Education

Relationships and Sex Education (RSE) and Health Education Policy

Academy level contribution:	All Academies	
CEO approval:	Sean Kelly	Date: September 2022
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LGB Cluster consultation (where applicable):	N/A	
Joint Negotiating Council (JNC) consultation (where applicable):	N/A	
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Contents

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1. Introduction

1.1 The aims of relationships and sex education (RSE) within the trust's Academies are to:

    (a) Support the development of confidence, challenge, curiosity, character and creativity

    (b) Provide a framework in which sensitive discussions can take place

    (c) Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene

    (d) Create a positive culture around issues of sexuality and relationships

    (e) Teach pupils the correct vocabulary to describe themselves and their bodies

2. Statutory requirements/framework

2.1 Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 makes Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education.

2.2 Other linked statutory guidance/policy:

    (a) Children and Social work act 2017

    (b) Education Act 1996

    (c) Equality Act 2010

2.3 We do not 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 which would include the elements of sex education contained in the science curriculum.

3. Policy Development

3.1 This policy has been reviewed and developed in consultation with stakeholders parent/carers and pupils during the Spring and Summer term 2022/23.

    (a) A draft of the policy was shared with academy staff and the Standards and Achievement Committee, where feedback was invited

    (b) Parent/carers were invited to complete an online survey, with recommendations reflected within the policy development, including providing parents/carers with key RSE information (appendix 1 – a brief guide to RSE for parents).

    (c) Staff engage in ongoing dialogue with pupils regarding the RSE curriculum and delivery.

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(d) Any feedback received was considered and changes made to curriculum delivery if deemed appropriate

4. Definitions

(a) 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

(b) RSE involves a combination of sharing information and exploring issues and values

(c) RSE is not about the promotion of sexual activity

Note: It is only statutory for primary-aged pupils to be taught relationship education.

5. Curriculum

5.1 Each of the academies within the Trust follow Jigsaw – the mindful approach to PSHE/RSE. There is at least one session per week of Jigsaw delivery within each academy's curriculum.

5.2 Due to the nature of the academies, some may adapt and modify the programme in order meet the needs of the pupils. For further information, please contact the individual academy and/or look at the website.

5.3 Please click here to access Jigsaw 3-11 and Statutory Relationships and Health Education overview.

5.4 Please click here to access Snapshot Jigsaw PSHE 11-16 overview.

5.5 As noted above, primary sex education is not compulsory in primary schools, and it this up to the individual academy to determine whether any additional context on sex education is needed to be covered, to meet the needs of the pupils. Parent/carers will be informed and have the opportunity to opt their child out of these sessions (see section 9).

6. Delivery of RSE

6.1 RSE is taught within the academies in a number of ways:

(a) Through topic and a thematic curriculum

(b) Within the personal, social, health and economic (PSHE) education curriculum

(c) Biological aspects of RSE may be taught within the science curriculum, and other aspects are included in religious education (RE)

(d) Pupils may also receive stand-alone sex education sessions delivered by a trained health professional

7. What is covered (statutory)

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7.1 Primary aged pupils

7.1.1   Relationships Education and Health Education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

(a)   Families and people who care for me

(b)   Caring friendships

(c)   Respectful relationships

(d)   Online relationships

(e)   Being safe

(f)   Mental wellbeing,

(g)   Internet safety and harms

(h)   Physical health and fitness

(i)   Drugs, alcohol and tobacco

(j)   Health and prevention

(k)   Basic first aid

(l)   Changing adolescent body

7.2 See Appendix 2 for further explanation of what pupils should know and understand the end of primary education.

7.3 Secondary aged pupils

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

(a)   Families

(b)   Respectful relationships, including friendships

(c)   Online and media

(d)   Being safe

(e)   Mental wellbeing

(f)   Internet safety and harms

(g)   Physical health and fitness

(h)   Healthy eating

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(i)   Drugs, alcohol and tobacco

(j)   Health and prevention

(k)   Basic first aid

(l)   Changing adolescent body

(m)   Intimate and sexual relationships, including sexual health

7.4   See Appendix 3 for further explanation of what pupils should know and understand by the end of secondary education.

7.5   These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single-parent families, LGBTQ+ parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

7.6   Pupils with SEND:

7.6.1   Individual needs and a pupil's developmental age will be taken into consideration when teaching RSE. This could mean delivery may have to be bespoke for pupils with SEND.

8. Roles and responsibilities

8.1   The Board of Trustees/Local Governing Body

(a)   The Board of Trustees approve the RSE policy

(b)   The Local Governing Body Clusters hold the Principals accountable for its implementation.

8.2   The Principal

8.2.1   The Principal is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE (see paragraph 9.1/9.2)

8.3   Staff

(a)   Delivering RSE in a sensitive way

(b)   Modelling positive attitudes to RSE

(c)   Monitoring progress.

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(d) Responding to the needs of individual pupils

(e) Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science components of RSE

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

8.4 Due to the nature of the settings within the trust, all teaching staff could be required to teach RSE.

8.5 Pupils

8.5.1 Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

9. Parent's right to withdraw

9.1 Primary-aged pupils

(a) Parents do not have the right to withdraw their children from relationship education.

(b) Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE

(c) Requests for withdrawal should be put in writing using the form found in Appendix 4 of this policy and addressed to the Principal

(d) Alternative work will be given to pupils who are withdrawn from sex education

9.2 Secondary-aged pupils

(a) 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

(b) Requests for withdrawal should be put in writing using the form found in Appendix 4 of this policy and addressed to the Principal

(c) A copy of withdrawal requests will be placed in the pupil's educational record. The Principal will discuss the request with parents and take appropriate action

(d) Alternative work will be given to pupils who are withdrawn from sex education

10. Training

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10.1 Staff are trained on the delivery of RSE through the individual academies continuing professional development calendar.

10.2 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 RSE.

11. Monitoring arrangements

11.1 The delivery of RSE is monitored by each Principal through:

(a)   Learning/enquiry walks

(b)   Lesson observations

(c)   Work scrutiny

(d)   Pupil, parent/carer voice

(e)   Staff voice

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

12. Policy Review

12.1 This policy will be reviewed annually.

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Appendices

Appendix 1 – A Parent/Carer Guide

Relationships Education, Relationships and Sex Education (RSE) and Health Education - A Parent/Carer Guide

What is RSE?

Relationships and Sex Education (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

All schools with a primary phase (including all-through and middle schools) need to provide:
- Relationships Education
- Health Education

By the end of primary education, pupils should know:
- Families and people who care for me, Caring friendships, Respectful relationships, Online relationships, Being safe
- Mental wellbeing, Internet safety and harms, Physical health and fitness, Drugs, alcohol and tobacco, Health and prevention, Basic first aid, Changing adolescent body

All secondary schools with a secondary phase (including all-through) need to provide:
- Relationship Education
- Health Education
- **Sex Education**

By the end of secondary education, pupils should know:
- Families, Respectful relationships, including friendships, Online and media, Being safe,
- Mental wellbeing, Internet safety and harms, Physical health and fitness, Healthy eating, Drugs, alcohol and tobacco, Health and prevention, Basic first aid, Changing adolescent body
- Intimate and sexual relationships, including sexual health

Sex education is non-compulsory for primary-aged pupils

Primary schools aren't required to provide sex education, but the DfE recommends schools have a programme in place.

All Raleigh Education Trust academies deliver PSHE, including RSE via Jigsaw. This ensures all our pupils received the statutory elements of the curriculum, as well as well-planned and resourced Sex Education.

- Primary-aged pupils
- Secondary-aged pupils

Academies with a primary phase will ensure parent/carers are aware in advance of when Sex Education will be delivered and what will be covered. This will vary across the academies due to reflecting the pupils' context and needs. For further information please contact your child's school or see the website.

Pupils can't be withdrawn from required subjects

Parents can't withdraw their child from relationships or health education. However, if the school chooses to teach Sex Education (primary-aged) and non-statutory/non-science Sex Education (secondary-aged, until 3 terms before the child turns 16) they must:
- Allow parents to withdraw their children from part or all of it
- Still process parents' withdrawal requests even if they decline an invitation to discuss the background of their request

If parents wish to withdraw their child from sex education, please complete the 'Parent form - withdrawal from sex education within RSE', which can be found in the Relationships and Sex Education (RSE) and Health Education Policy – appendix 4 and return to your child's school.

Appendix 2 – by the end of primary school aged pupils should know

Topic	Pupils should know
Families and people who care about me	• 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

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Topic	Pupils should know
Caring friendships	- 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
Respectful relationships	- 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, the 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	- 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	- 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 e.g., family, school and/or other sources

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Topic	Pupils should know
Mental wellbeing	• That mental well-being is a normal part of daily life, in the same way as physical health. • That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • The benefits of physical exercise, time outdoors, community participation, and voluntary and service-based activity on mental well-being and happiness. • Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental well-being or ability to control their emotions (including issues arising online). • It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
Internet safety and harms	• That for most people the internet is an integral part of life and has many benefits. • About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical well-being. • How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. • why social media, some computer games and online gaming, for example, are age-restricted. • That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • Where and how to report concerns and get support with issues online.
Physical health and fitness	• The characteristics and mental and physical benefits of an active lifestyle. • The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • The risks associated with an inactive lifestyle (including obesity). • How and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy eating	• what constitutes a healthy diet (including understanding calories and other nutritional content). • The principles of planning and preparing a range of healthy meals. • The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs, alcohol and tobacco	• The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

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Topic	Pupils should know
Health and prevention	• How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • About personal hygiene and germs including bacteria, and viruses, how they are spread and treated, and the importance of handwashing. • The facts and science relating to allergies, immunisation and vaccination
Basic first aid	• How to make a clear and efficient call to emergency services if necessary. • Concepts of basic first-aid, for example dealing with common injuries, including head injuries.
Changing adolescent body	• Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • About menstrual well-being including the key facts about the menstrual cycle

Appendix 3- by the end of secondary school aged pupils should know

Topic	Pupils should know
Families	• 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 e.g., 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); and, how to seek help or advice, including reporting concerns about others, if needed

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Topic	Pupils should know
Respectful relationships, including friendships	• The characteristics of positive and healthy friendships (in all contexts, including online) including: 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 (e.g., 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, the 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 media	• 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 e.g., 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
Being safe	• 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)

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Topic	Pupils should know
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, 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, 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/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
Mental wellbeing	• 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 well-being concerns. • 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 and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental well-being and happiness.
Internet safety and harms	• The similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including 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, the risks related to online gambling including the accumulation of debt, 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 find support, if they have been affected by those behaviours.
Physical health and fitness	• The positive associations between physical activity and promotion of mental well-being, 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. • About the science relating to blood, organ and stem cell donation

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Topic	Pupils should know
Healthy eating	• How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.
Drugs, alcohol and tobacco	• The facts about legal and illegal drugs and their associated risks, including the link between drug use, 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 low-risk alcohol consumption in adulthood. • 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	• About personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics. • About dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist. • (late secondary) the benefits of regular self-examination and screening. 38 • The facts and science relating to immunisation and vaccination. • 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	• Basic treatment for common injuries. • Life-saving skills, including how to administer CPR.15 • The purpose of defibrillators and when one might be needed
Changing adolescent body	• Key facts about puberty, the changing adolescent body and menstrual wellbeing. • The main changes which take place in males and females, and the implications for emotional and physical health.

** It must be noted pupils with SEND may experience a bespoke RSE curriculum that is considerate to their needs and development age.

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Appendix 4– Parent form - withdrawal from sex education within RSE

To be completed by parents			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

To be completed by the school	
Agreed actions from discussion with parents	

Please return this to your child's school

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