



Relationships and Sex Education (RSE) and Health Education Policy

This policy has been created in line with the DfE 'Relationships Education, Relationships and Sex Education, and Health Education' (2019) guidance.

Contents:

- 1. Legal framework**
- 2. Roles and responsibilities**
- 3. Organisation of the RSE and Health Education Curriculum**
- 4. Delivery of the Curriculum**
- 5. Communication and consultation with parents**
- 6. Working with external agencies**
- 7. Withdrawal from lessons**
- 8. Equality and accessibility**
- 9. Monitoring quality**
- 10. Policy monitoring and review**

Statement of Intent

A definition:

Relationships and Sex Education, alongside Health Education, is lifelong learning about physical, sexual, moral and emotional development. It is the understanding of the importance of stable and loving relationships, respect, love and care for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

At Tarporley High School, we understand the importance of educating students about sex, relationships and their health. RSE fits with our whole school ethos that promotes respect for self and others. We encourage our students to make positive life choices and decisions that will be beneficial to their overall health and wellbeing.

The teaching of RSE and health education helps 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 the wider society.

Secondary Schools have an obligation to provide students with high-quality, evidence and age-appropriate teaching of these important areas. All staff have safeguarding training and areas requiring additional specialist knowledge may be delivered by appropriate external agencies.

This policy also outlines how the school's RSE and health education curriculum will be organised and delivered, to ensure it meets the needs of all students.

1. Legal framework

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

- Equality Act 2010
- DfE (2018) 'Keeping children safe in education'
- DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2015) 'National curriculum in England: science programmes of study'
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Children and Social Work Act 2017

2. Roles and responsibilities

The governing body is responsible for:

- Ensuring all pupils make progress in achieving the expected educational outcomes.
- Ensuring the RSE and health education curriculum is well-led, effectively managed and well-planned.
- Evaluating the quality of provision through regular and effective self-evaluation.
- Ensuring that teaching is delivered in ways that are accessible to all pupils with SEND.
- Providing clear information to parents on the subject content and the right to request that their child is withdrawn.
- Ensuring RSE and health education is resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.
- Maintaining and developing the cultural ethos of the school.

The headteacher is responsible for, and may delegate through Assistant Headteacher:

- The overall implementation of this policy.
- Ensuring all staff are suitably trained to deliver the subjects.
Ensuring parents are fully informed of this policy.
- Reviewing all requests to withdraw pupils from non-statutory elements of the RSE

and health education curriculum.

- Discussing withdrawal requests with parents, and the child if appropriate, to ensure their wishes are understood and to clarify the nature and purpose of the curriculum, including the benefits of receiving the education.
- Ensuring withdrawn pupils receive appropriate, purposeful education during the period of withdrawal.
- Encouraging parents to be involved in consultations regarding the school's RSE and health education curriculum.
- Reviewing this policy on an annual basis.
- Reporting to the governing body on the effectiveness of this policy and the curriculum.

The RSE and health education 'lead' is responsible for:

- Overseeing the delivery of RSE and health education.
- Working closely with colleagues in related curriculum areas to ensure the RSE and health education curriculum compliments, and does not duplicate, the content covered in national curriculum subjects.
- Ensuring the curriculum is age-appropriate and of high-quality.
- Reviewing changes to the RSE and health education curriculum and advising on their implementation.
- Monitoring the learning and teaching of RSE and health education, providing support to staff where necessary.
- Ensuring the continuity and progression between each year group.
- Supporting the development of colleagues' expertise
- Ensuring teachers are provided with adequate resources to support teaching of the curriculum.
- Ensuring the school meets its statutory requirements in relation to RSE and health education.
- Leading staff meetings and ensuring all members of staff involved in the curriculum have received the appropriate training.
- Organising, providing and monitoring CPD opportunities in the subject.
- Monitoring and evaluating the effectiveness of RSE/Health Education provision and providing reports to the headteacher.

Curriculum and Pastoral staff are responsible for:

- Acting in accordance with, and promoting, this policy
- Delivering RSE and health education with sensitivity to ensure it is age appropriate and of a high-quality.
- Ensuring they do not express personal views or beliefs when delivering the curriculum.
- Planning lessons effectively, ensuring a range of appropriate teaching methods and resources are used to cover the content.
- Modelling positive attitudes towards RSE and health education.
- Liaising with the SENCO about identifying and responding to the individual needs of pupils with SEND.
- Liaising with the RSE and health education lead and Year Leaders about key topics, resources and support for individual pupils.
- Monitoring pupil progress in RSE and health education.
- Reporting any concerns regarding the teaching of RSE or health education to the RSE and health education lead or another member of the SLT.
- Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the Designated Safeguarding Lead (DSL).
- Responding appropriately to pupils whose parents have requested to withdraw them from the non-statutory components of RSE, by providing them with alternative education opportunities.

The SENCO is responsible for:

- Advising teaching staff how best to identify and support pupils' individual needs.
- Advising staff on the use of TAs in order to meet pupils' individual needs.

3. Organisation of the RSE and Health Education Curriculum

All schools providing secondary education are required to deliver statutory RSE and all state-funded schools are required to deliver health education.

For the purpose of this policy, "relationships and sex education" is defined as teaching pupils about developing healthy, nurturing relationships of all kinds, and helping them to understand human sexuality and to respect themselves and others.

For the purpose of this policy, "health education" is defined as teaching pupils about how they can make good decisions about their own health and wellbeing, and how physical health and mental wellbeing are interlinked.

The RSE and health education programme forms part of the wider PSHE curriculum. This area of the curriculum is delivered primarily using our Aspire Day model, supported by our assembly and tutor time programme and, where relevant, the subject curriculum. Statutory elements are also taught specifically via the science curriculum.

The RSE and health education curriculum will be developed in accordance with DfE recommendations.

The RSE and health education subject lead will work closely with their colleagues in related curriculum areas to ensure the curriculum complements and does not duplicate the content covered in national curriculum subjects.

The curriculum has been developed in line with the DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education' guidance.

The school will consider the context and views of the wider local community when developing the curriculum to ensure it is reflective of issues in the local area.

The school will consider the religious background of all pupils when planning teaching, to ensure all topics included are appropriately handled.

The RSE and health education curriculum is informed by topical issues in the school and wider community, to ensure it can be flexibly tailored to year group and student needs.

RSE content overview

In line with DfE 'Relationships and Sex Education' (Secondary) Guidance and 'Physical Health and Mental Wellbeing' (Secondary) guidance (www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education) we will build on our students' knowledge of the topics taught at primary level through the broad content areas outlined below.

During each academic year students will participate in tailored, age appropriate sessions from each area. PSHE programmes of study for each year group are available on the school website.

Topic	Key Content – Including relevant legal provisions
Families	<ul style="list-style-type: none"> • Stable relationships – Marriage and Long Term • What marriage is – legal status • Parenting – roles and responsibilities
Respectful relationships	<ul style="list-style-type: none"> • Positive and healthy friendships • Prejudice around stereotypes • Bullying and Cyber-Bullying • Unacceptable behaviour – sexual harassment and violence
Online and Media	<ul style="list-style-type: none"> • Rights, responsibilities and opportunities • Risks - including <ul style="list-style-type: none"> -Impact of viewing 'harmful' content -Impact of viewing sexually explicit material and how this can present a distorted view of self and others -Sharing indecent images – dangers and legal position -Generation, collection and sharing of personal information
Being Safe	<ul style="list-style-type: none"> • Concepts and Laws relating to – <ul style="list-style-type: none"> -sexual consent -sexual harassment, exploitation and abuse
Intimate and Sexual Relationships and Sexual Health	<ul style="list-style-type: none"> • Characteristics of healthy and positive intimate relationships • Facts about reproductive health • Facts about contraceptive choices • Facts around pregnancy and choices and options in relation to pregnancy
The Law	<ul style="list-style-type: none"> • Legal provisions should be taught alongside all the topics associated with sex and relationships. For example – <ul style="list-style-type: none"> -marriage -age of consent

	<ul style="list-style-type: none"> -online behaviours -gender identity -pornography -abortion
--	---

Physical Health and Mental Wellbeing content overview

Topic	Key Content
Mental Wellbeing	<ul style="list-style-type: none"> • Recognising mental wellbeing concerns • Common types of mental ill health – e.g. Anxiety and Depression • Mental health strategies and activities e.g. Rest, hobbies, Physical exercise, community participation, time outdoors
Internet Safety and Harms	<ul style="list-style-type: none"> • Positive and negative impacts of the Internet as an integral part of modern life including - <ul style="list-style-type: none"> -Social Media – Impact on mental health -Risks of excessive time on electronic devices -Age restrictions of some games and social media -Online abuse -How to be a ‘discerning’ consumer of information
Physical Health and Fitness	<ul style="list-style-type: none"> • Links between physical and mental well being • Benefits of a healthy lifestyle – physical activity, sleep, maintaining healthy weight • Risks associated with inactive lifestyles e.g. links to Cancer and Cardio – vascular ill-health • Science facts – Blood, organ and stem cell donation
Healthy Eating	<ul style="list-style-type: none"> • What constitutes a healthy diet - Planning and preparing healthy meals • Risks of poor diet e.g. obesity, tooth decay
Drugs, Alcohol and Tobacco	<ul style="list-style-type: none"> • The Facts – Legal and illegal harmful substances • The Law – supply and possession • The Risks – physical and psychological • The Consequences of addiction • The Facts around support
Health and Prevention	<ul style="list-style-type: none"> • Personal hygiene – how viruses spread, prevention of infections and anti-biotics • Good dental health • The Facts – Immunisation and vaccination • Screening and self-examination – (late secondary)

Basic First Aid	<ul style="list-style-type: none"> • Basic treatment of common injuries, including calling emergency services • Life-saving skills, including CPR • Purpose of defibrillators
Changing Adolescent Body	<ul style="list-style-type: none"> • The Facts – Puberty, changing adolescent body, menstrual well-being – Physical and emotional implications

4. Delivery of the curriculum

The majority of the RSE and health education curriculum will be delivered through the PSHE curriculum.

RSE and health education complement several curriculum subjects. Where appropriate, the school will look for opportunities to make links between the subjects and integrate teaching.

The curriculum will proactively address issues in a timely way in line with current evidence on pupil's physical, emotional and sexual development.

RSE and health education will be delivered in a non-judgemental, age-appropriate, factual and inclusive way that allows pupils to ask questions in a safe environment.

Teaching of the curriculum reflects requirements set out in law, particularly in the Equality Act 2010, so that pupils understand what the law does and does not allow, and the wider legal implications of the decisions they make.

The school will integrate LGBTQ+ content into the RSE curriculum. LGBTQ+ content will be approached in a sensitive, age-appropriate and factual way that allows pupils to explore the features of stable and healthy relationships.

All teaching resources are appropriate for the age and maturity of pupils, are sensitive to their religious backgrounds and meet the needs of any SEND.

On occasions, classes may be taught in gender-segregated groups dependent on the nature of the topic being delivered at the time, and the cultural background of pupils where it is only appropriate to discuss the body in single gender groups.

Students are able to access the lesson that corresponds to their gender identity, should they wish to. This will be discussed in advance of the lesson with the student, as appropriate. This approach is underpinned by the Equality Act 2010, whereby refusing a child or young person access to lessons dealing with issues relevant to their chosen gender identity might constitute an act of discrimination.

Parents will be informed about the nature of content that is to be delivered ahead of Aspire Days. Parent views will be valued.

Some statutory requirements of the curriculum, are delivered or further supported through specialist areas of the curriculum. For example, 'Reproduction' in Year 7 Science, on-line safety in Computing and IT and aspects of physical health and fitness in PE.

5. Communication and consultation with parents

The school understands that the parents' role in the development of their children's understanding about relationships and health is vital.

When communicating with parents around the RSE and Health Education curriculum, the school will provide:

- Access to curriculum content, including what will be taught and when
- Information about parents' right to withdraw their child from non-statutory elements of RSE and health education.
- The school understands that the teaching of some aspects of the curriculum may be of concern to parents and encourage parents to discuss any concerns they may have with the PSHE lead.

6. Working with external agencies

Working with external agencies can enhance our delivery of RSE and health education, and brings in specialist knowledge and different ways of engaging pupils.

External experts may be invited to assist from time-to-time with the delivery of the RSE and health education curriculum but will be expected to comply with the provisions of this policy. The school will check the visitor/visiting organisation's credentials of all external agencies. The school will ensure the teaching delivered by the external experts fits with the planned curriculum and provisions of this policy, is age appropriate and accessible.

The school and the visitor will agree on how confidentiality will work in any lesson and that the visitor understands how safeguarding reports must be dealt with in line with the school's Child Protection and Safeguarding Policy.

7. Withdrawal from lessons

Parents have the right to request that their child is withdrawn from some or all of sex education delivered as part of statutory RSE.

Parents **do not** have a right to withdraw their child from the relationships or health elements of the programmes.

Requests to withdraw a child from sex education will be made in writing to the headteacher.

Before granting a withdrawal request, the school will discuss the request with the parents and, as appropriate, the child, to ensure their wishes are understood and to clarify the nature and purpose of the curriculum.

The school will inform parents of the benefits of their child receiving RSE and any detrimental effects that withdrawal might have.

All discussions with parents will be documented. These records will be kept securely in line with the school's GDPR policy.

Following discussions with parents, the school will respect the parents' request to withdraw their child up to and until three terms before the child turns 16. After this point, if the child wishes to receive RSE rather than be withdrawn, the school will make arrangements to provide the child with RSE.

Students who are withdrawn from RSE will receive appropriate, purposeful education during the full period of withdrawal.

For requests concerning the withdrawal of a pupil with SEND, the school may take the pupils' specific needs into account when making their decision.

8. Equality and accessibility

The school will comply with the relevant requirements of the Equality Act 2010 and will ensure the curriculum does not discriminate against pupils because of -

- Age
- Sex
- Race
- Disability
- Religion
- Gender reassignment
- Pregnancy or maternity
- Marriage or civil partnership
- Sexual orientation

The school will consider the backgrounds, gender, age range and needs of its students and determine whether it is necessary to put in place additional support for students with the above protected characteristics.

The school understands that pupils with SEND are entitled to learn about RSE and health education, and the curriculum will be designed to be inclusive of all pupils.

The school is aware that some pupils are more vulnerable to exploitation, bullying and other

issues due to the nature of their SEND – teachers will understand that they may need to liaise with the SENCO and be more explicit and adapt their planning or work to appropriately deliver the curriculum to pupils with SEND.

Where there is a need to tailor content and teaching to meet the needs of pupils at different developmental stages, the school will ensure the teaching remains sensitive, age-appropriate, developmentally appropriate and is delivered with reference to the law.

The school will take steps to foster healthy and respectful peer-to-peer communication and behaviour between students, and provide an environment which challenges perceived limits on students based on their gender or any other characteristic.

The school will be actively aware of everyday issues such as sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture within which these are not tolerated.

9. Monitoring Quality

The RSE and health education subject leader is responsible for monitoring the quality of teaching and learning for the subject.

The RSE and Health Education curriculum will be monitored using a range of quality assurance approaches. These include –

- Lesson observations and learning walks
- Staff and student feedback
- Regular evaluations of the programme from Pastoral Leads

The RSE and health education subject leader will regularly evaluate the effectiveness of the programme across the year groups and work with Pastoral Leaders to implement any changes.

10. Monitoring and review

- This policy will be reviewed by the headteacher in conjunction with the RSE and health education subject lead on an annual basis
- Any changes needed to the policy, including changes to the programmes, will be implemented by the headteacher.
- Any changes to the policy will be clearly communicated to all members of staff, and where necessary parents and students.
- The next scheduled review date for this policy is

The letter below will be sent to parents at the beginning of each academic year.

Letter to Parents re RSE and Health Education

Dear Parent/Carer,

Government guidelines outline that, from the age of 11, it is compulsory for all schools to provide an RSE and health education curriculum.

At Tarporley High School, we believe that it is important to provide our pupils with a thorough and balanced curriculum, including age-appropriate information about sex and relationships.

The details of content that will be covered by each year group can be accessed via our school website.

Though schools must provide RSE and health education for pupils from the age of 11, up until the age of 19, only aspects of the science national curriculum are compulsory for pupils to learn. Therefore, as parents, you are entitled to request that your child be removed from sex education lessons up to and until three terms before they turn 16-years-old. After that point, if your child wishes to receive sex education, the school will make arrangements to provide them with sex education during one of those terms.

Requests for withdrawal should be submitted in writing to Mr Lowe, who will discuss this with you and your child's teacher, and determine an appropriate course of action.

If you have any concerns or queries about your child's participation in these lessons, please do not hesitate to contact either myself or your child's class teacher to discuss these.