



RSHE Policy

Relationships, Sex and Health Education

Reviewed:	September 2023
Owner:	Miss E Bottell
Next Reviewed:	September 2024

1. Introduction

1.1 Purpose

The aim of this policy is to set out our approach to RSHE in the curriculum. It can also act as a management tool to help in future decision-making. Pittville School is committed to ensuring that all our students receive the appropriate provision to improve their knowledge and understanding of relationships, physical/mental health, sex and issues of sexuality. Young people face complex pressures and dilemmas in developing mature relationships and need to face these life experiences confident in their factual knowledge, as well as being given the opportunity to discuss and shape their concerns, feelings and attitudes.

1.2 Scope

Pittville school is an 11-16 comprehensive school, and as such the RSHE policy covers the scope of KS3 and KS4.

As a school, we understand the importance of a smooth transition from primary school and the content covered in KS2 as well as looking forward to preparing students for KS5 RSHE curriculums at other education providers.

1.3 Equality Analysis

Pittville School ensures that people are protected from discrimination as per the Equality Act 2010 and the Special Educational Needs and Disability Regulations 2014. Every student has the right to access and succeed in learning at Pittville School. This policy is inclusive of all students, teachers, support staff, visitors and volunteers.

1.4 Legislative Context

Documents that inform the school's RSHE policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010)
- Supplementary Guidance SRE for the 21st century (2014)
- Keeping children safe in education – Statutory safeguarding guidance (2023)
- Children and Social Work Act (2017)
- Relationships Education, Relationships and Sex Education and Health Education (2021)

1.5 Health and safety implications

This policy has no Health and Safety implications.

2. Principles

Pittville School's Relationship, Health and Sex Education (RSHE) Policy has been designed to take into account the revised National Curriculum (September 1999), the recommended framework for Personal, Social & Health Education (PSHE) and the 'Relationships Education, Relationships, and Sex Education (RSE) and Health Education' DfE publishing (2021).

Learning about sexuality and relationships is a lifelong process. Pittville School recognises that parents and the school are key stakeholders in helping young people cope with the emotional and physical aspects of growing up, alongside the challenges and responsibilities which sexual maturity brings.

We wish to support students as they develop the capacity to make sound decisions when facing risks, challenges, and complex contexts, enabling them to develop self efficacy, resilience and to know when, where and how to access support.

The school offers learning on Health, Relationships and Sex Education (RSHE) not only within the Science National Curriculum at KS3 and KS4, but also as integral parts of a broad and balanced RSHE programme and through specific Personal Development Days and appropriate assemblies across the two key stages. RSHE at Pittville School will help students develop the skills and understanding they need to live confident, healthy and independent lives. It will play an important role (alongside other aspects of the curriculum and school life) in helping students deal with difficult moral and social questions. RSHE is designed to enable our students to learn to respect themselves and others and move with the key Pittville character traits of ambition, respect, honesty and kindness, throughout adolescence and into adulthood.

The policy will be used by:

- Teachers at the school, who will look to it to guide their lesson planning, to ensure age-appropriate content is included that they can explore with children and young people, and the range of ways that these can be explored. This is of great importance both in terms of guiding and protecting teachers.
- Parents of our students, who will look to see both the RSHE curriculum content and the values Pittville School is promoting.
- Health professionals, visiting speakers and so on, who will want to know the aims, objectives and values our school's RSHE promotes, agreed teaching methodologies and boundaries for their work with young people here.

3. Defining Relationships and Sex Education

The DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance states 'the aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy

relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what is acceptable and unacceptable behaviour in relationships. This will help students understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed'

In common with all other aspects of education, RSHE will be provided to ensure equality of opportunity in relation to:

- access for all, including those with a special educational need and/or disability (SEND) to an appropriate programme; and
- outstanding provision offered in terms of learning, environment, content, methodology, learning support, where relevant, and pastoral/welfare structures and procedures.

RSHE offers a valuable vehicle for promoting equality between individuals and groups. It necessarily involves an exploration of human and social diversity, and a fostering of self-esteem and self-worth in a learning environment that can demonstrate recognition, acceptance and respect of difference.

RSHE has three main elements:

1. Attitude and Values: Students learn the importance of values and individual conscience and moral considerations. Students learn the value of family life, stable and loving relationships for the nurture of children, and explore the value of respect, love and care. We are an inclusive school. Mutual respect and individual liberty are promoted to explore all attitudes and values, including those of different cultural, religious, sexual or other backgrounds.

2. Personal and Social Skills: Our curriculum is founded on the acquisition of social skills which are positive and respectful. We encourage students to develop a healthy, safe and secure relationship with themselves and others. Communication skills are essential and are promoted in class and around school. Amongst other things, students learn how to discuss emotions and relationships confidently and sensitively. Students develop self-respect and empathy for others. They learn to make choices based on an understanding of difference and without prejudice or discrimination. Students learn how to recognise and avoid exploitation and abuse and learn key knowledge on how to report these issues when needed.

3. Knowledge and Understanding: The units of learning encompassing RSHE at Pittville School have been developed in unison with the Department for Education guidance Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019). Full details of the knowledge and understanding outcomes for students are outlined in our curriculum planning which can be found at the end of this document.

4. Rationale, ethos and intent

This policy covers our school's approach to Relationships and Sex Education. It was produced by Senior Leadership through consultation with governors and parents. We outline our definition of 'health, relationships and sex education' in this policy. We believe RSHE is important for our students and our school because we pride ourselves on providing opportunities for young people to excel, exceed and explore in life and this includes their ability to identify and maintain healthy relationships. Our school's overarching aims for our students are for them to demonstrate ambition, respect, honesty and kindness in all their relationships and the informed decisions they make regarding sex.

We view the partnership of home and school as vital in providing the context for effective RSHE. We will do more work with parents this year, including specifically looking at what we teach when and why. We ensure RSHE is inclusive and meets the needs of all our students, including those with special educational needs and disabilities (SEND) by ensuring inclusive practices and, where appropriate, supplementing and/or differentiating delivery. We ensure RSHE fosters gender equality and LGBTQ+ equality by reviewing our resources to safeguard appropriate representation throughout content and providing training for staff to raise awareness, understanding and safeguard against unconscious bias in delivery of topics.

Our school is committed to ensuring that all our students receive the appropriate provision to improve their knowledge and understanding of different types of relationships, sex and physical development, healthy living and economic wellbeing. Young people face complex pressures and dilemmas in developing mature relationships.

The aim of RSHE at Pittville School is to equip our young people with the information needed to develop healthy, nurturing relationships of all kinds, not just intimate relationships. They need to face such tasks safely, with confidence that is found from simply presented factual knowledge, as well as being given the opportunity to discuss and shape their feelings and attitudes. Alongside this, it is important for them to know how diet and exercise choices impact on our lifestyle and general well-being as well as making informed financial and personal decisions. To embrace the challenges of creating a happy and successful adult life, students need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their belief in their own abilities. Students can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts.

Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support. This helps with their self-knowledge, self-esteem and self-confidence.

We have also carefully reviewed and considered Ofsted's survey work in relation to sexual harassment and sexual violence.

5. Diversity and inclusion

RSHE offers a valuable vehicle for promoting equality between individuals and groups. Pittville School is dedicated to ensuring all students understand different beliefs. Categories including LGBTQ+, religious, cultural, ethnic and other belief systems are valued and understood to be equal. Our school promotes the protected characteristics of age, disability, gender reassignment, marriage or civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientations from any form of discrimination as prescribed under the Equality Act (2010).

All students, irrelevant of their background or ability have the right to access our RSHE programme. High quality teaching in the classroom is the first measure ensuring all students access this valuable curriculum, however, students with SEND have their needs taken into consideration through the Academy's normal teaching and learning and SEND policies.

As a school we are sensitive to the range of religious and cultural views about sexual behaviour whilst still ensuring that students have access to the learning, they need to stay safe, healthy and understand their rights as individuals. In this way we plan learning experiences that include clear, impartial scientific information on matters such as the changes of puberty, abortion and assisted conception, as well as covering the law in relation to, for example, forced marriage and female genital mutilation (FGM).

6. Roles and responsibilities

The Governing Body and the Headteacher are obliged to ensure that sex education is given in such a manner that students will be encouraged to be guided by moral principles and recognise the value of family life in its different forms. The Governing Body has specific responsibility for ensuring a written policy for the provision of sex education and ensuring that it is monitored and reviewed regularly. The RSHE programme will be led by the personal development team in conjunction with the Personal Development curriculum and wider associated school experiences including student assemblies, bulletins, the use of external agencies and personal development days. It will be taught by the Curriculum Leader for RSHE and Pittville School teaching staff.

Teaching staff will receive RSHE training on topics outlined as part of our curriculum and the delivery of these topics. The Assistant Head with responsibility for Personal Development and the RSHE Curriculum Leader have the overall responsibility for the organisation and management of the RSHE component in the Personal Development curriculum for Keys Stages 3 and 4, with responsibility for Schemes of Work, inviting visiting speakers, monitoring materials used for RSHE, worksheets, videos and other publications and resources and liaison with other Curriculum Leaders (for example,

Science), supporting and monitoring the delivery of the programme as part of the wider Personal Development curriculum at Pittville School.

Health Professionals who are involved in delivering programmes are expected to work within the school's RSHE Policy and on the instructions of the Headteacher. However, when they are in their professional role, such as the first aid team in a consultation with an individual student, they should follow their own professional codes of conduct (this is the case irrespective of who is paying them). It is the responsibility of the RSHE Curriculum Leader to plan the curriculum and lessons. Where external parties are invited to participate in the provision of RSHE related content at the school, this will follow clear interaction and discussion with a Pittville lead at the school to ensure that all delivery is complimentary to the curriculum and aims of RSHE at Pittville. Visiting speakers should complement but never substitute or replace provision outlined and agreed by the school. Parents and carers are responsible for advising the school explicitly if they wish that their child does not partake in RSHE lessons. Details on how to do so are outlined further on in this document.

7. Legislation (Statutory regulations and guidance)

We are required to teach relationships education/RSHE as part of our school curriculum and this informs the provision we have planned. Current regulations and guidance from the Department for Education state that all schools must deliver relationships education (in primary schools) and relationships and sex education (in secondary schools).

Documents that inform the school's RSHE policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010)
- Supplementary Guidance SRE for the 21st century (2014)
- Keeping children safe in education – Statutory safeguarding guidance (2023)
- Children and Social Work Act (2017)
- Relationships Education, Relationships and Sex Education and Health Education (2021)

Under the Education Act 1993, parents have the right to withdraw their child/children from sex education, except for where it falls under the National Science Curriculum. Although the school hopes that all parents will allow their children to participate in sex education, it is parental right to withdraw their child from this unit of study. Parents are informed about RSHE and personal development via the curriculum plans on our website.

Parents have the right to withdraw their child from sex education. To do this they must write to the Headteacher (see Appendix A) stating that they wish their children to be withdrawn either from all or part of the sex education which falls outside the statutory requirements of the National Curriculum Science Orders. Parents may inform the Headteacher of their reasons. Parents cannot withdraw their children from any part of sex education taught in the National Curriculum. A list of these students will be supplied to teachers and work will be provided by the school.

Before granting any such request it is best practice for the Headteacher to discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. Once a discussion has taken place, except in exceptional circumstances, the school will respect the parents' request to withdraw the child, up to and until three terms before the child turns 16. At that point, if the child wishes to receive sex education rather than be withdrawn, the school will make arrangements to readmit the child to sex education provision.

This process is the same for students with SEND. However, there may be exceptional circumstances where the Headteacher may want to take a student's specific needs arising from their SEND into account when making this decision.

If a student is excused from sex education, it is the school's responsibility to ensure that the student receives appropriate, purposeful education during the period of withdrawal. There is no right to withdraw from topics under relationships or health education. Please see topics highlighted in yellow on the RSHE curriculum maps to see which lessons fall under sex education and which constitute relationship and health education.

8. Curriculum design

Our RSHE programme is an integral part of our whole school Personal Development and Enrichment provision and will cover the statutory requirements for relationships, health and sex education as well as contextual elements we deem appropriate for our school context.

Our RSHE programme is inclusive of all students and is mapped across both key stages. We will ensure RSHE is matched to the needs of our students by collecting feedback from students to indicate their knowledge in this area but also their confidence and attitudes towards sex and relationships and the areas they feel require further coverage. Furthermore, we will consult with the safeguarding team on a half-termly basis to ensure that contextual safeguarding needs of our students are being responded to as they arrive.

At key stage 3 and 4 our RSHE programme will be planned and delivered through our Personal Development Days (drop downs), student assemblies, and morning tutor time. Citizenship education will be delivered through Core RE time at KS3 and KS4.

Across all key stages some RSHE content coverage will be facilitated through drop-down days. Our RSHE programme will be taught through a range of teaching methods and interactive activities, including teacher delivery, questioning and the use of writing which will be collected for students to keep and access regularly. Active learning methods will include classroom discussions and collaborative learning activities. Lessons will be differentiated by those planning and teaching to ensure suitable access for all learners. High quality resources including Power Points and printed resources will support our RSHE provision and will be regularly reviewed. Selected resources, such as text resources and film clips, will be used which support and promote understanding within a moral/values context and underpin the focus of the lesson.

Learning about relationships and sex education in RSHE lessons will link to/complement learning in Science, Core RE, ICT, Physical Education and aspects of reading/English at Pittville School. Students will be encouraged to reflect on their own learning and progress by completing reflections, exit tickets, end of half term quizzes and student voice activities. Teachers will differentiate their delivery of RSHE to ensure that the needs of all students are met, with TA support where appropriate.

Assessment in RSHE will take the approach that while we will ensure key knowledge is secured through assessments strategies (e.g. questioning, quizzes etc.) our priority is developing students' confidence in their own ability to navigate conversations and scenarios related to sex and relationships. An overview of the learning in each year group can be found in our curriculum documents (see Appendix B). The RSHE Curriculum Leader will discern the developing confidence of students in these areas using student voice and responses.

RSHE will be taught to all students at Pittville School as part of the personal development curriculum for each key stage. An overview of the content can be found on the website; each element will be planned and delivered in an age-appropriate manner and ensures that all students are able to engage with and access the content, including those with SEND.

Pittville School staff will deliver much of the curriculum content, but health professionals and appropriate external agents will also have a role to play. Planning leads liaise closely with colleagues in related curriculum areas to ensure RSHE embedded in our personal development curriculum complement, rather than duplicate, content covered in national curriculum subjects such as citizenship (Core RE), science, computing and PE.

9. Safe and effective practice

Teachers delivering sex education present facts in an objective, balanced and sensitive manner. They provide students with opportunities to explore values, make judgements and be better prepared to make informed and principled choices.

All sex and relationship education should be set within a clear framework set within the classroom and school ethos. Young people need to be warned of the risks of sexual behaviour, but emphasis should not solely be on the negative aspects of sexual activity. This can be counterproductive.

Students should not be forced to follow a defined moral code. Our job is to promote the spiritual, moral, social, cultural, mental and physical development of students within our school and help to prepare our students for the opportunities, responsibilities and experiences of their adult life.

The curriculum is based on a spiral model in which key aspects, such as RSHE, are revisited at different stages. This offers progression, increasing in depth of concept and content as the students mature physically, intellectually, emotionally, and socially at age-appropriate times.

We will ensure a safe learning environment by maintaining the consistent standards and expectations for lessons at Pittville School. RSHE lessons at Pittville should provide a supportive climate for discussion. 'Ground Rules' are set for discussion and the groups are encouraged to demonstrate trust, care and compassion. These ground rules outline how participants are required to listen to the opinions of others, respect confidentiality, privacy and the 'right to pass' without embarrassment. Distancing techniques such as using fictional scenarios and appropriate video clips are often used to support students in discussing topics in a safe and impersonal way. Student's questions will be answered by teachers who are prepared ahead of lesson time and equipped with informative resources.

We encourage our teachers to be authentic with students in noting that they may not always have every answer to hand, and to model appropriate responses in such a scenario by reassuring the student that they will research the correct answer and respond with an age-appropriate response in a timely manner. Students will also be able to raise questions as part of their reflections.

All staff teaching RSHE will be supported by CPD opportunities. At our school we challenge all forms of discrimination and bullying and are respectful of how students choose to identify themselves, understanding that their sexual orientation and gender identity may be 'emerging'.

Students should be able to recognise the physical, emotional, and moral implications and risks of certain types of behaviour and to accept that both sexes must have responsibility in sexual matters. The teaching of these important relationship skills are of course not standalone sessions, but are included within other areas of the curriculum, most notably; Food and Nutrition with healthy eating and self-image; computing and the use of online spaces for fostering relationships and mental health and PE which can include discussions of health and body image.

Good practice in these areas with open forums for discussion can lead to potentially sensitive issues arising and the DFE guidance discusses how these can help support children's safeguarding whether they have a concern for themselves or a friend.

9.1 Setting ground rules

A set of ground rules at the beginning of each lesson will help teachers create a safe environment in which they do not feel embarrassed or anxious about unintended or unexpected questions or comments from students.

Possible ground rules might include:

- No one (teacher or student) will have to answer a personal question
- Right to pass - no one will be forced to take part in a discussion
- Only the correct names for body parts will be used
- Meanings of words will be explained in a factual way

10. Safeguarding

Teachers are aware that effective RSHE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. Teachers are invited to raise safeguarding concerns through outlined procedures and using their CPOMs log-in. Teachers will consult with the designated safeguarding lead and in his /her absence their deputy where appropriate, as outlined in the safeguarding training they have received.

Visitors/external agencies which support the delivery of RSHE will be required to follow standard safeguarding procedures for visitors at Pittville, including signing in at reception and wearing the appropriate lanyard. RSHE leads follow responsible protocol for inviting visitors into lessons and briefings, including ensuring appropriate team members and staff are informed, prior due diligence is taken and that visitors are appropriately briefed on the whole school approach to RSHE prior to interaction with students. Raising student awareness of members of staff responsible for safeguarding, safeguarding procedures at Pittville and external sources of support is embedded in RSHE planning and lesson resources as common practice. Where arising, students who may be considered vulnerable or 'at risk' are considered during lesson planning to ensure approaches are consistent with plans in place for these students and any necessary supplementary preparation or differentiation is provided.

11. Engaging stakeholders

This policy is clearly made available to parents and others through the school website.

Alternatively, Pittville School will also make a copy of the policy free of charge to anyone who asks for one. We will notify parents when RSHE will be taught by sharing this on our accessible curriculum documents.

We are committed to working with parents and carers by providing clear information and providing opportunities to provide feedback to our learning guides, teachers and Curriculum Leaders.

RSHE forms a key part of all young people's education. However, parents have the right to withdraw their children from all or part of the sex education component of the RSHE curriculum provided at school, except for those parts included in the statutory National Curriculum, such as in science. Alternative arrangements will be made in such cases. All requests for the withdrawal of students from sex education should be made in writing to the Headteacher using the form below (Appendix A).

If a parent/carer requests that their child be removed from relationships and sex education, we will respond and provide support by discussing the aspect of RSHE concerned in full and liaising on reasoning and then providing alternative learning in place of this lesson.

Governors will be informed of the RSHE policy and curriculum.

Student voice will be used to review and tailor our RSHE programme to match the different needs of students.

12. Monitoring, reporting and evaluation

The RSHE curriculum and its delivery will be subject to monitoring and evaluation by the Senior Leadership Team, and the findings of this process will be presented to the Governing Body annually.

In line with the school monitoring processes, the teaching and learning will be monitored through learning walks, student and staff feedback as appropriate, informed discussion about the successful implementation of the policy. Judgments about its success can also be made through gathering evidence from:

- The wider school staff, on how the policy supports them.
- Parents and governors, about the clarity of information provided.
- Students and how the provision meets their needs/views.
- Internal reviews of the curriculum.

Teachers will critically reflect on their work in delivering RSHE through feedback received from learning walks and forms after the sessions.

The contribution of visitors and external agencies to RSHE provision be monitored and evaluated through learning walks and feedback from students and participating staff to the Key Stage teams.

Students will have opportunities to review and reflect on their learning during lessons and as part of student voice. Student voice will be influential in adapting and amending planned learning activities during curriculum development. Students are encouraged to

reflect and offer suggestions on how to improve their RSHE education. Students are asked to state how useful their RSHE education is, what new knowledge they have gained, and how enjoyable they found the curriculum. In addition, student survey opportunities request feedback on topics students would like to explore further.

RSHE can also be monitored through the increases in informed disclosures for investigation and the variation in recorded instances of expressions of homophobia, bullying, sexist graffiti, casual use of derogatory language, particularly with sexual or gender meanings, monitored by Student Support and Safeguarding Team.

13. Governors

As well as fulfilling their legal obligations and approving this policy, the governing body should also make sure that:

- all students make progress in achieving the expected educational outcomes
- the subjects are well led, effectively managed and well planned
- the quality of provision is subject to regular and effective self-evaluation
- teaching is delivered in ways that are accessible to all students with SEND
- clear information is provided for parents on the subject content and the right to request that their child is withdrawn
- the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligation



Appendix A

Withdrawal from Sex Education

Parents and carers have a right to request that their child is withdrawn from the sex education content of the relationships and sex education programme.

All requests will be considered by the Principal, and parents and carers will be invited to attend a meeting at the academy to discuss this request with their child’s pastoral manager.

Please note that parents are not able to withdraw their child from any aspect of sexual education that takes place in science lessons or from the content which covers relationships education.

Students who are withdrawn will spend their time engaged in further study of content from the RHSE curriculum (appropriate to their year group).

The form below should be completed by the parent/carer and returned to their child’s Achievement Leader.

Name of Child:		Year group:	
Name of Parent / Carer:			
Please outline your reason for requesting to withdraw your child from sex education lessons:			
Is there any other information you would like the academy to consider?			
Signed (parent/carer)		Date:	
