in Science, PE and ICT.
- 5.5 The Personal Development Curriculum also recognises that certain topics are highly relevant across the curriculum. Each subject has mapped out where these teaching moments can be capitalised upon so that teachers can link these moments to the area of study. Across the curriculum, opportunities to reinforce Personal Development are taken, whether these are planned for or where they appear organically.
- 5.6 The Personal Development curriculum also acts to protect children and young people from concerns raised through the pastoral and safeguarding systems within school, with an aim to ensure that all students are fully informed about such issues so they are able to make informed life decisions whilst at school and beyond with the key aim of leading students to successful, happy and fulfilling adult lives.

## **6 The aims and objectives of our programme**

- 6.1 RSHE, as part of the Personal Development curriculum, is vital to the development of the young people in our school. The planned programmes are designed to help them deal with difficult moral, social and health-related issues that arise in their lives and in society. They also help them to develop the knowledge, skills and understanding they need to live confident, healthy, independent lives as individuals, parents, workers and members of society. Effective RSHE is a key component in our approach to safeguarding our pupils and PD lessons ensure direct access to key information on such issues in order to best prepare our students for life after Wade Deacon High School and to be able to enter society as well-rounded individuals who are ready and prepared to take on the challenge of life today.

## 7 The intended learning outcomes

7.1 In order to build upon prior knowledge, whilst also ensuring there have been no knowledge gaps from Primary School, by the end of Key Stage 3 students will be able to:

- Manage changing relationships and consider how to make effective connections;
- Recognise risk of personal safety in sexual behaviour and be able to make safe decisions;
- Ask for help and support, particularly surrounding issues such as diversity, prejudice and bullying;
- Explain the relationship between their self-esteem and how they see themselves, such as issues surrounding body image;
- Develop skills of assertiveness in order to resist peer pressure and stereotyping and to be fully aware of the support systems;
- See the complexity of moral, social and cultural issues and be able to form a view of their own;
- Develop good interpersonal skills to sustain existing relationships as they grow and change and to help them make new relationships;
- Be tolerant of the diversity of personal, social and sexual preference in relationships;
- Develop empathy with the core values of family life in all its variety of forms;
- Recognise the need for commitment, trust and love in meaningful relationships which may manifest themselves in a variety of forms, including marriage;
- Recognise the stage of emotions in relation to loss and change caused by divorce, separation and new family members and how to manage their feelings positively.

7.2 Pupils will know and understand:

- How to build effective connections with others such as with family, friends, romance and "online" interactions;
- How to build an effective team/effective teamwork and collaboration;
- Ways to deal with sensitive issues such as diversity, prejudice (in all its forms) and bullying;
- How to ensure healthy diets and lifestyles;
- Drug and alcohol misuse and the implications of these;
- How to cope with change – mentally and physically;
- That fertilisation in humans is the fusion of the male and female cell;
- The physical and emotional changes that take place during adolescence;
- About the human reproductive system, including the menstrual cycle and fertilisation;
- How the foetus develops in the uterus;
- How the growth and reproduction of bacteria and the replication of viruses can affect health;
- How the media influences understanding and attitudes towards sexual health;
- How good relationships can promote mental wellbeing;
- The law relating to sexual behaviour of young people;
- A range of sources of advice and support clinics and how to access these.

7.3 Pupils will have considered:

- Body image and how this can impact themselves and others;
- The benefits of sexual behaviour within a committed relationship;

- How self-concept affects their self-confidence and behaviour;
- The importance of respecting differences in relation to gender and sexuality;
- How it feels to be different and be discriminated against;
- Issues such as the costs of early sexual activity;
- The unacceptability of prejudice and homophobic bullying;
- What rights and responsibilities mean in relationships.

#### 7.4 By the end of Key Stage 4 Pupils will be able to:

- Consider relationships and sex expectations, myths about sex and both the pleasure and challenges of sexual intimacy;
- Consider how the media can influence sexual behaviours and relationships;
- Recognise the potential impact of drugs on physical and mental health;
- Recognise extremism and issues surrounding online safety;
- Recognise the influences and pressures around sexual behaviour and respond appropriately and confidently seek professional health advice;
- Manage emotions associated with changing relationships with parents and friends;
- See both sides of an argument and express and justify a personal opinion;
- Have the determination to stand up for their beliefs and values;
- Make informed choices about the pattern of their lifestyle which promote wellbeing;
- Have the confidence to assert themselves and challenge offending behaviour;
- Develop qualities of empathy and sympathy and the ability to respond emotionally to the range and depth of feelings within close relationships;
- Work co-operatively with a range of people who are different from themselves;
- Recognise attributes of positive and negative relationships.

#### 7.5 Pupils will know and understand:

- Contraception and sexual health related issues;
- Issues surrounding pregnancy, marriage and changing relationships;
- What healthy and unhealthy relationships look like;
- The way in which hormonal control occurs, including the effects of the sex hormones;
- Some medical uses of hormones including the control and promotion of fertility;
- The defence mechanisms of the body;
- How sex is determined in humans;
- How HIV and other sexually transmitted infections affect the body and how to deal with these if contracted;
- The risks of early sexual activity and the link with the use of alcohol;
- The link between eating disorders and self-image and sexual identity;
- How different forms of contraception work and where to get advice;
- The role of statutory and voluntary organisations;
- The law in relation to sexual activity for young people and adults;
- How their own identity is influenced by their personal values, those of their family and of society;
- How to respond appropriately within a range of social relationships;
- The qualities of good parenting and its value to family life;
- How to access the statutory and voluntary agencies which support relationships in crisis;
- The benefits of marriage or a stable partnership in bringing up children;

- The way different forms of relationship including marriage depend for their success on maturity and commitment.

## 7.6 Pupils will have considered:

- Their developing sense of sexual identity and feel confident and comfortable with it;
- How personal, family and social values influence behaviour;
- The arguments around moral issues such as abortion, contraception and the age of consent;
- The individual contributions made by partners in a sustained relationship and how these can be of joy or benefit to both;
- The consequences of close relationships, including having children and how this will create family ties which impact on their lives and those of others;
- Gender identity and sexual orientation;
- Controlling relationships, consent and youth produced sexual imagery;
- Self-worth, relationship and peer pressure;
- Issues surrounding gangs and gang exploitation;
- Various relationship types such as sexual and intimate friendships, families and different types of families.

## 8 How we will assess this learning

- 8.1 As with any learning, the assessment of young people's personal, social and emotional development is important. It provides information that indicates their progress and achievement and informs the development of the programme. Young people do not pass or fail in this area of learning, but have the opportunity to reflect on their own learning and personal experiences, and set personal goals and agree strategies to reach them. This process of reflective assessment has a positive impact on young people's self-awareness and self-esteem, and there are opportunities to record learning and progress in different ways, including but not limited to in their Personal Development books, Personal Development drop down morning booklets, student voice, surveys and questionnaires.
- 8.2 We will assess pupil's learning through; in class question and answer, discussion, group work, peer assessment, individual presentations and self-assessment. We will also conduct regular student voice surveys and ensure the curriculum is continually evolving based on the changing needs and issues which are prevalent.

## 9 Inclusion and contextualisation

- 9.1 It is vital that all of our students feel comfortable and confident within RSHE lessons and ground rules will be established in all classrooms at the start of any academic year and will be reiterated when the students begin new topics of learning. Our RSHE programme recognises that young people will bring prior learning and real-life experiences to their learning. Our programme respects and builds on these, providing a programme that reflects both the universal and unique needs of our students.
- 9.2 Consideration of the specific needs of students within our demographic have been carefully considered in curriculum planning. In this way, the programme recognises and respects pupils' different abilities, levels of maturity and personal circumstances; for

example, their own sexual orientation, gender identity, faith or culture (which may, depending on their age and maturity, not be something they have yet considered or may be emerging) or the sexual orientation, gender identity, faith or culture of their immediate family, close friends and wider community.

## **10 Pupils with additional educational needs**

10.1 As far as is appropriate, young people with special educational needs follow the same RSHE programme as all other students. Careful consideration is given concerning the level of personalisation needed, and in some cases the content or delivery will be adapted. Teaching Assistants work with individual pupils where required. It is the school's policy not to withdraw young people with special educational needs from RSHE to catch up on other national curriculum subjects, as we believe that these aspects of personal and social development are as important as academic achievement.

## **11 Topics covered and broadly when**

11.1 Full curriculum details are available through the school website. These will outline key content and themes covered.

## **12 Parent and carer involvement**

12.1 We are committed to working with parents and carers. Parents and carers are invited to contact the school directly with any queries or concerns. The resources used are also available on request. Additionally, parents' views on RSHE have been surveyed and analysed and parents have been given the opportunity to feedback on the "draft" policy before the document was finalised. Parent feedback will be gained again when the new statutory guidance is updated.

12.2 Regular information on RSHE will be shared with parents and carers throughout the academic year on the school website and School Synergy, as well as social media. Information is shared with parents before every Personal Development drop down morning.

## **13 Right to withdraw**

13.1 Parents have the right to withdraw their children from the non-statutory components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

13.2 Requests for withdrawal should be put in writing and addressed to the Head of School. A copy of withdrawal requests will be placed in the pupil's educational record.

13.3 The Head of School or an appropriate designated person will discuss the request with parents and take appropriate action.

13.4 Alternative work will be given to pupils who are withdrawn from sex education.



- 13.5 If a parent or carer requests that their child be removed from 'sex education', the school will provide support by ensuring the child understands that if they have questions, they may still speak with a member of staff directly.

## 14 Teaching methods

- 14.1 The RSHE programme will be taught through a range of teaching methods, these are outlined in the Teaching and Learning policy, in line with our "Classroom Culture" which provides a framework for quality teaching and learning. Our programme recognises that young people will bring prior learning and real-life experiences to their learning. Our programme respects and builds on these, providing a programme that reflects both the universal and unique needs of our students.
- 14.2 Crucially, personal development opportunities are encountered every day, with key learning woven into our academic curriculum so that it can be explored more deeply and to enable our students to interconnect their learning.
- 14.3 The RSHE programme for all students at Wade Deacon High School will be delivered through the Personal Development curriculum which consists of the following:

### 14.4 Key Stage 3

- Fortnightly Personal Development lessons;
- Extended Personal Development drop down mornings; (4 sessions x3 hours)
- Form Time activities;
- Themed assemblies across the academic year;
- Cross curricular activities;
- Subject/Curriculum through planned links and organic links as they arise;
- Theme of the Week;
- External agencies, such as School Nurses, Mental Health Support Team, KOOTH and sexual health professionals delivering sessions.

### Key Stage 4

- Extended Personal Development drop down mornings; (4 sessions x3 hours)
- Form Time activities;
- Themed assemblies across the academic year;
- Cross curricular activities;
- Subject/Curriculum through planned links and organic links as they arise;
- Theme of the Week;
- External agencies, such as school nurses, Mental Health Support Team, KOOTH and sexual health professionals delivering sessions.

- 14.5 Wade Deacon High School has invested in high-quality RSHE resources from Brook, which have been created and curated to be developmentally appropriate. We also use resources from the PSHE association, and other Government endorsed sites, which have been quality assured and have a standard mark to ensure they are factually correct and age appropriate. These resources will be adapted where appropriate to suit the needs of Wade Deacon High School students.

- 14.6 Teachers will receive ongoing CPD to enable them to feel confident to deliver difficult and sensitive subjects which arise through the RSHE curriculum. Pastoral meeting time is scheduled before the Personal Development Focus Sessions where teachers will have opportunity to review resources, consider difficult questions and access support from leaders to ensure they are equipped to teach the lessons. The Leader of Care, Guidance and Support also holds drop-in sessions before sensitive topics are taught so that teachers can get support for a particular area, or discuss individual students who may be affected by the topic.

## **15 Monitoring arrangements**

- 15.1 The delivery of RSHE is monitored by Mrs N. Harrison, Senior Leader of Care, Guidance and Support and Ms J. Gallagher, Vice Principal, through Learning walks, student voice, staff voice, quality assurance of resources.
- 15.3 This policy will be reviewed by Mrs N. Harrison, Senior Leader of Care, Guidance and Support annually. At every review, the policy will be approved by the governing board.