



## **Relationships, Sex and Health Education (RSHE)**

**January 2023**

**Review January 2024**

## 1. Aims

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

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

## 2. Statutory requirements

In teaching RSHE, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996. Our scheme of work has been extracted for this guidance to ensure that we are covering all required aspects to provide a broad ranging and informative curriculum. This content is delivered in a variety of ways to ensure that the content is accessible and understood by all our students with consideration being given to age, year group, special educational needs and parental right to withdraw from sex education.

## Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Equality Act 2010
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Children and Social Work Act 2017
- DfE (2022) 'Keeping children safe in education 2022'
- DfE (2021) 'Teaching about relationships, sex and health'
- DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2015) 'National curriculum in England: science programmes of study'

This policy operates in conjunction with the following school policies:

- Behaviour Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Online Safety Policy
- Student Equality, Equity, Diversity and Inclusion Policy
- Equality and Diversity in the Workplace policy
- Anti-bullying Policy

- Child Protection and Safeguarding Policy

### **3. Definition**

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

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

RSHE is not about the promotion of sexual activity.

### **4. 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 students. If students ask questions outside the scope of this policy, Student Mentors will respond in an appropriate manner so they are fully informed and will not seek answers online.

### **5. Delivery of RSHE**

RSHE is taught as a series of drop-down sessions. This means that the normal curriculum will be suspended for a period of four sessions per half term that can be delivered separately or during the course of a single day depending on the needs of the individual students. Where appropriate, RSHE will be delivered in small groups of students within the same year group to encourage debate and discussion. However, if the student prefers, these sessions can be delivered 1:1 as per our usual teaching model. Biological aspects of RSHE are taught within the science curriculum, and other aspects are included in religious studies (RS). Students can also receive separate sex education sessions as part of ongoing reflection lesson work based on therapeutic need and risk assessment.

RSHE 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.

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 may have a different structure of support around them (for example: looked after children or young carers).

## **6. Roles and responsibilities**

### **6.1 Directors**

The Directors will approve the RSHE policy.

### **6.2 The headteacher**

The headteacher is responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw students from the sex education components of RSHE (see section 7). These will be entered in the log held on section (2a) of the cloud and the headteacher will be notified by email of any necessary actions to be taken.

### **6.3 Staff**

Staff are responsible for:

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

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

Admin are responsible for:

- Requesting, collating and recording consent or lack thereof from parents relating to sexual education.
- Ensuring that school staff, including the operational senior and the senior for curriculum are informed where a student cannot be taught sexual education so that plans can be adapted.
- Ensuring that a date is recorded on the calendar, with the Operational Senior, curriculum senior and admin tagged in for the date that any students without consent for Sexual Education become 16 years minus 3 terms old.

- Ensuring that a letter is sent to any student without parental consent who becomes 16 years minus 3 terms old, asking them to opt in or out of sexual education, and recording the outcome of this and communicating to the school staff and the senior for curriculum.

The senior for curriculum is responsible for:

- Ensuring that plans are in place for each half term's RSHE drop down days.
- Ensuring that plans are in line with government stipulations.
- Ensuring that children who DO NOT have permission for sex education have those lessons removed from their plans.
- Ensuring that the scheme of work and lesson plans are highlighted in purple, showing where sexual education arises specifically.
- Providing a 'purple plan' of purely sex education for any student who: either has missed a substantial amount of sex education and has parental permission; or for a student who opts in at 16 years minus 3 terms.
- Creating a gaps plan at the end of each ten week review period for each student, which records any lessons that have not been covered on the therapeutic plan, ensuring that these will be covered going forward.

Operational Seniors are responsible for:

- Ensuring that transition and therapeutic leads have time at the ten-week review period for each student to consider if there are lessons that a student has missed and to move these to relevant plans.

Therapeutic leads are responsible for:

- Ascertaining at the initial risk assessment stage on induction (or at the time of writing for any student who does not already have this on their risk assessment) whether sex education has been covered in previous settings and asking the Senior for Data to request records of what specifically has been covered in each case.
- Looking at RHSE data at the end of a ten week review period for each student to consider where items missed on the RSHE plan fit into the risk assessment, and where they raise a risk, transferring them into the correct priority slot on the risk assessment.
- Speaking or arranging for someone to speak with the student at age 16 minus 3 terms who has not learnt the sex education curriculum.

- Informing the Senior for Curriculum of any lessons not covered by the therapeutic plan, and therefore need adding to the gaps plan, so that these are not missed.

#### **6.4 Students**

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

#### **7. Parents' right to withdraw**

Parents have the right to withdraw their children from the sex education components within RSHE up to and until 3 terms before the child turns 16. After this point a letter will be sent home to parents informing them that we will be discussing the option of reinstatement of sex education directly with the child in a therapeutic session. 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 and addressed to the headteacher.

A copy of withdrawal requests will be placed in the student's educational record. The headteacher will discuss the request with parents and take appropriate action depending on the outcome of the discussion.

Potential outcomes will include:

- The removal of student from sex education component lessons. If this occurs the student will be offered:
  - A lesson from the RSHE curriculum that they have previously missed,

**Or**

  - If no RSHE lessons have been previously missed, a lesson from one of their other subjects.
- Reinstatement of the student in sex education lessons.

#### **8. Staff instruction**

Staff receive information regarding RSHE lessons as part of their induction. The training of RSHE is included as part of the standard curriculum training on how to deliver lessons and preparation for this. All Exceptional Ideas Ltd staff also receive Child Protection training annually and as part of staff initial induction, which informs staff of our procedure for dealing with disclosures.

## **9. Safeguarding arrangements**

Some issues may result in children and young people making disclosures. These disclosures should be addressed in line with the school's Safeguarding Policy and Procedures.

Any staff disclosures or issues with teaching certain content should be raised with the Operational Senior Student Mentor who will address these through our normal HR processes.

## **10. Monitoring arrangements**

The delivery of RSHE is monitored by the Operational Senior Student Mentor in each school. The content of the RSHE curriculum is monitored by the Senior Student Mentor for Curriculum.

Students' development in RSHE is monitored by Operational Senior Student Mentors, Transition Leads and Therapeutic Leads as part of our internal assessment systems. These include 10-point RAG assessments to assess engagement and understanding on lesson plans and dynamic risk assessments to assess the impact of the learning on future and current behaviour.

At the end of each 10 week review period, the Transition Lead and Therapeutic Lead will gather data on completion or lack thereof of RHSE lessons. The Transition and Therapeutic Lead will then lift any lessons missed that are deemed urgent to add to the Therapeutic or Transition plan (e.g. where a student is involved in bullying and has refused or been absent for a lesson on bullying) and any remaining lessons will be added to the RHSE gaps plan by the Senior for Curriculum. The Therapeutic and Transition Lead may also deem it necessary to expand on lessons that have been completed in RHSE in their respective lessons in order to consolidate, reinforce or strengthen understanding.

This policy will be reviewed annually by the Senior Student Mentor for Safeguarding and Transition. At every review, the policy will be approved by Directors.

<b>Area of study:</b>	<b>Relationship and Sex Education</b>	<b>Level:</b>	<b>KS3-KS4</b>
<b>Courses contributed to:</b>		<b>Students:</b>	ALL STUDENTS
<b>Taught sessions:</b>	4 HOURS PER HALF TERM	<b>Location:</b>	Exceptional Ideas <ul style="list-style-type: none"> <li>• Teaseldown school</li> <li>• Brook View School</li> <li>• Primrose Hill School</li> <li>• Outreach service</li> </ul>

<b>Notes on baseline</b> (pre-requisites)	Level 2 National Curriculum
<b>Required outcomes</b> (students will be able to...)	<ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>
<b>Summative assessment:</b>	<ul style="list-style-type: none"> <li>•</li> </ul>
<b>Special issues and requirements:</b>	<ul style="list-style-type: none"> <li>• Resources to be purchased to meet the needs of the basic programmes of study.</li> <li>• All work to be differentiated by input to meet the needs of Exceptional Ideas Ltd.'s student's special educational needs in terms of safety / materials used / pace of projects.</li> <li>• All staff to have high expectations of each student, stretching them beyond what they believe they can achieve and encouraging and supporting them to achieve and appreciate their achievement.</li> </ul>



No.	Date/half term	Topic	Outcomes	Resources	Assessment	Notes
1	Y7/1	<b>Families</b>	<ul style="list-style-type: none"> <li>• Family relationships – how these relationships contribute to human happiness.</li> <li>• Importance for raising children.</li> <li>• Roles and responsibilities of parents – including characteristics of successful parenting.</li> <li>• Understand marriage and its legal status – rights and protections.</li> <li>• Why marriage is important to some and why it must be entered into freely.</li> <li>• Characteristics and legal status of other types of long-term relationships – including cohabiting and same sex relationships.</li> <li>• The characteristics of positive and healthy friendships.</li> </ul>		<ul style="list-style-type: none"> <li>• mentor feedback</li> <li>• objective assessment</li> </ul>	
2	Y7/2	<b>Respectful relationships including friendships</b>  <b>Online and media</b>	<ul style="list-style-type: none"> <li>• Mutual respect.</li> <li>• Types of bullying.</li> <li>• Impact of bullying and where to find help.</li> <li>• Looking at stereotypes and how they can be damaging.</li> </ul>		<ul style="list-style-type: none"> <li>• mentor feedback</li> <li>• objective assessment</li> </ul>	
3	Y7/3	<b>Respectful relationships including friendships</b>  <b>Mental wellbeing</b>	<ul style="list-style-type: none"> <li>• Boundaries and consent within non-sexual relationships.</li> <li>• Bodily autonomy.</li> <li>• Introduction to criminal behaviour within a relationship (non-sexual)</li> </ul>		<ul style="list-style-type: none"> <li>• mentor feedback</li> <li>• objective assessment</li> </ul>	

			<ul style="list-style-type: none"> <li>• Talking about emotions accurately and sensitively, using appropriate vocabulary.</li> <li>• Introduction to mental health.</li> <li>• Understanding how their actions can affect others.</li> </ul>			
4	Y7/4	<b>Online and media</b>  <b>Internet safety and harms</b>  <b>Mental wellbeing</b>	<ul style="list-style-type: none"> <li>• Online risks and responsibilities.</li> <li>• Risks of sharing materials and difficulty in removing potentially compromising material online.</li> <li>• Online boundaries and trust.</li> <li>• Impact of perceived ideals on social media on mental health and body image.</li> <li>• Risks of over reliance on online friendships/interaction.</li> <li>• Impact of viewing harmful content and where to find help.</li> </ul>		<ul style="list-style-type: none"> <li>• mentor feedback</li> <li>• objective assessment</li> </ul>	
5	Y7/5	<b>Mental wellbeing</b>  <b>Physical health and fitness</b> <b>Healthy eating</b>	<ul style="list-style-type: none"> <li>• Benefits and importance of physical health for mental well-being.</li> <li>• Links between drugs and mental health (age appropriate).</li> <li>• What constitutes a healthy lifestyle?</li> <li>• Physical health in relation to blood, organ and stem cell donation.</li> </ul>		<ul style="list-style-type: none"> <li>• mentor feedback</li> <li>• objective assessment</li> </ul>	
6	Y7/6	<b>Basic first aid</b>  <b>Health and prevention</b>	<ul style="list-style-type: none"> <li>• Treating basic injuries.</li> <li>• Lifesaving skills.</li> <li>• Personal hygiene and prevention of infection.</li> <li>• Dental hygiene.</li> </ul>		<ul style="list-style-type: none"> <li>• mentor feedback</li> <li>• objective assessment</li> </ul>	

7	Y8/1	<p><b>Changing adolescent body</b></p> <p><b>Intimate and sexual relationships including sexual health</b></p> <p><b>Health and prevention</b></p>	<ul style="list-style-type: none"> <li>• Key facts about puberty – male and female.</li> <li>• Hormonal changes for both.</li> <li>• Menstrual wellbeing.</li> <li>• Importance of good quality sleep.</li> <li>• Effects of drugs on fertility.</li> </ul>		<ul style="list-style-type: none"> <li>• mentor feedback</li> <li>• objective assessment</li> </ul>	
8	Y8/2	<p><b>Drugs, alcohol, tobacco and vaping</b></p>	<ul style="list-style-type: none"> <li>• Legal and illegal drugs and associated risks.</li> <li>• Dangers of prescribed drugs.</li> <li>• Facts about harms from smoking and vaping.</li> <li>• Physical and psychological consequences of addiction.</li> </ul>		<ul style="list-style-type: none"> <li>• mentor feedback</li> <li>• objective assessment</li> </ul>	
9	Y8/3	<p><b>Drugs, alcohol and tobacco</b></p> <p><b>Being safe</b></p> <p><b>County lines</b></p>	<ul style="list-style-type: none"> <li>• Laws relating to supply and possession of drugs.</li> <li>• Understanding county lines.</li> <li>• Coercion within any relationships.</li> <li>• Understanding consent and that it can be withdrawn.</li> </ul>		<ul style="list-style-type: none"> <li>• mentor feedback</li> <li>• objective assessment</li> </ul>	
10	Y8/4	<p><b>Online and media</b></p>	<ul style="list-style-type: none"> <li>• Age of criminal responsibility.</li> <li>• Legal implications of bullying.</li> <li>• Understanding how data is stored, shared, collected and used online.</li> </ul>		<ul style="list-style-type: none"> <li>• mentor feedback</li> </ul>	

		<b>Internet safety and harms</b>	<ul style="list-style-type: none"> <li>• Online privacy.</li> <li>• Risks relating to online gambling and debt.</li> </ul>		<ul style="list-style-type: none"> <li>• objective assessment</li> </ul>	
<b>11</b>	<b>Y8/5</b>	<b>Respectful relationships including friendships</b>  <b>Online and media</b>	<ul style="list-style-type: none"> <li>• Prejudices - stereotypes and the negative impact.</li> <li>• Understanding the difference between religious groups and extremists organisations.</li> <li>• How terrorism is portrayed in the media.</li> <li>• Understanding equality.</li> <li>• Understanding rights and responsibilities with regards to equality.</li> </ul>		<ul style="list-style-type: none"> <li>• mentor feedback</li> <li>• objective assessment</li> </ul>	
<b>12</b>	<b>Y8 / 6</b>	<b>Online and media</b>	<ul style="list-style-type: none"> <li>• What is considered inappropriate content.</li> <li>• Understand the harmful effects of inappropriate content and its impact.</li> <li>• How online data is collected, shared and used. Including identity theft.</li> </ul>		<ul style="list-style-type: none"> <li>• mentor feedback</li> <li>• objective assessment</li> </ul>	
<b>13</b>	<b>9/1</b>	<b>Intimate and sexual relationships</b>	<ul style="list-style-type: none"> <li>• To recognise characteristics and positive aspects of healthy one-to-one intimate relationships.</li> <li>• How health can be impacted by choices they make in sex and relationships (mental health, physical, emotional, reproductive).</li> <li>• The facts of reproductive health, including fertility of men and women.</li> </ul>		<ul style="list-style-type: none"> <li>• mentor feedback</li> <li>• objective assessment</li> </ul>	You must check permissions for this half term.
<b>14</b>	<b>Y9 / 2</b>	<b>Intimate and sexual relationships</b>	<ul style="list-style-type: none"> <li>• Strategies for managing and identifying sexual pressure.</li> </ul>		<ul style="list-style-type: none"> <li>• mentor feedback</li> </ul>	You must check permissions for this half term.

			<ul style="list-style-type: none"> <li>• The choice to delay sex or enjoy intimacy without sex.</li> <li>• Learn about the full range of contraceptive choices and their efficacy.</li> <li>• Pregnancy facts, including miscarriage.</li> <li>• Pregnancy choices and bodily autonomy.</li> </ul>		<ul style="list-style-type: none"> <li>• objective assessment</li> </ul>	
15	Y9 / 3	<b>Intimate and sexual relationships</b>  <b>Respectful relationships</b>	<ul style="list-style-type: none"> <li>• Sexually transmitted infections (including HIV) – how they are transmitted and how you can reduce the risk.</li> <li>• STI treatment.</li> <li>• How the use of alcohol and drugs can lead to risky behaviour (lower inhibitions, inability to consent).</li> <li>• Places locally to find further information and advice on reproductive health.</li> <li>• What constitutes criminal behaviour within a relationship?</li> </ul>		<ul style="list-style-type: none"> <li>• mentor feedback</li> <li>• objective assessment</li> </ul>	You must check permissions for this half term.
16	Y9 / 4	<b>Respectful relationships</b>  <b>Being safe</b>	<ul style="list-style-type: none"> <li>• What constitutes sexual harassment and sexual violence?</li> <li>• Legal rights regarding equality.</li> <li>• Consent – sexual consent and how/when it can be withdrawn (inc. online).</li> <li>• Legal ramifications of sexting – age, consent, law.</li> </ul>		<ul style="list-style-type: none"> <li>• mentor feedback</li> <li>• objective assessment</li> </ul>	You must check permissions for this half term.
17	Y9/5	<b>Families</b>  <b>The law</b>	<ul style="list-style-type: none"> <li>• How to recognise signs of an unsafe relationship.</li> <li>• To explore the terms sexuality and gender identity.</li> </ul>		<ul style="list-style-type: none"> <li>• mentor feedback</li> </ul>	You must have permissions for sexuality and gender identity

			<ul style="list-style-type: none"> <li>• Legal provisions in place to protect young people.</li> </ul>		<ul style="list-style-type: none"> <li>• objective assessment</li> </ul>	
18	Y9 / 6	<b>Gaps</b>	<ul style="list-style-type: none"> <li>• Opportunity to fill in any gaps from missed or refused sessions.</li> </ul>		<ul style="list-style-type: none"> <li>• mentor feedback</li> <li>• objective assessment</li> </ul>	
19	Y10 / 1	<b>The law</b>  <b>Respectful relationships</b>	<ul style="list-style-type: none"> <li>• The physical and mental impact of FGM.</li> <li>• The laws surrounding FGM.</li> <li>• The rights and responsibilities surrounding FGM.</li> <li>• Unhealthy and abusive behaviours in relationships, including physical abuse and violence, honour-based violence and forced marriage.</li> <li>• What constitutes sexual harassment and sexual violence – recap/extension from Y9/4.</li> </ul>		<ul style="list-style-type: none"> <li>• mentor feedback</li> <li>• objective assessment</li> </ul>	You must check permissions for this half term
20	Y10 / 2	<b>Online and media</b>  <b>The law</b>	<ul style="list-style-type: none"> <li>• Harmful effects of viewing inappropriate content. Effects on viewer and person/people the content contains.</li> <li>• That sexually explicit material presents a distorted picture of sexual behaviour and how this is damaging.</li> <li>• The law about consent and explicit images, including indecent images of children and the penalties it carries.</li> <li>• How your data is used online, specifically related to viewing and sharing indecent images.</li> </ul>		<ul style="list-style-type: none"> <li>• mentor feedback</li> <li>• objective assessment</li> </ul>	You must check permissions for sexually explicit materials and sexual behaviour lesson

21	Y10 / 3	Gap filling	<ul style="list-style-type: none"> <li>This is an opportunity to address any gaps, or subjects that specifically relate to students' needs.</li> </ul>		<ul style="list-style-type: none"> <li>mentor feedback</li> <li>objective assessment</li> </ul>	
22	Y10 / 4	<b>Being safe</b>  <b>County lines</b>  <b>Online and media</b>	<ul style="list-style-type: none"> <li>How coercion can negatively impact relationships.</li> <li>Recognising coercion.</li> <li>Importance of consent within any relationship.</li> <li>Exploitation, extremism and radicalisation.</li> <li>Legal implications of bullying.</li> </ul>		<ul style="list-style-type: none"> <li>mentor feedback</li> <li>objective assessment</li> </ul>	You must check permissions. You must differentiate the lessons on coercion to ensure that no reference is made to sexual relationships.
23	Y10/5	<b>Drugs, alcohol and tobacco</b>  <b>Intimate and sexual relationships</b>	<ul style="list-style-type: none"> <li>Physical and psychological consequences of addiction.</li> <li>Law relating to supply and possession.</li> <li>How the use of alcohol and drugs can lead to risky sexual behaviour.</li> </ul>		<ul style="list-style-type: none"> <li>mentor feedback</li> <li>objective assessment</li> </ul>	You must have permissions for risky sexual behaviour lesson
24	Y10 /6	gaps			<ul style="list-style-type: none"> <li>mentor feedback</li> <li>objective assessment</li> </ul>	
25	11/1- 6	Refer to aspirations plan			<ul style="list-style-type: none"> <li>mentor feedback</li> <li>objective assessment</li> </ul>	