

Relationships, health and sex education policy

Ark Walworth Academy



Approved by:	Jessica West	April 2021
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1. Aims

The aims of relationships, health and sex education (RHSE) at our academy are to:

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

RHSE will be taught within CARES, ensuring that all topics and sessions adhere to the ethos of Walworth Academy.

2. Statutory requirements

As a secondary academy school we must provide RHSE to all Students as per section 34 of the [Children and Social work act 2017](#).

In teaching RHSE, we are required by our funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Walworth Academy we teach RHSE as set out in this policy.

Please refer to our funding agreement and articles of association for further information.

3. Policy development

This policy has been developed in consultation with the school community. The consultation and policy development process involved the following steps:

1. Review – a member of staff (GME) pulled together all relevant information including relevant national and local guidance – FEB 2020
2. Consultation – a draft policy was made available at an SLT meeting where they were given the opportunity to look at the policy and make recommendations
3. Staff consultation – all academy staff were given the opportunity to look at the policy and make recommendations
4. Parent/stakeholder consultation – families were invited to provide feedback about the policy via the academy website.
5. Student consultation – we investigated what Students want from their RHSE (by means of an online anonymous survey)
6. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

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

RHSE involves a combination of sharing information and exploring issues and values. RHSE is critical to promoting and ensuring a safe school culture for all.

RHSE is not about the promotion of sexual activity.

5. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum taking into account the age, needs and feelings of our young people. If young people ask questions outside the scope of this policy, staff will respond in an appropriate manner so they are fully informed and don't seek answers online.

6. Delivery of RHSE

RHSE is taught within the CARES curriculum. The personal, social, health and economic (PSHE) education aspect, the religious education (RE) and the philosophy & ethics (P&E) aspects will be delivered during CARES PM tutor time, assemblies and community days. Biological aspects of RHSE are taught within the science curriculum – See below:

- Y7 - Reproduction Aut 1
- Y8 - Life Diversity - Spr 1
- Y9 - B3.1 - Growth and Differentiation Aut 2 - Sex cells, Cell division
- Y9 - B3.3 - Genetics - Sex determination, Inherited disorders Summer 2
- Y11 - B11 - Hormonal coordination - Changes in puberty, Hormones and Menstrual cycle (High and Triple only), Contraception, Infertility treatment
- Y10 B12 - Human reproduction, Inheritance, Screening for genetic disorders,
- Y13 religious aspect to Gene counselling 3.8.4.2 A level spec

Our young people also receive stand-alone sex education sessions delivered by trained health professionals; King's College London: Education for choice

RHSE 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

For more information about our RHSE curriculum, see Appendices 1 and 2.

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, LGBT+ parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children have a different structure of support around them (for example: looked after children or young carers).

7. Roles and responsibilities

7.1 The governing board

The Local Governing Body will approve the RHSE policy and hold the Principal to account for its implementation.

7.2 The Principal

The Principal is responsible for ensuring that RHSE is taught consistently across the school, and for managing requests to withdraw students from non-statutory/non-science components of RHSE (see section 8).

7.3 Staff

Staff are responsible for:

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

Staff do not have the right to opt out of teaching RHSE. Staff who have concerns about teaching RHSE are encouraged to discuss this with the Principal. Training and support is provided.

Specific responsibilities:

Garry Meehan – HOD CARES curriculum: The planning, monitoring (learning walks, resources review etc.) and coordination of the RHSE programme.

CARES Team:

- Margie Porthouse
- Mohammad Toheed
- Ladan Ibrahim
- Kathryn Shaw (Line Manager)

RHSE will be delivered by all tutors and DOPS.

7.4 Students

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

8. Parents' right to withdraw

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RHSE 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 submitted by parents/families in writing using the form found in Appendix 3 of this policy 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 sex education.

9. Training

Staff are trained on the delivery of RHSE and it is included in our continuing professional development calendar.

Visiting professionals from outside the school, such as sexual health professionals will also be invited to provide support and training to staff teaching RHSE.

10. Monitoring arrangements

The delivery of RHSE is monitored by Garry Meehan – HOD CARES curriculum and Kathryn Shaw – Assistant Principal through:

- Planning scrutinies
- Learning walks
- Ongoing topic reviews
- Parent/student/staff voice

Students' development in RHSE is monitored by tutors as part of our internal assessment systems.

This policy will be reviewed by Jessica West, on a biennial basis. At every review, the policy will be approved by the Local Governing Body.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
KS3	Autumn term	<p>Personal health and relationships:</p> <ul style="list-style-type: none"> • Online safety: grooming • Actions that can affect emotions and behaviours • Attitudes to mental health • Promoting emotional wellbeing • Healthy and unhealthy coping strategies • Reframing negative thinking 	<p>Examples of the resources can be linked directly to the CARES 2022/23 overview page on the WA website once completed</p> <p>CARES overview</p>
KS3	Spring term	<p>Personal health and relationships:</p> <ul style="list-style-type: none"> • Physical activity and mental wellbeing • A healthy lifestyle • Equality and diversity • Personal hygiene and dental care • Good quality sleep • Different types of relationships that might contribute to human happiness • Acceptable/unacceptable behaviour in relationships • Religion and beliefs <p>Families:</p> <ul style="list-style-type: none"> • Families: marriage and civil partnerships • Families: long-term commitment and the legal status of marriage • Families: parenting, the roles and responsibilities of parents and carers • Domestic abuse 	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
KS3	Summer term	<p>Respectful relationships:</p> <ul style="list-style-type: none"> • How stereotypes can cause damage or encourage prejudice: misogyny, homophobia and gender stereotyping • What is discrimination and how can we challenge it? • The legal rights and responsibilities regarding equality including LGBT+ • Bullying, including cyber-bullying • Sexual harassment and sexual violence • Living without prejudice 	
KS4	Autumn term	<p>Personal health and relationships:</p> <ul style="list-style-type: none"> • Online safety: grooming • Actions that can affect emotions and behaviours • Attitudes to mental health • Promoting emotional wellbeing • Healthy and unhealthy coping strategies • Reframing negative thinking 	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
KS4	Spring Term	<p>Personal health and relationships:</p> <ul style="list-style-type: none"> • Physical activity and mental wellbeing • A healthy lifestyle • Equality and diversity • Personal hygiene and dental care • Good quality sleep • Different types of relationships that might contribute to human happiness • Acceptable/unacceptable behaviour in relationships • Religion and beliefs <p>Families:</p> <ul style="list-style-type: none"> • Families: marriage and civil partnerships • Families: long-term commitment and the legal status of marriage • Families: parenting, the roles and responsibilities of parents and carers • Domestic abuse 	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
KS4	Summer term	<p>Respectful relationships:</p> <ul style="list-style-type: none"> • How stereotypes can cause damage or encourage prejudice: misogyny, homophobia and gender stereotyping • What is discrimination and how can we challenge it? • The legal rights and responsibilities regarding equality including LGBT+ • Bullying, including cyber-bullying • Sexual harassment and sexual violence • Living without prejudice • Sexism, sexual violence and sexual harassment • Sexual exploitation • FGM <p>Sex education:</p> <ul style="list-style-type: none"> • The age of consent • Developing intimate relationships • Resisting pressure to have sex • Not applying pressure to have sex • To not encourage sexual experimentation 	
KS5	Whole year	<p>All of the above topics plus...</p> <ul style="list-style-type: none"> • To understand human sexuality and respect • Contraception • Safe sex and sexual health –This has been delivered by Kings College Sexpression 	
		Topics delivered through the Science curriculum	
Year 7		Human development and Reproduction	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 8		Human genome, regarding the search for genes linked to different types of disease, understanding and treatment of inherited disorders, and use in tracing human migration patterns from the past.	
Year 9		Human development and Reproduction	
Year 10		Health and disease Infection and response	
Year 11		Human Genome project and inherited disorders Puberty and the menstrual cycle Controlling Fertility	

Appendix 2: By the end of secondary school Students should know

TOPIC	STUDENTS SHOULD KNOW
Families	<ul style="list-style-type: none"> • 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

TOPIC	STUDENTS SHOULD KNOW
Respectful relationships, including friendships	<ul style="list-style-type: none"> • 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, 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	<ul style="list-style-type: none"> • 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

TOPIC	STUDENTS SHOULD KNOW
Being safe	<ul style="list-style-type: none"> • 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	<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, 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

Appendix 3: 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, health 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	