



Relationship, Sex and Health Education (RSHE) Policy

Reviewed by Governors: November 2019

Contents

1. Aims.....	3
2. Statutory requirements.....	3
3. Policy development.....	3
4. Definition.....	3
5. Delivery of RSHE.....	3
6. Roles and responsibilities.....	8
7. Parents' right to withdraw.....	8
8. Training.....	8
9. Monitoring arrangements.....	9

1. Aims

The aims of relationship, sex and health education (RSHE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare students for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help students develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach students the correct vocabulary to describe themselves and their bodies

2. Statutory requirements

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships and Sex Education (RSE) compulsory for all students receiving secondary education. They also make Health Education compulsory in all schools except independent schools.

At LeAF Studio we teach RSHE as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, parents, students and trust governors. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
4. Student consultation – we investigated what exactly students want from their RSHE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

RSHE is about the emotional, social and cultural development of students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSHE involves a combination of sharing information, and exploring issues and values.

RSHE is not about the promotion of sexual activity.

5. Delivery of RSHE

RSHE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSHE are taught within the science curriculum in Years 9 to 11, and other aspects are included in specific tutor group sessions and as part of our Life Skills programme of lessons in both Key Stage 4 and Key Stage 5.

Science curriculum

All students in Key Stage 4 (Years 9 to 11) will be taught about reproduction in humans, for example the structure and function of the male and female reproductive systems, menstrual cycles, gametes, fertilisation, gestation, birth and HIV/AIDS.

There continues to be no right of withdrawal from any part of the national curriculum.

PSHE curriculum

Across all Key Stages, students will be supported with developing the following skills:

- Communication, including how to manage changing relationships and emotions
- Recognising and assessing potential risks
- Assertiveness
- Seeking help and support when required
- Informed decision-making
- Self-respect and empathy for others
- Recognising lifestyle factors that maximise positive physical and mental health
- Managing conflict
- Discussion and group work

These skills are taught within the context of family life.

Relationships and Sex Education

Through the LeAF Studio tutor group programme and Professional Development programme all students in Key Stage 4 (Years 9 to 11) will be taught about:

Families	Students will learn: <ul style="list-style-type: none">• 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 long-term 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	Students will learn <ul style="list-style-type: none">• 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 normalize 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 tolerance and respect to others and others' beliefs, including people in positions of authority.• About different types of bullying (including cyberbullying), the impact of

	<p>bullying, responsibilities of bystanders to report bullying and how and where to get help.</p> <ul style="list-style-type: none"> • 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 media	<p>Students will learn</p> <ul style="list-style-type: none"> • 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	<p>Students will learn</p> <ul style="list-style-type: none"> • 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	<p>Students will learn:</p> <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 and options

	<p>available.</p> <ul style="list-style-type: none"> • 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.
--	--

Physical health and mental wellbeing

Through the LeAF Studio tutor group programme and Professional Development programme all students in Key Stage 4 (Years 9 to 11) will be taught about:

Mental wellbeing	<p>Students will learn</p> <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 issues. • 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 of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.
Internet safety and harms	<p>Students will learn</p> <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 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), 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 get support, if they have been affected by those behaviours
Physical health and fitness	<p>Students will learn</p> <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 cardiovascular ill-health. • Facts about wider issues such as organ/blood donation

Healthy eating	<p>Students will learn</p> <ul style="list-style-type: none"> • How to maintain healthy eating and the links between a poor diet and health risks, including eating disorders and cancer.
Drugs, alcohol and tobacco	<p>Students will learn</p> <ul style="list-style-type: none"> • The facts about legal substances and illegal substances, including drug-taking, and the associated risks, including the link to 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 (relatively) safe alcohol consumption. • 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 (particularly the link to lung cancer), the benefits of quitting and how to access support to do so
Health and prevention	<p>Students will learn</p> <ul style="list-style-type: none"> • About personal hygiene, germs (including microbes), the spread, treatment and prevention of infection, and about antibiotics. • About dental health and the benefits of good oral hygiene and flossing, including visits to the dentist. • (late secondary) the benefits of regular self-examination (including screening and immunisation). • The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.
Basic first aid	<p>Students will learn</p> <ul style="list-style-type: none"> • Basic treatment for common injuries. • Life-saving skills, including how to administer CPR. • The purpose of defibrillators and when one might be needed.
Changing adolescent body	<p>Students will learn</p> <ul style="list-style-type: none"> • Key facts about puberty and the changing adolescent body. • The main changes which take place in males and females, and the implications for emotional and physical health.

Religion & Belief

In the teaching of RSHE, the religious background of all students will be taken into account when planning teaching, so that sensitive topics that need to be taught are appropriately handled. Staff will ensure they comply with the relevant provisions of the Equality Act (2010), under which religion or belief are protected characteristics.

Equality

Under the provisions of the Equality Act (2010), LeAF Studio will not unlawfully discriminate against students because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, or sexual orientation (collectively known as the protected characteristics). LeAF Studio will consider the makeup of its student body, including the gender and age range of their students, and consider whether it is appropriate or necessary to put in place additional

support for children with particular protected characteristics (which mean that they are potentially at greater risk).

LeAF Studio will consider what can be done to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls, and provide an environment, which challenges perceived limits on children based on their gender or any other characteristic, including through these subjects and as part of a whole-school approach.

SEND

Relationships, Sex and Health Education must be accessible for all students. Teaching staff at LeAF Studio will ensure planning for teaching students with special educational needs includes appropriate differentiation and personalization to ensure accessibility in line with the SEND code of practice.

6. Roles and responsibilities

6.1 The governing board

The governing board will approve the RSHE policy, and hold the Principal to account for its implementation.

6.2 The Principal

The Principal is responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw students from non-science components of RSHE (see section 7).

6.3 Staff

Staff are responsible for:

- Delivering RSHE in a sensitive way
- Modelling positive attitudes to RSHE
- Monitoring progress
- Responding to the needs of individual students
- Responding appropriately to students whose parents wish them to be withdrawn from the non-science components of RSHE

Staff do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching RSHE are encouraged to discuss this with the Principal.

6.4 Students

Students are expected to engage fully in RSHE and, when discussing issues related to RSHE, treat others with respect and sensitivity.

7. Parents' right to withdraw

Parents' have the right to withdraw their children from the non-science components of RSHE.

Requests for withdrawal should be put in writing and addressed to the Principal. A copy of withdrawal requests will be placed in the student's educational record. The Principal will discuss the request with parents and take appropriate action.

Alternative work will be given to students who are withdrawn from RSHE.

8. Training

Staff are trained on the delivery of RSHE as part of their induction and it is included in our continuing professional development calendar.

The Principal will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSHE.

9. Monitoring arrangements

The delivery of RSHE is monitored by the Vice Principal for Inclusion, through planning scrutinies, learning walks and consistency checks, and student and parent surveys.

Students' development in RSHE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the Vice Principal for Inclusion annually. At every review, the policy will be approved by the governing board.