

Heckmondwike Grammar School

Policy: Relationships, Sex & Health Education

Status: Statutory

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HECKMONDWIKE GRAMMAR SCHOOL ACADEMY TRUST

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1. Aims

The aims of relationships, 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

RSHE at Heckmondwike Grammar School is taught within a seven-year spiral Personal, Social and Health Education (PSHE) curriculum, which is designed to meet the needs of the students as they develop throughout that time.

2. Statutory requirements

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

In teaching RSHE, 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 Heckmondwike Grammar School we teach RSHE as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, students and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff looked at relevant national and local data/guidance in order to identify key areas within the curriculum.
2. Parent/stakeholder consultation – in July each year, we share the policy with parents and ask for feedback.
3. Student consultation – student voice is undertaken regularly and the results are used to inform the RSHE curriculum.

4. 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.

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 in consultation with parents, students and staff, taking into account the age, needs and feelings of students. If students ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and avoid seeking answers online.

6. Delivery of RSHE

RSHE is taught within the PSHE taught curriculum. Biological aspects of RSHE are taught within the science curriculum in year 7 and then re-visited again in PSHE lessons in both year 8, 10 and 12.

Students also receive stand-alone health sessions on contraception in Year 9, sexually transmitted infections in Year 10, and sessions on sexual health in Year 12, all of which are delivered by a trained Locala health professional.

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

For more information about our RSHE 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. The definition that we use for families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures.

7. Roles and responsibilities

7.1 The governing board

The governing board will hold the Headteacher to account for the implementation of this policy.

7.2 The Headteacher

The Headteacher (or nominated member of SLT) is responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw students from non-scientific components of RSHE (see section 8).

7.3 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 non-scientific 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 Headteacher.

Subject leader for PSHE – Rebecca Pyrah

7.4 Students

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

8. Parents' right to withdraw

Parents have the right to withdraw their children from the non-scientific components of sex education within RSHE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy 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.

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

9. Training

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

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

10. Monitoring arrangements

The delivery of RSHE is monitored by Rebecca Pyrah (subject leader for PSHE):

Monitoring will be done via departmental learning walks, work scrutiny and student voice. All PSHE teachers will use resources developed by the subject leader to ensure consistency.

Students' development in RSHE is monitored by class teachers through assessment.

This policy will be reviewed annually by Jeremy Barnett (Assistant Headteacher). At every review, the policy will be approved by the governing body and the Headteacher.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 7	1	Relationships – friendship, peer pressure, bullying Health & wellbeing – transition to secondary school, time management, aspirations
Year 7	2	Health & wellbeing – physical health (a healthy diet, the importance of exercise)
Year 7	3	Relationships – family, parenting, diversity, stereotypes
Year 8	1	Relationships – healthy relationships Health & wellbeing – a healthy heart, Re-start a heart day (with the West Yorkshire Ambulance service), puberty, good mental health, healthy coping strategies, confidence and self-esteem
Year 8	2	Relationships – protected characteristics, discrimination, ableism Health & wellbeing – mental well-being, unhealthy coping strategies, resilience
Year 8	3	Relationships – managing risks, risks & consequences Health & Wellbeing – healthy choices, immunisation, FGM

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 9	1	Relationships – sexuality and gender identity, long term relationships, consent Health & wellbeing – smoking, alcohol and drugs
Year 9	2	Relationships – managing risks, risks and consequences, consent and reproduction
Year 10	1	Relationships – healthy relationships, managing conflict Health & wellbeing – mental health,
Year 10	2	Relationships – forced marriage, coercive control, domestic abuse Health & wellbeing – extremism, radicalisation, child sex exploitation
Year 11	1	Relationships – managing unwanted attention, domestic abuse, forced marriage
Year 11	2	Health & wellbeing – substance abuse, managing risk Relationships – the effect of pornography, managing unwanted attention

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

TOPIC	STUDENTS SHOULD KNOW
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
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)

TOPIC	STUDENTS SHOULD KNOW
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 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	