

Ormiston Academies Trust

## Thomas Wolsey Ormiston Academy

# Relationship and Sex Education (RSE) and Health Education policy (secondary)

### Policy version control

Policy type	Statutory policy, OAT template strongly recommended
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Review	Policies will be reviewed in line with OAT's internal policy schedule and/or updated when new legislation comes into force
Description of changes	<ul style="list-style-type: none"> <li>▪ Reformatted and re-numbered throughout</li> <li>▪ 1.1 Update of reference to KCSIE 2023</li> <li>▪ 4.2 Clarification of the sharing of teachers' views and beliefs</li> <li>▪ 4.4 Removal of footnote; addition of subsections 4.4.1, 4.4.2 and 4.4.3 to clarify the right to request withdrawal</li> <li>▪ 4.9 Clarification on statutory curriculum content to which withdrawal does not apply</li> <li>▪ Appendix 1 example letter to parents/carers removed</li> </ul>

	<ul style="list-style-type: none"><li>▪ Appendix 2 Science, Citizenship, PE, Computing national curriculum moved to Appendix 1</li></ul>
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# 1. Policy statement and principles

## Legislation

1.1. This policy will be compliant with the following guidance:

- DfE 'Relationship Education, Relationships and Sex Education (RSE) and Health Education' Statutory guidance
- DfE 'Science, PE, Computing, Citizenship programmes of study (at Key Stages relevant to the age and stage of each pupil)
- DfE 'Science, PE, Computing, Citizenship programmes of study (at Key Stages relevant to the age and stage of each pupil)
- Keeping Children Safe in Education 2023

## Policy aims and principles

1.2. Definition: relationship and sex education (RSE) is defined as:

- *A programme designed 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 pupils 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.*

1.3. Our vision:

- *By the time they leave year 11, our pupils will be able to make informed decisions with regard to their own health (including sexual health) and personal well-being whilst having regard for the well-being and rights of others in ways appropriate to their developmental ability and understanding.*

1.4. Our aims: our academy is committed to relationships and sex education which:

- 1.4.1. Is delivered through personalized programmes of study that link to the EHCPs, through blocks of targeted lessons with support from outside agencies, through class programmes of study in specific curriculum areas, (especially Science & Tech, PCI, PD, SEWB) through organized and spontaneous activities using a cross-curriculum approach and through the way the school is organized and its emphasis on pastoral care
- 1.4.2. Is taught by staff regularly trained in RSE and PSHE (with expert visitors invited in to enhance and supplement the programme where appropriate)

- 1.4.3. Works in partnership with parents and carers, informing them about what their children will be learning and about how they can contribute at home
- 1.4.4. Delivers lessons where pupils feel safe and encourages participation by using a variety of teaching approaches with opportunities to develop critical thinking and relationship skills
- 1.4.5. Is based on reliable sources of information, including about the law and legal rights, and distinguishes between fact and opinion
- 1.4.6. Promotes safe, equal, caring and enjoyable relationships and discusses real-life issues appropriate to the age and stage of pupils, including friendships, families, consent, relationship abuse, sexual exploitation and safe relationships online
- 1.4.7. Gives a positive view of human sexuality, with honest and medically accurate information, so that pupils can learn about their bodies and sexual and reproductive health in ways that are appropriate to their age and maturity
- 1.4.8. Gives pupils opportunities to reflect on values and influences (such as from peers, media, faith and culture) that may shape their attitudes to relationships and sex, and nurtures respect for different views
- 1.4.9. Includes learning about how to get help and treatment from sources such as the school nurse and other health and advice services, including reliable information online
- 1.4.10. Fosters gender equality and LGBTQ+ (lesbian, gay, bisexual, trans, questioning) equality and challenges all forms of discrimination in RSE lessons and in every-day school life
- 1.4.11. Meets the needs of all pupils with their diverse experiences - including those with special educational needs and disabilities
- 1.4.12. Seeks pupils' views about RSE so that teaching can be made relevant to their real lives and assessed and adapted as their needs change
- 1.4.13. This policy is consistent with all other policies adopted by OAT / the academy and is written in line with current legislation and guidance.

## Complaints

- 1.5. All complaints are dealt with under the OAT Complaints Policy.
- 1.6. Complaints should be made in writing and will follow the OAT complaint procedures and set timescales. The handling of complaints may be delegated to an appropriate person.

## Monitoring and review

- 1.7. This policy will be reviewed annually or in the following circumstances:

- changes in legislation and / or government guidance
  - as a result of any other significant change or event
  - in the event that the policy is determined not to be effective
- 1.8. This policy will be reviewed by the principal in conjunction with the PSHE coordinator on an annual basis. Any changes needed to the policy, including changes to the programme, will be implemented by the principal.
- 1.9. Any changes to the policy will be clearly communicated to all members of staff involved in the Relationships and Sex Education (RSE) and Health Education programme.

## 2. Organisation of the Programme

- 2.1. RSE and Health Education are coordinated by the PCI/SEWB Lead who is responsible for the overall planning, implementation and review of the programme.
- 2.2. RSE and Health education will be conducted in accordance with legislation and DfE statutory guidance and will be monitored and reviewed on an annual basis.
- 2.3. The majority of the programme will be delivered by pastoral teachers and be supported by the delivery of the national curriculum in Citizenship, Science, Physical Education and Computing. Pupils can be taught in mixed ability, mixed gender or single sex groupings. There will be additional expert input from external agencies.
- 2.4. In Relationships and Sex Education (RSE) we teach pupils about:

## Content

In Relationships and Sex Education (RSE) we teach pupils about:

### Families

Respectful relationships, including friendships

Online and media

Being safe

Intimate sexual relationships, including sexual health

Mental well-being

Internet safety and fitness

Healthy eating

Drugs, alcohol and tobacco

Health and prevention

Basic first aid

Changing adolescent body

See Appendix 1 for Age and Stage Document for SEWB and PCI (including Citizenship for Key Stage 3 & 4)

See Appendix 2 for the Programmes of Study for SEWB and PCI (including Citizenship) Secondary

See Appendix 3 for Age and Stage Document for Cognition and Learning Science and Technology for Key Stage 3 and 4

See Appendix 5 for Age and Stage Document for PD

See Appendix 4 for Age and Stage Document for Communication and Interaction

Through personalized programmes of study that link to the EHCPs

Through blocks of targeted lessons with support from outside agencies

Through class programmes of study in specific curriculum areas, especially in Communication and Interaction, Cognition and Learning (Science and Technology), PCI and SEWB

Through organized and spontaneous activities using a cross-curriculum approach

Through daily pastorally-based opportunities of learning

## Training of staff

2.5. All staff members at the academy will undergo training on a timely basis to ensure they are up-to-date with the relationship and sex education and health education programme.

- 2.6. Training of staff will also be scheduled around any updated guidance on the programme and any new developments in content.
- 2.7. The academy will ensure that teachers receive training on the best practice principles as outlined by the PSHE Association on creating a safe learning environment. To include:
  - Setting ground rules
  - Distancing the learning
  - The safe handling of questions
  - The protection of vulnerable learners
  - Signposting for further help and support
- 2.8. The academy will use resources including the National College training materials as well as the PSHE resources published by the DfE to train staff members in the teaching of PSHE.

## 3. The Preventative PSHE Curriculum

### Safeguarding, reports of abuse and confidentiality

- 3.1. At the heart of these subjects there is a focus on keeping children safe, we play an important role in preventative education. Keeping Children Safe in Education (KCSIE) sets out that all schools and colleges should ensure children are taught about safeguarding, including how to stay safe online, as part of providing a broad and balanced curriculum.
- 3.2. We follow good practice guidelines allowing children an open forum to discuss potentially sensitive issues. Such discussions can lead to increased safeguarding reports. Children will be made aware of how to raise their concerns or make a report and how any report will be handled. This process will include when they have a concern about a friend or peer.
- 3.3. All staff know what to do if a pupil tells them that they are being abused or neglected or are witnessing abuse. Staff know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the Designated Safeguarding Lead (or deputy) and children's social care. Staff will never promise a child that they will not tell anyone about a report of abuse, as this may ultimately not be in the best interests of the child.
- 3.4. When we invite external agencies in to support delivery of these subjects, we will agree in advance of the session how a safeguarding report should be dealt with by the external visitor. We will ensure that children understand how confidentiality will be handled in a lesson and what might happen if they choose to make a report.

### Addressing Sexual Violence and Sexual Harassment in the PSHE curriculum

- 3.5. Sexual violence and sexual harassment can occur between two children of any age and sex from primary through to secondary stage into colleges. It can occur through a group of children sexually assaulting or sexually harassing a single child or a group of children. Sexual violence

and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable. Our staff maintain an attitude of 'it could happen here.'

- 3.6. Schools and colleges have a statutory duty to safeguard and promote the welfare of the children at their school/college. The best response to child sexual violence and harassment are those which take a whole school or college approach to safeguarding and child protection.
- 3.7. Our planned programme of evidence-based content delivered through the PSHE curriculum is part of our whole school approach that prepares our students for life in modern Britain. It is delivered in regularly timetabled lessons and reinforced through the whole curriculum. We have planned our programme with a spiral approach to meet the needs of our pupils, considering their age and stage of development. Our schemes of learning build on prior knowledge with the importance of healthy relationships developed during the earlier years, and a focus on specific aspects, such as teen relationship violence, sexual exploitation, and coercion – at an appropriate stage. Our preventative PSHE education curriculum specifically includes:
- The points related to the 'Being Safe' element of DfE Statutory RSHE
  - Teaching about healthy and respectful relationships
  - Teaching about what respectful behaviour looks like
  - Boundaries and consent
  - Stereotyping, prejudice, and equality
  - Body confidence and self-esteem
  - Teaching about the features of unhealthy and coercive relationships, including how to recognize an abusive relationship, including coercive and controlling behaviour
  - Teaching about the features of sexual harassment
  - The concepts of, and laws relating to sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, and honour-based abuse such as forced marriage and FGM, and how to access support
  - Teaching about the risks associated with sharing sexual images and the potential impacts of viewing pornography
  - That sexual violence and sexual harassment is always unacceptable; and how the law defines them
  - When, why, and how to report abuse and access appropriate support.
- 3.8. We ensure that our academy DSL and pastoral team have oversight of the PSHE education curriculum and understand when these topics are taught, so they are prepared to support pupils who disclose or are affected by the issues raised.

## 4. Parental Involvement

- 4.1. We understand that the teaching of some aspects of the programme may be of concern to parents/carers.
- 4.2. The content of the programme provides pupils with factual content, in line with our vision as referenced in section 1.3. Pupils will be encouraged to share their views, and to recognise and

appreciate views which may differ from their own. Teachers may share their own views or beliefs where it is appropriate and relevant to the lesson content; in such instances, teachers will clarify such comments as being of their own opinion and not fact. Teachers will also ensure that they abide by relevant professional and impartiality guidelines in making such contributions.

- 4.3. Parents/carers will be regularly consulted on the content of the programme, through meetings or letters, and the programme will therefore be planned in conjunction with parents/carers.
- 4.4. We respect the legal right of parents/carers to withdraw their child from all or part of the Sex Education component of the RSHE programme, except for statutory elements included within the national curriculum for Citizenship, PE, Computing and Science.
  - 4.4.1. Parents will not be able to withdraw their child from Relationships Education and/or Health Education content. A child may be withdrawn from the lesson content which is specifically deemed as Sex Education content.
  - 4.4.2. If a parent wishes their child to be withdrawn from any or all of the Sex Education lesson content they should put in writing which aspects of the programme they do not wish their child to participate in and send this to the academy addressed to Helen Dickenson or Emily Webster the Academy Co-Principals.
  - 4.4.3. In accordance with the Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance, a pupil who has been withdrawn from Sex Education content will have the right to opt into Sex Education content from their 15th birthday (specifically, three academic terms before turning 16).
- 4.5. Before granting any such request the Co-Principals will 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. We will document this process to ensure a record is kept.
- 4.6. During this discussion the Co-Principals will discuss with parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher.
- 4.7. Once those discussions have taken place, except in exceptional circumstances, we will respect the parents' request to withdraw the child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, we will make arrangements to provide the child with sex education during one of those terms.
- 4.8. This process is the same for pupils with SEND. However, there may be exceptional circumstances where the Co-Principals may want to take a pupil's specific needs arising from their SEND into account when making this decision. Additional support may be offered to ensure the best learning outcomes where appropriate.
- 4.9. The academy always complies with the wishes of parents in this regard and will provide appropriate sources of information for parents who wish to withdraw their children. If, after meeting with the academy to discuss their concerns, a parent withdraws their child from topics

which are **not included in the statutory national curriculum, Relationships Education curriculum or Health Education curriculum**, then the academy will make alternative arrangements for the pupil.

- 4.10. A list of the statutory topics included in the national curriculum at the different key stages, can be found in the Appendices.

## 5. Equal opportunities

- 5.1. We understand and abide by The Equality Act 2010, and fully respect the rights of pupils and staff members.
- 5.2. Under the provisions of the Equality Act, we will not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics). We will also make reasonable adjustments to alleviate disadvantage and be mindful of the SEND Code of Practice when planning for these subjects.
- 5.3. We are dedicated to delivering the Relationships and Sex Education (RSE) and Health Education programme with sensitivity and respect, avoiding any derogatory or prejudicial terms which may cause offence.
- 5.4. We will be alive to issues such as everyday sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled. We will model positive behaviours. Our pastoral and behaviour policies support all pupils.
- 5.5. Sexual violence and sexual harassment are not acceptable, will never be tolerated and are not an inevitable part of growing up. Any report of sexual violence or sexual harassment will be taken seriously. We will foster an understanding for all pupils of healthy relationships, acceptable behaviour and the right of everyone to equal treatment. This will help to ensure that pupils treat each other well and go on to be respectful and kind adults.
- 5.6. Any occurrence incidents contravening the Equality Act 2010 should be reported to a member of academy staff, who will then follow the appropriate Behaviour Policy when the pupil is on academy premises.
- 5.7. These incidents will be dealt with following the process in our Anti-Bullying Policy or the peer on peer abuse section of the Safeguarding Policy. The principal will decide whether it is appropriate to notify the police or an anti-social behaviour coordinator in their LA of the action taken against a pupil.

## 6. Assessment

- 6.1. We will have the same high expectations of the quality of pupils' work in these subjects as for other curriculum areas. A strong curriculum will build on the knowledge pupils have previously acquired, including in other subjects, with regular feedback provided on pupil progress.
- 6.2. Lessons will be planned to ensure that pupils of differing abilities, including the most able, are suitably challenged. Teaching will be assessed and assessments used to identify where pupils need extra support or intervention.
- 6.3. Teachers will assess pupil understandings through their responses in lessons and their ability to apply what they have learnt to their behaviours around school. Many aspects of the RSE curriculum, e.g. forming respectful relationships, healthy eating, physical health and fitness, mental well-being will form part of the personalized learning goals of individuals and be assessed accordingly at the end of each semester. In Key Stage 4, pupils may gain external accreditation in some aspects of RSE through accreditation such as as AQA Unit Awards or OCR Life and Living Skills.