



Relationship, Sex and Health Education Policy

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Policy Statement

Introduction

This statement sets out the legal framework, the definitions and our policy expectations.

Esteem Valley Academy's ethos is that our pupils will be positive about themselves & their future. It is crucial that all pupils receive an effective personal development program. Every child should have access to effective relationship, sex and health education.

Aims

The aims of relationships and sex education (RSE) at our academy are:

To provide knowledge and information to which all pupils are entitled.

To clarify or reinforce knowledge that pupils may have already acquired, from previous teaching or from their environment.

To raise pupils' self-esteem and confidence.

To help pupils understand and prepare for the changes in their development, feelings and emotions and behaviour.

To develop skills in communication, decision making and assertiveness.

To promote acceptable and appropriate behaviour both in public and private situations.

To give pupils the knowledge and understanding of situations that may arise and to make pupils aware of strategies that may reduce the risk of misunderstanding and abuse.

To be aware of other support agencies' facilities and information and to make these available to parents and pupils when appropriate.

To give pupils the confidence to be an active member of society

The aims of relationships and sex education (RSE) at our academy are to:

To provide a framework in which sensitive discussions can take place

To prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene

To create a positive culture around issues of sexuality and relationships

To teach pupils the correct vocabulary to describe themselves and their bodies

The majority of pupils in our academy are permanently excluded and many are vulnerable and exposed to risky behaviours. Therefore, the RSHE curriculum is vitally important for them to increase their knowledge and keep themselves safe.

Statutory requirements

Primary academies, must provide relationships education to all pupils under section 34 of the Children and Social Work Act 2017. [Children and Social Work Act 2017](#)

Secondary academies, must provide RSE to all pupils under section 34 of the Children and Social Work Act 2017. [Children and Social Work Act 2017](#)

We are an AP academy with all key stages up to KS4 and our funding agreement and articles of association state that we must deliver Maths, English and Science. We don't have to follow the National Curriculum, but we are expected to offer all pupils a curriculum that is similar to the National

Curriculum including requirements to teach science. This would include the elements of sex education contained in the science curriculum.

In teaching RSE, we will have regard to [guidance](#) issued by the secretary of state, as outlined in section 403 of the [Education Act 1996](#).

We also have regard to legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Esteem Valley Academy, we teach RSE as set out in this policy

Definition

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

RSE involves a combination of sharing information and exploring issues and values.

RSE is not about the promotion of sexual activity.

Sex education is delivered at all of our secondary sites in PSHRE.

Primary Education

Sex education is not compulsory in primary schools, beyond what is laid out in the National Curriculum for Science:

- Year 1: Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- Year 2: Notice that animals, including humans, have offspring which grow into adults
- Year 5: Describe the life process of reproduction in some plants and animals; describe the changes as humans develop to old age [They should learn about the changes experienced in puberty.]

The RSE statutory guidance states that:

Where a maintained primary school chooses to teach aspects of sex education (which go beyond the national curriculum for science), the school must set this out in their policy and all schools should consult with parents on what is to be covered.

Primary schools that choose to teach sex education must allow parents a right to withdraw their children.

Unlike sex education in RSE at secondary, in primary schools, Head teachers must comply with a parent's wish to withdraw their child from sex education beyond the national curriculum for science.

Our primary curriculum teaches the following topics:

- External genitalia and internal reproductive organs
- Puberty, change, hygiene, and reproduction

Delivery of RSE

RSE is taught within the personal, social, health and relationships education (PSHRE) education curriculum for our secondary pupils. This is delivered in weekly timetabled lessons. Biological aspects of RSE are taught within the science curriculum. RSE will be taught with an unbiased and balanced way that considers a variety of family and relationship experience. As a result, Long Term Plans and Medium Term Plans have been developed to ensure pupils are gaining as much information and skill at the correct times in their lives in order to make informed choices, develop skills for life and become independent functioning members of society.

Research demonstrates that good, comprehensive RSHE does not make young people more likely to become sexually active at a younger age and, in fact, knowledge can help prevent this, as well as helping to identify child protection issues in young children.

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

Primary pupils have discrete lessons of PHRE including relationships. Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

Families and people who care for me

Caring friendships

Respectful relationships

Online relationships

Being safe

Our secondary curriculum:

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

Families

Respectful relationships, including friendships

Online and media

Being safe

Intimate and sexual relationships, including sexual health

*This policy should be read in conjunction with our policies on Safeguarding & Child Protection, Special Educational Needs & Disabilities (SEND) and Equality.

Roles and responsibilities

The Governing Body

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

The Headteacher

The Headteacher is responsible for ensuring that RSHE is taught consistently across the academy, and for managing requests to withdraw pupils from [non-statutory/non-science] components of RSE and RHSE.

The Curriculum Lead

- To undertake monitoring of standards in RSHE..
- Provide leadership and management of the subject to secure high-quality teaching and learning.
- Play a key role in motivating, supporting and modelling good practice for all staff.
- Take a lead in policy development and review.
- To liaise with outside agencies and attend subject specific courses.
- To report to the Headteacher and Governing Body on RSHE-related issues.
- To plan and organise the allocation and purchase of resources in accordance with available budget.

Staff

Staff are responsible for:

- Delivering RSE and RSHE in a sensitive way
- Modelling positive attitudes to RSE and RSHE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the [non-statutory/non-science] components of RSE

Pupils

Pupils are expected to:

- engage fully in RSE and RSHE
- When discussing issues, treat others with respect and sensitivity. However, as a school we recognise that some children may need aspects of the curriculum, or how it is delivered to be adjusted in order to meet the needs of individuals.
- Support for SEN children follows the school's Inclusion Policy.
- Involve all children in a variety of adapted ways addressing all learning styles.

Each pupil can expect:

- To have their views treated sensitively and with respect
- To access education related to forming healthy, positive relationships
- To access a curriculum which teaches them to keep themselves safe

Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education at any age.

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE. All primary parents will be issued with the opt out letter at induction. All secondary age pupils will also be issued with the opt out letter as part of their induction pack when they come to roll.

Secondary age pupils:

Parents have the right to withdraw their children from the non-statutory/non-science 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.

Requests for withdrawal should be put in writing using the form in Appendix C and addressed to the Headteacher.

A copy of withdrawal requests will be placed in the pupil's educational record.

The Headteacher will discuss the request with parents and take appropriate action.

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

Training

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

The Headteacher and PSD Lead will also invite visitors from outside the academy, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

Monitoring arrangements

The delivery of RSE is monitored by SLT through: planning checks, learning walks, subject meetings and quality assurance.

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

This policy will be reviewed by the Headteacher.

At every review, the policy will be approved by the Governing Board.

Statutory Requirements

Taken from the DfE Statutory Guidance Relationships, Sex and Health Education (RSHE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers (DfE, 2019):
https://assets.publishing.service.gov.uk/media/62cea352e90e071e789ea9bf/Relationships_Education_RSE_and_Health_Education.pdf

By the End of KS2, 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
- 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 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
- 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, kindness, generosity, 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, managing conflict, how to manage these situations and how to seek help or advice from others, if needed
- 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
- practical steps they can take in a range of different contexts to improve or support respectful relationships
- 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

- 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
- 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 (in all contexts, including online) whom they do not know
- how to recognise and report feelings of being unsafe or feeling bad about any adult
- how to ask for advice or help for themselves or others, and to keep trying until they are heard,
- how to report concerns or abuse, and the vocabulary and confidence needed to do so
- where to get advice, for example family, school or other sources

Sex education is not compulsory in primary schools and the content set out in this guidance therefore focuses on Relationships Education.

It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The department continues to recommend therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born.

By the End of KS4, 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 is, including their legal status – for example, 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 of children, including the characteristics of successful parenting.
- how to determine whether other children, adults or sources of information are trustworthy, judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships), how to seek help or advice, including reporting concerns about others, if needed
- the characteristics of positive and healthy friendships, in all contexts including online, such as:
- trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict

- reconciliation and ending relationships, this includes different (non-sexual) types of relationship
- practical steps they can take in a range of different contexts to improve or support respectful relationships
- how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (for example, how they might normalise 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 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 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
- their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online
- 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, for example 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 (including those created by children) is a criminal offence which carries severe penalties including jail
- how information and data is generated, collected, shared and used online
- 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, in all contexts, including online
- 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, in all contexts, including online
- Intimate and sexual relationships, including sexual health
- 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, for example 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 and menopause

- 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, efficacy 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 and AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and 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

The Law

Pupils will also be made aware that it is important to know what the law says about sex, relationships and young people, as well as broader safeguarding issues. This includes a range of important facts and the rules regarding sharing personal information, pictures, videos and other material using technology. This will help young people to know what is right and wrong in law, but it can also provide a good foundation of knowledge for deeper discussion about all types of relationships. There are also many different legal provisions whose purpose is to protect young people and which ensure young people take responsibility for their actions.

Pupils should be made aware of the relevant legal provisions when relevant topics are being taught, including for example:

- marriage
- consent, including the age of consent
- violence against women and girls
- online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, etc.)
- pornography
- abortion
- sexuality
- gender identity
- substance misuse
- violence and exploitation by gangs
- extremism and radicalisation
- criminal exploitation (for example, through gang involvement or 'county lines' drugs operations)
- hate crime
- female genital mutilation (FGM)

(APPENDIX A) Primary Letter

Dear Parent/Carer,

Relationship and Health Education (RHE),

We want all children to grow up healthy, happy, safe, and able to manage the challenges and opportunities of modern Britain. That is why, from September 2020, all primary age children will be taught Relationships and Health Education. The Department for Education has set compulsory content for schools to include. However, this will be taught with sensitivity and schools have the flexibility to deliver the content in a way that is age and developmentally appropriate.

These subjects are designed to equip your child with knowledge to make informed decisions about their wellbeing, health and relationships as well as preparing them for a successful adult life. The world for all young people looks very different from the way it did 20 years ago when this curriculum was last updated – these changes bring the content into the 21st century, so that it is relevant for your child.

During this year we will be looking at the following areas as part of our RSHE within Esteem Valley Academy. These topics cover some elements of Science and some elements of Personal, Social, Health, Relationships Education (PSHRE).

Your child will be studying the topics through the following questions:

- What sort of relationships do I have and how have they changed?
- What other types of relationships are there?
- What does a family look like?
- How can I maintain and improve my relationships?
- Why are love and trust important?
- How can I keep safe when talking to friends online?
- What or who might influence my decisions?
- Who can I ask for help? Where else might I get help?
- What should adults think about before they have a baby?
- How are babies made?
- How do parents not have babies?
- How does a baby develop in the uterus?

Appropriate questions that arise from the children during each lesson will be answered honestly. We recognise that parents play an important part in their child's education in this area, and we would like to encourage you to explore these questions / topics with your child at home as well. The important lessons you teach your child about healthy relationships, looking after themselves and staying safe, are respected and valued under this new curriculum. Teaching at Esteem Valley Academy will complement and reinforce the lessons you teach your child as they grow up.

Right to withdraw your child

You cannot withdraw your child from Relationships Education because it is important that all children receive this content, covering topics such as friendships and how to stay safe.

Schools can choose to teach elements of **sex education** and the content has been included above. If you do not want your child to take part in some or all of the sex education lessons, then you can

request that your child is withdrawn from sex education lessons. Please request the parental withdrawal form from your child's site. At primary level the Headteacher must grant this request.

The science curriculum at Esteem Valley Academy also includes content on human development, including reproduction, which there is no right to withdraw from.

If you would like to discuss this, please contact the Site Lead at your child's site.

Yours Sincerely

APPENDIX B KS3/4 Secondary Letter

Dear Parent/Carer,

Relationship, Sex and Health Education (RSHE),

We want all children to grow up healthy, happy, safe, and able to manage the challenges and opportunities of modern Britain. That is why, from September 2020, all secondary age children will be taught Relationships, Sex and Health Education according to the Department for Education. The content is compulsory.

These subjects are designed to equip your child with knowledge to make informed decisions about their wellbeing, health and relationships as well as preparing them for a successful adult life. The world for all young people looks very different from the way it did 20 years ago when this curriculum was last updated – these changes bring the content into the 21st century, so that it is relevant for your child.

During this year we will be looking at the following areas as part of our RSHE curriculum within Esteem Valley Academy. These topics cover some elements of Science and some elements of Personal, Social, Health, Relationships Education (PSHRE).

Your child will be studying the following topics through the following questions:

- What sort of relationships do I have and how have they changed?
- What other types of relationships are there?
- What makes a good friend?
- What makes for a successful marriage?
- How can I maintain and improve my relationships?
- How can I manage better when a relationship breaks down?
- Are people online really true friends?
- Why are love and trust important?
- What or who might influence my decisions?
- Who can I ask for help? Where else might I get help?
- When is a relationship not appropriate?
- What is an intimate relationship?
- What should adults think about before they have a baby?
- How are babies made?
- How and why might adults not have babies?
- How does a baby develop in the uterus?
- What contraception is available to me and where from?
- How can I remain sexually healthy?
- What is pleasure?
- Do I know what consent is?

Appropriate questions that arise from the children during each lesson will be answered honestly. We recognise that parents play an important part in their child's education in this area, and we would like to encourage you to explore these questions / topics with your child at home as well. We will engage your child in the content that we believe is appropriate for them individually.

You **cannot** withdraw your child from the **Relationships** or **Health** elements because it is important that all children receive this content, covering topics such as friendships and how to stay safe.

If you do not want your child to take part in some or all of the **Sex Education lessons** delivered at Esteem Valley Academy, you can ask that they are withdrawn. The Headteacher will consider this request and discuss it with you, and will grant this in all but exceptional circumstances, **up until three school terms before your child turns 16**. At this age, your child can choose to receive Sex Education if they would like to, and the academy should arrange for your child to receive this teaching in one of those three terms (unless there are exceptional circumstances). If you would like to withdraw your child from sex education lessons then please request the parental withdrawal letter with sufficient time to organise alternative education for your child on site.

It is within your right to withdraw your child from the elements of sex education which is included in the PSRHE programme of study. If you would like to discuss this, please contact the Site Lead at your child's site. If you have any questions about the curriculum and its coverage please contact the Site Lead or your APT keyworker.

Yours Sincerely

APPENDIX C – Parent Request for Withdrawal from the sex education content of RSHE lessons at Esteem Valley Academy.

Parental Request for Withdrawal from the sex education lessons that form part of Relationship, Sex and Health Education	
Name of Pupil:	Name of Parent/Carer:
Year Group:	Date:
Reason for withdrawing from sex education within RSHE	
Any other information you would like the academy to consider	
Parent/Carer Signature:	