

28. Relationships, Sex and Health Education

Date adopted: April 2024

Next review: April 2025

See EOTAS policy control document (held by the Business Manager) for status, notes and actions pertaining to this policy



Personal Development & Behaviour Policy

Version	Status	Date	Title of Reviewer	Purpose/Outcome
1.0	Adopted	April 2024	Head of College	Adoption of RSE Policy



Contents

Aims	4
Statutory requirements.....	4
Policy Development.....	4
Definition	4
Curriculum and delivery of RSHE	5
Inclusivity.....	5
Use of resources.....	6
Roles and Responsibilities.....	6
Parents' right to withdraw.....	6
Training	6
Monitoring arrangements.....	7
Appendix 1.....	8
Appendix 2.....	9
By the end of secondary school pupils should know.....	9
Appendix 3.....	11
Parent/carer form: withdrawal from sex education within RSE.....	11



Aims

The aims of Relationships, Sex and Health Education (RSHE) at EOTAS 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

Statutory requirements

As a maintained school of secondary age students, we must provide RSHE to all students under the Children and Social Work Act 2017.

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 [[Foreword by the Secretary of State - GOV.UK \(www.gov.uk\)](http://www.gov.uk)].

We must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between people when carrying out activities

At EOTAS we teach RSHE as set out in this policy.

Policy Development

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

- i) Review – a member of staff pulled together all relevant information including relevant national and local guidance
- ii) Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
- iii) Parent/carer consultation – parents and carers and any interested parties were given the opportunity to look at this policy
- iv) Student consultation – we investigated what exactly students want from their RSHE via Student Champion Action Groups
- v) Ratification – once amendments were made, the policy was shared with governors and ratified

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. It involves a combination of sharing information, and exploring issues and values. RSHE is not about the promotion of sexual activity.

Curriculum and delivery of RSHE

Our RSHE curriculum is set out as per Appendix 1.

The curriculum takes into account the age, developmental stage, needs (including SEND) and feelings of our students, and is adapted as required. If students ask questions outside the scope of this policy, staff will respond in an appropriate manner so that students are fully informed. The RSHE curriculum is taught as part of our Personal Development Curriculum.

In addition to the coverage illustrated in Appendix 1, students in KS4 also follow the BTEC SWEET (Personal Growth and Wellbeing) accreditation which includes units relating to RSHE as follows: 'Fitter, Healthier, Happier' (Physical Health and Wellbeing); 'I've Got a Feeling' (Emotional Wellbeing); 'Skills for social Success' (Social Health and Wellbeing) and 'Let's Talk About' (Sexual Health and Wellbeing).

We will share all curriculum materials with parents and carers upon request.

RSHE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationship, 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 make sure 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 and 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).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of students will relate to them
- Is sensitive to all students' experiences
- During lesson, make students feel:
 - ✓ Safe and supported
 - ✓ Able to engage with the key messages.

We will also:

- Make sure that students learn about these topics in an environment that's appropriate for them, for example in:
 - ✓ A whole-class setting
 - ✓ Small groups or targeted sessions
 - ✓ 1-to-1 discussion
 - ✓ Digital formats

- Give careful consideration to the level of adaptation needed.

Use of resources

We will consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSHE guidance
- Would support students in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of your students
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to students' experience and won't provoke distress.

Roles and Responsibilities

The IEB/management committee will approve the RSHE policy, and hold the headteacher to account for its implementation.

The headteacher is responsible for ensuring that the RSHE is taught consistently across the school, for sharing resources and materials with parents and carers, and for managing requests to withdraw students from components of RSHE (see section 7).

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/carers wish them to be withdrawn from the non-statutory/non-science 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.

Teaching staff including HLTAs deliver PDC lessons covering RSHE across all colleges within EOTAS.

Parents' right to withdraw

Parents and carers have the right to withdraw their child from the non-statutory/non-science components of sex education within RSHE. Requests for withdrawal should be put in writing using the form found in Appendix 2 of this policy and addressed to the headteacher. A copy of withdrawal requests will be placed in the students' educational record. The headteacher will discuss the request with parents/carers and take appropriate action. Alternative school work will be given to students who are withdrawn from sex education.

Training

Staff are trained on the delivery of RSHE as part of their induction and it is included in our continuing professional development calendar. The headteacher will also invite visitors from

Aspiration & Achievement

Resilience & Responsibility

Courage & Confidence

outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSHE.

Monitoring arrangements

The delivery of RSHE is monitored by Heads of College, with students' development monitored by teaching staff as part of our internal assessment systems.



Appendix 1

Snapshot Jigsaw PSHE 11-16



(Updated September 2023)

Shows the summary of subject content in each Puzzle (unit)

Year/ Age	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Year 7 (11-12)	Unique me, differences & conflict. My influences, gateway emotions, belonging to a group, peer pressure, child on child abuse. Online safety, sexting, consequences, online legislation	Bullying, prejudice & discrimination (positive and negative) Equality Act, bystanders, stereotyping, challenging influences, negative behaviour and attitudes, assertiveness	Celebrating success, identifying goals, employment, learning from mistakes, overcoming challenges, planning skills. Safe & unsafe choices, substances, gangs, knives, exploitation. Emergency first aid	Stress and anxiety, managing mental health, physical activity and mental health. Effects of substances, legal consequences. Nutrition and sleep. Vaccination, importance of information on making health choices	Characteristics of healthy relationships, consent. Relationships and friendships, emotions within friendships, child on child abuse. Rights and responsibilities, being discerning, assertiveness, sexting	Puberty changes, Reproduction facts, FGM, breast flattening/ironing. Responsibilities of parenthood, IVF, types of committed relationships. Media and self-esteem, self-image, brain changes in puberty, factors affecting moods, sources of help and support
Year 8 (12-13)	Self-identity, influences, family and identity. Stereotypes, personal beliefs and judgements. Managing expectations, first impressions, respect for the beliefs of others. Marriage, protected characteristics. Active listening	Positive change made by others, how positive behaviour affects feelings of wellbeing. Social injustice, inequality, community cohesion and support, multi-culturalism, diversity, race and religion. Stereotypes, prejudice, LGBT+ bullying, child on child abuse, hate crimes. Fear & emotions, stand up to bullying, the golden rule. Organ and blood donation	Long-term goals, skills, qualifications, careers, Money and happiness. Ethics and mental wellbeing, budgeting, variation in income, positive and negative impact of money. Online safety and legal responsibilities, gambling issues.	Long-term physical health, responsibility for own health. Dental health, stress triggers and help tips, substances and mood. Legislation associated with substances, exploitation and substances, county lines. Medicine and vaccinations.	Positive relationship with self, social media and relationship with self, negative self-talk. Managing a range of relationships, child on child abuse, personal space. Online etiquette, online privacy, bullying and personal safety. Social media issues and the law, coercion, unhealthy balance of power in relationships, sources of support	Types of close intimate relationships, physical attraction, love. Legal status of relationships, behaviours in healthy and unhealthy romantic relationships, pornography, sexuality, alcohol and risky behaviour
Year 9 (13-14)	Perceptions about intimate relationships, consent. Sexual exploitation, peer approval, child on child abuse, grooming, radicalization, county lines. Risky experimentation, positive and negative self-identity, groups, influences, social media. Abuse and coercion, coercive control.	Protected characteristics, Equality Act, phobic and racist language. Legal consequences of bullying and hate crime, sexism, ageism, positive and negative language, banter, child on child abuse, bullying in the workplace. Direct and indirect discrimination, harassment, victimisation. Prejudice, discrimination and stereotyping	Personal strengths, health goals, SMART planning. The world of work. Links between body image and mental health. Non-financial dreams and goals. Mental health and ill health, media manipulation, self-harm, self-esteem, stigma, anxiety disorders, eating disorders, depression.	Misperceptions about young peoples' health choices, physical and psychological effects of drugs and alcohol. Alcohol and the law, alcohol and drug poisoning, addiction, smoking, vaping, drug classification, supply and possession legislation. Emergency situations, first aid, CPR, substances and safety, sources of advice and support	Healthy relationships, power and control in intimate relationships, risk in intimate relationships, importance of sexual consent, assertiveness skills, sex and the law, pornography and stereotypes, contraception choices, age of consent, family planning, consequences of unprotected sex, STIs, support and advice services	Mental health stigma, triggers, support strategies, managing emotional changes, resilience and how to improve it, reflection on importance of sleep in relation to mental health, reflection on changes, benefits of relaxation

© Jigsaw PSHE Ltd



Year 10 (14-15)	Human rights, societal freedom, understanding safety in UK and beyond. Ending relationships safely, stages of grief, loss and bereavement. Social media and culture, use of online data, threats to online safety, online identity. Assessing and managing risk, the law and social media. Positive and negative relationships	Equality in the workplace, in society, in relationships, Equality act 2010, vulnerable groups including disability and hidden disability, workplace expectations, rights and responsibilities, power and control in relationships, coercive control, benefits of multi-cultural societies, Equity equality and inequality, my health.	Impact of physical health in reaching goals, relationships and reaching goals. Resilience, work-life balance, connections and impact of mental health. Balanced diet, vital organs, blood donation, benefits of helping others. Online profile and impact on future goals and employability.	Improving health, mental health, sexual health, blood-borne infections, self examination. Diet and long term health, misuse of prescription drugs, substances and the body. Common mental health disorders, positive impact of volunteering. Common threats to health including chronic disease. Epidemics, misuse of antibiotics, organ donation, stem cells	Sustaining long-term relationships, intimacy, healthy relationship with self, attraction, love, lust. Relationship choices, ending relationships safely, consequences of relationships ending e.g bullying, child on child abuse, revenge porn, greif cycle, impact on family. Understanding love, fake news, pornography.	Impact of societal change on young people, role of media on societal change, reflection on change so far and how to manage it successfully. Decision-making, sexual identity, gender, spectrum of sexuality. Stereotypes in romantic relationships, sexual identity and risk, physical and emotional changes, family change, sources for support.
Year 11 (15-16)	Becoming an adult. Age limits and the law relationships and the law, consent, coercive control, child on child abuse, domestic abuse, honour-based, violence, arranged and forced marriages The Equality Act 2010. The law on internet use and pornography, social media concerns, sexting keeping safe. Emergency situations, key advice, first aid, scenarios and consequences		Anxiety, solution focused thinking, sleep, relaxation, aspiration on; career, finances, budgeting, borrowing, relationships. Skills identification, realistic goals, gambling, financial pressure, debt, dream jobs, skills set, employment, education and training options. Long term relationship dreams and goals, parenting skills and challenges. Resilience, what to do when things go wrong.	Managing anxiety and stress, exam pressure, concentration strategies, work-life balance. Sexual health, hygiene, self examination. STIs, sexual pressure, fertility issues, contraception, consent. Pregnancy choices including: adoption, abortion, bringing up a baby, financial implications. Identifying a range of risks including rape and strategies for staying safe. Expectations in relationships	Stages of intimate relationships, positive and negative connotations of sex. Spectrum of gender and sexuality, LGBT right and protection under the Equality Act, coming out challenges, LGBT media stereotypes. Child on child abuse, power control and sexual experimentation. Forced marriage, honour based violence, FGM and other abuses, hate crime, sources of support.	

[For RSHE mapping document including all statutory expectations and when these are addressed within the framework below, please refer to our website].

Appendix 2

By the end of secondary school pupils should know

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, the 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	PUPILS 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
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/carer form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS/CARERS			
Name of child		Class	
Name of parent/carer		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/carers			

