



WALTON HIGH SCHOOL

Proud to be part of Walton Multi Academy Trust



RELATIONSHIPS, SEX AND HEALTH EDUCATION (RSHE) POLICY

Reviewed by Governors:	June 2024
To be reviewed:	June 2027
Leadership link person:	Mrs A Cashmore

*Walton Multi Academy Trust refers to all schools within the Trust.
When referring to Trust Boards, this includes Local Governor Boards, and the term
'Governor' includes all Trustees or Local Board Governors.*

Statement of intent

At name of school, we understand the importance of educating pupils about relationships, sex and health so that they can make responsible and well-informed decisions in their lives.

The teaching of RSHE can help to prepare pupils for the opportunities, responsibilities and experiences of adult life. It allows us to promote the spiritual, moral, social, cultural, mental and physical development of pupils at school and in wider society.

We have an obligation to provide pupils with high-quality, well-evidenced and age-appropriate teaching of these subjects. This policy outlines how the school's RSHE curriculum is organised and delivered, to ensure it meets the needs of all pupils.

As a secondary school we must provide RSE to all pupils as per section 34 of the Children and Social work act 2017.

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

- Equality Act 2010
- Children and Social Work Act 2017
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- DfE (2015) 'National curriculum in England: science programmes of study'
- DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2021) 'Teaching about relationships, sex and health'
- [Updated] DfE (2023) 'Keeping children safe in education 2023'
- Education Act 1996

The school considers sex education to be an important part of its work in preparing young people for adult life. Young people face great pressures from their peers, the media and society in general on sexual matters.

Sex education should not be seen as an isolated topic. It needs to be an integral part of the learning process which includes such concepts as growing and changing, the life cycle, puberty, reproduction and sexual health. It is also about emotions, relationships and responsibilities and should be set in the context of caring relationships.

Relationship, Sex & Health Education (RSHE) is lifelong learning for all young people in school, irrespective of their gender, ethnicity or ability. It is about physical,

moral and emotional development, the understanding of the importance of family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health. It is not about the promotion of sexual orientation or sexual activity. RSHE should enable students to make informed and appropriate choices as they become young adults and to develop responsible attitudes to sexual activity and the development of their own stable, loving relationships.

The school believes that all pupils are entitled to a sex education programme which encourages the understanding, tolerance and valuing of different views and beliefs. The sex education programme seeks to complement and support the role of parents.

Parents have the right to withdraw their children from sex education lessons (other than those which form part of the Science curriculum) but they are encouraged to discuss the programme and their concerns with the school first so that any misunderstandings can be corrected, and fears allayed.

Aims

1. To ensure that all pupils receive appropriate information on the biological aspects of sexuality as part of their Science curriculum.
2. To encourage an ethos of trust and openness where topics can be freely discussed.
3. To help pupils to develop informed, reasoned and responsible attitudes.
4. To help pupils develop self-esteem and self-confidence leading to responsible caring relationships.
5. To ensure that all pupils are aware of the risks associated with irresponsible sexual behaviour and of agencies for support, counselling and practical help.

Practice

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

Outside agencies or organisations may be utilised to deliver some aspects of the curriculum to enhance provision for our students.

By the end of secondary school the following will have been covered:

Respectful relationships

1. All pupils are taught the biological facts about puberty, menstruation and reproduction as part of their Science lessons.
2. Within the Personal, Social and Health Education programme, all pupils are taught about STIs (sexually transmitted infections), positive self-image, peer pressure, consequences of unprotected sex, contraception, child sexual exploitation and the risks associated with social media and technology.
3. Sex education and the wider area of personal health is delivered during PSHE sessions in each year group where the topics covered are tailored to the age and experiences of the particular pupils involved.
4. Sex education in school is set within the context of caring relationships, within a moral framework.
5. Pupils explore moral values, the role of the family, the role of religion, parenting, gender issues and stereotyping as part of the sex education programme, delivered within both Personal, Social and Health Education, Religious Education lessons and during assemblies.
6. Pupils are encouraged to discuss social and peer pressures and to develop self-esteem and assertiveness in relationships.
7. Colleagues from other agencies assist with the delivery of sex education including the school nurse and health care professionals.
8. Sex education takes place in tutor groups unless single sex grouping is considered more appropriate for specific issues (eg menstruation) and is also integrated within the curriculum in normal teaching groups.
9. About the characteristics of positive and healthy friendships in all contexts (including online), including trust, respect, honesty, kindness, generosity, boundaries, privacy, and consent; and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationships.
10. Practical steps they can take in a range of different contexts to improve or support respectful relationships.
11. How stereotypes, particularly those based on sex, gender, race, religion, sexual orientation or disability, can cause damage, e.g. how they might normalise non-consensual behaviour.
12. About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying, and how and where to seek help.
13. About the types of behaviour in relationships that can be criminal, including violent behaviour and coercive control.
14. What constitutes sexual harassment and violence and why these are always unacceptable.

Online

1. By the end of secondary school, pupils will know:

2. Their rights, responsibilities and opportunities online, and that the same expectations of behaviour apply in all contexts.
3. About online risks, including that material shared with another person has the potential to be shared online and the difficulty of removing potentially compromising material placed online.
4. Not to provide material to others that they would not want shared further and not to share personal material which they receive.
5. What to do and where to get support to report material or manage issues online.
6. The impact of viewing harmful content.
7. 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.
8. That sharing and viewing indecent images of children is a criminal offence which carries severe penalties, including imprisonment.
9. How information and data is generated, collected, shared and used online.

Where a pupil discloses sexual abuse or where a teacher has reason to suspect such abuse, immediate action must be taken in line with the Safeguarding Policy.

Confidentiality - a teacher approached by an individual pupil for specific advice on contraception or other aspects of sexual behaviour should encourage the pupil wherever possible to seek advice from her/his parents and/or from the relevant health service professional (family GP or school nurse).

GUIDELINES FOR TEACHERS ON SENSITIVE ISSUES, CONFIDENTIALITY AND ADVICE TO STUDENTS

Sensitive Issues - These may include: Puberty, Menstruation, Sexual intercourse, Contraception, Abortion, Safer sex, HIV / AIDs, sexually transmitted infections (STIs) and Abuse.

The classroom teacher is directly responsible to the Head teacher in all areas of the curriculum. They do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Head of PSHE in the first instance. This includes areas that deal with sensitive issues and modelling positive attitudes to RSHE. Staff should adopt a trauma-informed approach and be particularly mindful of more vulnerable pupils who may have Adverse Childhood Experiences or potential triggers related to the material. It is important that they adopt an inclusive approach. The teacher therefore should show the usual level of organisation for these areas in terms of clarity of objectives, tasks and availability of resource materials. There should also be a clear policy on assessment of this work.

Teachers should understand the difference between stating facts and stating opinions. If work in sensitive areas of the curriculum causes teachers any concerns, they should discuss them with the Head teacher.

The school curriculum sets out how sex and relationship education will be provided. It is, however, inevitable that related issues will emerge in other lessons from time to time. Staff should have read 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' DfE 2019.

Ground rules

A set of ground rules 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. Ground rules might be developed as part of the school's relationships, sex and health education policy or individually with each class or year group. For example: no teacher or student will have to answer a personal question; no-one will be forced to take part in a discussion; only the correct names for the parts of the body will be used; and meanings of words will be explained in a sensible and factual way.

Dealing with questions

Teachers should establish clear parameters of what is appropriate and inappropriate in a whole class setting. Many teachers are concerned about responding to unexpected questions or comments from students in a whole class situation. Having a set of ground rules should reduce the chances of this happening but the following guidelines should be used: If a question is too personal, the teacher should refer back to the ground rules. If the student needs further support, the teacher can refer her or him to the appropriate person, such as the Head of PSHE, Head of House, welfare managers, school counsellor or child protection officers.

If a teacher doesn't know the answer to a question, it is important to acknowledge this, and to suggest that the answer is researched later. If a question is too explicit, seems inappropriate for the age of the student, or raises concerns about sexual abuse, the teacher should acknowledge it and promise to attend to it later, on an individual basis. In this way, the student will feel they have been treated with respect, but the rest of the class will not have to listen to personal experience or inappropriate information. To maintain trust and respect, the teacher must remember to talk with the student later; and if a teacher is concerned that a student is at risk of sexual abuse, they should follow the school's Safeguarding policy referring the matter as a cause for concern to a designated safeguarding lead.

Confidentiality

If a student makes a personal disclosure to a member of staff, that member of staff cannot offer or guarantee unconditional confidentiality. The procedure set out in the school's safeguarding policy for when a child reveals abuse should be used in these circumstances.

The information that has been disclosed should be reported to a designated safeguarding lead and the school Safeguarding Procedures should be followed.

Advice to Students

Teachers will give students full information about different types of contraception, including emergency contraception and their effectiveness. Students may wish to raise further issues with staff arising from discussion in the classroom. Teachers can also give students – individually and as a class – additional information and guidance on where they can obtain confidential advice, counselling and, where necessary, treatment.

Members of staff from our pastoral team are available to help support students with concerns in the first instance. Referrals to the school nurse can be made if necessary.

All pastoral support staff work together with tutors, but they will not share personal information about students without their permission **unless there are child protection concerns.**

Working with Parents

Parents are the key people in: teaching their children about sex and relationships; maintaining the culture and ethos of their family; helping their children to cope with the emotional and physical aspects of growing up; and preparing them for the challenges and responsibilities that sexual maturity brings.

It is hoped that the school's relationship, sex and health education programme will complement and support the role of parents.

The RSHE policy will be available via the school website and parents will be advised when RSHE lessons are to be delivered as part of the PSHE programme.

Parents have the right to withdraw their children from all or part of the relationships, sex and health education provided by school. The exception to this is for those parts delivered in Science lessons as these parts are included in the statutory National Curriculum. Any parent wishing to withdraw their child is encouraged to contact the Head of PSHE to discuss the matter.

Related Policies

1. Anti-Bullying
2. Behaviour
3. Safeguarding
4. Equal Opportunities
5. Social, Emotional and Mental Health (SEMH) Policy
6. Special Educational Needs and Disabilities (SEND) Policy
7. Online Safety Policy

TOPIC	PUPILS 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/carers 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
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

<p>Online and media</p>	<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
<p>Being safe</p>	<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)
<p>Intimate and sexual relationships, including sexual health</p>	<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,

	<p>including keeping the baby, adoption, abortion and where to get further help)</p> <ul style="list-style-type: none">• 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
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