



The  
**Maltby** Learning Trust

# Relationships, Health & Sex Education (RHSE) Secondary phase

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Reviewed by: Executive Director for Secondary Education

Approved by: CEO

# RELATIONSHIP, HEALTH AND SEX EDUCATION (RHSE) POLICY

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## SECTION 1

### INTRODUCTION

The Department for Education (DfE) defines sex and relationships education (SRE) as: 'Learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. Some aspects are taught in science, and others are taught as part of personal, social, health and economic education (PSHE).'

This document is informed by existing DfE guidance on:

- Relationships Education, Relationships and Sex Education (RSE) and Health Education (Updated 2020)
- Fundamental British Values as part of SMSC in schools (meeting the requirements of section 5 of the Education Act 2011, in the provision of SMSC).
- The PSHE Association Programme of Study for key stages 1-5 (DfE recommended).
- National curriculum in England: Citizenship programmes of study for key stages 3 and 4. (Non-statutory)
- Equality Act 2010: Advice for schools (Revised June 2014)

Maltby Learning Trust (MLT) Academies recognise that today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. While this presents many positive and exciting opportunities, it also carries significant challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.

MLT Academies believe that high quality Relationships, Sex and Health Education (RSHE) helps create safe school communities in which pupils can grow, learn, and develop positive, healthy behaviour for life. It is essential for the following reasons:

- Children and young people have a right to good quality education, as set out in the United Nations Convention on the Rights of the Child.
- Children and young people want to be prepared for the physical and emotional changes they undergo at puberty, and young people want to learn about relationships. Ofsted reinforced this in their 2013 *Not Yet Good Enough* report.
- RSHE plays a vital part in meeting schools' safeguarding obligations. Ofsted is clear that schools must have a preventative programme that enables pupils to learn about safety and risks in relationships.
- Schools and academies maintain a statutory obligation under the Children Act (2004) to promote their pupils' wellbeing, and under the Education Act (1996) to prepare children and young people for the challenges, opportunities and responsibilities of adult life. A comprehensive RSHE programme can have a positive impact on pupils' health and wellbeing and their ability to achieve and can play a crucial part in meeting these obligations.
- RSHE contributes to the SMSC provision in MLT academies.

Comprehensive relationships, sex and health education, taught as part of the overall framework for Personal, Social and Health Education (PSHE) known as Life Skills in secondary academies, in a safe environment, fosters self-esteem, self-awareness, a sense of moral responsibility and the confidence and ability to resist abuse, exploitation (including on line exploitation) and unwanted sexual experience.

A comprehensive programme of RSHE provides accurate information about the body, reproduction, sex, and sexual health. It also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline.

MLT Academies recognise that RSHE education is for all pupils in the school, taking into account all of their needs e.g. gender, religion, sexual orientation, special educational needs, maturity and ability.

## SECTION 2

### AIMS

To contribute to promoting the spiritual, moral, cultural, emotional and physical development of students at the MLT academies and to prepare students for opportunities, responsibilities and experiences of adult life.

### OBJECTIVES

- Provide a framework in which sensitive discussions can take place
- Impart 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
- Impart an expectation of nurture, love, security and stability within family relationships
- Enable students to understand what constitutes caring and respectful friendships where trust can be fostered and understand what constitutes bullying. To further understand by secondary school those behaviours which are coercive, controlling and abusive as well as sexual harassment and sexual violence
- Develop students' ability to keep themselves safe both on and offline, and to manage online relationships
- Ensure that students understand the characteristics and nuances of intimate sexual relationships including sexual health
- Provide a comprehensive health education which focuses on all aspects of health including mental wellbeing, internet safety and harm, physical health and fitness, healthy eating, drugs, alcohol and tobacco, health and prevention, basic first aid and the changing adolescent body

## SECTION 3

### PLANNING AND DELIVERY

The RSHE education within the Maltby Learning Trust academies is firmly embedded in the PSHE framework and will help children and young people learn to respect themselves and others, and move with confidence from childhood, through puberty and into adolescence.

The Life Skills curriculum is planned around three core themes: Health and Wellbeing, Relationships and Living in the Wider World.

RSHE is delivered through Life skills lessons in Years 7-11. Classes are taught in mixed gender groups. The RSHE content studied can be found below:

### Life Skills – Maltby Academy

| Y7  | Unit Title                                     | Lessons and Content  |
|-----|--|--|
| HT1 | Managing change, mental health and self esteem | <ul style="list-style-type: none"> <li>• Getting to know each other</li> <li>• Self-esteem</li> <li>• Friendship</li> <li>• Bullying</li> <li>• Physical and mental health</li> </ul>        |
| HT2 | Health and wellbeing                           | <ul style="list-style-type: none"> <li>• Managing growing up, puberty and reproduction</li> <li>• Personal hygiene</li> <li>• Healthy eating</li> <li>• Access to health services</li> </ul> |
| HT3 | British Values and our wider world             | <ul style="list-style-type: none"> <li>• Stereotypes and equality</li> </ul>   |
| HT4 | Relationships                                  | <ul style="list-style-type: none"> <li>• Relationships</li> <li>• Divorce</li> <li>• LGBTQ</li> </ul>  |
| HT5 | Safety   | <ul style="list-style-type: none"> <li>• Personal, road and rail safety</li> <li>• E-safety</li> <li>• Smoking and solvents</li> <li>• Energy drinks</li> </ul>                              |
| HT6 | Us and others                                  | <ul style="list-style-type: none"> <li>• Bereavement and older people</li> <li>• Cancer truths and myths</li> </ul>  |

| Y8  | Unit Title                                     | Lessons and Content   |
|-----|--|---|
| HT1 | Managing change, mental health and self esteem | <ul style="list-style-type: none"> <li>• Teamwork</li> <li>• Body image</li> <li>• Eating disorders</li> <li>• Mental and emotional health</li> <li>• First aid</li> <li>• Restorative justice</li> </ul> |
| HT2 | Health and wellbeing                           | <ul style="list-style-type: none"> <li>• Drug and alcohol abuse</li> <li>• Immunisation</li> <li>• Health and fitness</li> <li>• Period management</li> </ul>   |
| HT3 | British Values and our wider world             | <ul style="list-style-type: none"> <li>• Stereotypes, prejudice and discrimination</li> </ul>   |
| HT4 | Relationships                                  | <ul style="list-style-type: none"> <li>• Positive and long-term relationships</li> </ul>  |
| HT5 | Safety   | <ul style="list-style-type: none"> <li>• Peer pressure, gangs and knife crime</li> <li>• Home and street safety</li> <li>• E-safety</li> </ul>  |
| HT6 | Us and others                                  | <ul style="list-style-type: none"> <li>• RSHE N/A</li> </ul>  |

| Y9 | Unit Title | Lessons and Content |
|----|------------|---------------------|
|----|------------|---------------------|

|     |  |   |
|-----|--|---|
| HT1 | Managing change, mental health and self esteem | <ul style="list-style-type: none"> <li>• Self-awareness and self-confidence</li> <li>• Body image</li> <li>• Relationships</li> <li>• Reactions</li> <li>• Managing stress and coping strategies</li> <li>• Eating disorders</li> </ul> |
| HT2 | Health and wellbeing                           | <ul style="list-style-type: none"> <li>• Drugs education</li> <li>• Cancer awareness</li> </ul>   |
| HT3 | Careers  | <ul style="list-style-type: none"> <li>• RSHE N/A</li> </ul>  |
| HT4 | Relationships                                  | <ul style="list-style-type: none"> <li>• Respect yourself</li> <li>• Contraception</li> <li>• STI's</li> </ul>  |
| HT5 | Safety   | <ul style="list-style-type: none"> <li>• Gambling</li> <li>• E-safety</li> <li>• Abuse in relationships</li> <li>• Child sexual exploitation</li> <li>• FGM</li> <li>• Sex and the media</li> <li>• Images</li> </ul>                   |
| HT6 | Us and others                                  | <ul style="list-style-type: none"> <li>• Positive relationships</li> <li>• LGBTQ</li> <li>• Commitment and marriage</li> <li>• Parenting</li> </ul>   |

| Y10 | Unit Title                        | Lessons and Content   |
|-----|-----------------------------------|---|
| HT1 | Managing change and relationships | <ul style="list-style-type: none"> <li>• GCSE Transition</li> <li>• Unhealthy coping strategies</li> <li>• Positive role models</li> <li>• Equality Act</li> <li>• Men and women in religion</li> </ul> |
| HT2 | Relationships                     | <ul style="list-style-type: none"> <li>• Healthy, unhealthy and changing relationships</li> <li>• Religion and relationships</li> </ul>   |
| HT3 | Sex and relationships             | <ul style="list-style-type: none"> <li>• Contraception recap and religious views</li> <li>• STI's</li> <li>• Fertility, pregnancy and miscarriage</li> </ul>  |
| HT4 | Abortion                          | <ul style="list-style-type: none"> <li>• Abortion</li> </ul>  |
| HT5 | Family life and safety            | <ul style="list-style-type: none"> <li>• Parenting</li> <li>• Religion and family life</li> <li>• County Lines and extremism</li> <li>• Harassment and stalking</li> </ul>                              |
| HT6 | Relationships and the internet    | <ul style="list-style-type: none"> <li>• Consent</li> <li>• Online relationships</li> </ul>   |

| Y11 | Unit Title                                      | Lessons and Content   |
|-----|---|---|
| HT1 | Hopes, aspirations and dealing with life events | <ul style="list-style-type: none"> <li>• Hopes and aspirations</li> <li>• Mental Health and well-being</li> <li>• Cancer</li> <li>• Physical and mental support</li> <li>• Organ donation</li> <li>• Sleep, diet and exercise</li> <li>• Exam based stress/anxiety</li> </ul> |
| HT2 | Origin and Sanctity of Human Life               | <ul style="list-style-type: none"> <li>• Importance of animal and human life</li> <li>• Euthanasia and religious views</li> <li>• Dying with dignity</li> </ul>   |

|     |  |   |
|-----|--|---|
| HT3 | Religion and Life after death                      | <ul style="list-style-type: none"> <li>• Religion and Life after death</li> <li>• Religious funerals</li> <li>• Humanist funerals</li> </ul>  |
| HT4 | Sex and Relationship Education                     | <ul style="list-style-type: none"> <li>• Sex and Relationships</li> <li>• Religion and the nature of sex</li> <li>• Religion and same sex relationships</li> <li>• Honour based violence</li> </ul>                       |
| HT5 | Abuse in Relationships                             | <ul style="list-style-type: none"> <li>• Abusive Relationships – sign/symptoms</li> <li>• Cosmetic and body procedures</li> <li>• Odd one out</li> <li>• Illegal substances</li> <li>• Harassment and stalking</li> </ul> |
| HT6 | External Exams/Support including Financial Support | <ul style="list-style-type: none"> <li>• Financial Planning Post 16 and Financial decisions</li> <li>• Study and Revision support/advice</li> </ul>   |

### **Wider curriculum**

RSHE is also delivered through elements of the wider curriculum (Y7-11). Biological aspects of RSHE are taught within the Science curriculum; moral issues relating to marriage, faithfulness, sexuality, fertility treatments, domestic abuse and divorce are considered in RS lessons; online protection issues are explored through Computing lessons; and in Y10-11 students refresh their knowledge about consent law, contraception and sexual health, again through RS lessons.

### **Tutor time Provision**

The Academy's Y7-Y11 programme of tutor provision including the tutor programme, Votes for Schools, Character Education and assemblies also enhance the RSHE provision. Issues relating to pressure, consent, the effects of alcohol and illegal drugs are just some of those explored through this curriculum. Provision is made for students to discuss issues raised in smaller groups.

### **Guest speakers/teachers:**

We also invite guest speakers to talk on issues related to sex and relationships. It is our experience that certain subjects are better received when delivered by an expert or experienced health professionals (such as NHS commissioned professions and the school nurse teams) who can challenge students' knowledge and perceptions. A teacher is always present during these lessons.

A variety of teaching strategies are used in this area of the curriculum. This includes, group work, discussion, pair work, individual work, reflection and film clips.

It is important for staff teaching this area of the curriculum to make good use of the teaching strategies suggested in the DfE guidance document 01116/2000.

RSHE is monitored through inspection of teachers' short term planning and learning walks and it is evaluated through discussion with teachers, parents and students, and end of unit evaluations.

This area of the curriculum is constantly under review as a result of feedback from students and staff involved in the teaching.

There is recognition within each MLT Academy there are different values, arising not only from religion, but also from social circumstances and upbringing. Teachers need to be sensitive to these issues and take into account a variety of different value bases when planning and delivering this programme of study.

## SECTION 4

### VALUES FRAMEWORK

RSHE is supported by each Academy's wider curriculum for personal, social and health education. In this way each Academy can ensure that students:

- receive their RSHE in the wider context of relationships
- are prepared for the opportunities, responsibilities and experiences of adult life

The MLT believes that RSHE:

- is an integral part of a lifelong learning process, beginning in early childhood and continuing into adult life
- is an entitlement for all students irrespective of gender, sexuality, ethnicity, special needs, culture, faith or religious tradition
- should foster self-esteem, self-awareness, a sense of moral responsibility, and the confidence and ability to resist unwanted sexual experience, exploitation and abuse
- should be mindful of student's earlier experiences
- should provide consistent messages
- should be continuous and progressive
- should provide opportunity for discussion and clarification around values and attitudes
- should provide accurate, unbiased information

Teachers and all those contributing to RSHE must work within this agreed values framework, which is in line with current legislation and Government guidance, irrespective of their personal feelings and beliefs.

The underlying values which underpin the whole of this work are based on respect for others, the development of positive relationships, and personal choice. The right of children and young people to have balanced, factual information and the need to have an opportunity to discuss issues in a safe and supportive environment are the cornerstones to the programme.

It is hoped that curriculum will promote self-esteem and emotional well-being and will help students to form and maintain worthwhile and satisfying relationships both on and offline, based on respect for themselves and for others, at home, school, work and in the community.

It will meet the needs of everyone; boys as well as girls, those with physical, learning or emotional disabilities, those with a religious or faith tradition, whatever their culture and whatever their developing sexuality.

RSHE is delivered in a safe, supportive environment where students feel able to discuss sensitive issues in an honest, open forum. When dealing with questions teachers should establish clear parameters of what is appropriate and inappropriate in a whole class setting. Questions which pupils ask will be answered honestly and openly in line with the Academy's aim of giving knowledge and information appropriate to the developmental age of the pupil, and in line with DfE Guidance 0116/2000 (See Section 5 – Guidance for teachers.)

## SECTION 5

### GUIDANCE FOR TEACHERS (IN LIGHT OF DFEE GUIDANCE 0116/2000)

Each Academy must make sure that the needs of all pupils are met. Children and young people, whatever their developing sexuality, need to feel that RSHE is relevant to them and sensitive to their

needs. Teachers can and should deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support.

The issue of sexual orientation is one that will feature in discussions about sexuality. When it does arise, teachers should deal with the subject honestly and sensitively, giving age appropriate objective information, allowing balanced discussion, and challenging homophobic comments.

Teachers need to be aware that effective RSHE, which brings an understanding of what is and what is not acceptable in a relationship, can lead to disclosure of a child protection issue. Disclosures from students may take place at any time. If the student is comfortable to disclose, this should not be discouraged – unless this is in a place/at a time which could make the young person vulnerable to breaking confidence (e.g. In front of a class). If this happens, the teacher should sensitively suggest the young person talks to them or refer to another adult. This MUST then happen, individually with the student, as soon as possible but definitely before the end of the school day.

Staff should follow the Academy's child protection procedures, should this arise, record the disclosure on the cause for concern forms and immediately inform the designated safeguarding lead or Deputy via the safeguarding@ email.

## TEACHING STRATEGIES

As with the rest of the Lifeskills programme a variety of teaching strategies should be used to enhance this area of work. These should include the early setting of ground rules, the use of distancing techniques, pre-arranged ways of dealing with questions and time for reflection. Use of such strategies will create a safe learning environment for staff and students alike.

There are 3 elements of good relationships, sex and health education and these are interdependent. They are:

- Values, attitudes and beliefs
- Personal and social skills
- Acquiring and understanding accurate, unbiased knowledge.

Knowledge alone will not promote sexual and emotional health and well-being. A proper consideration of values, attitudes and beliefs is closely related to the development of personal and social skills and to acquiring and understanding accurate information.

Within the context of talking about relationships, pupils will be taught about the nature and importance of marriage for family life and the bringing up of children but will understand that there are strong and mutually supportive relationships outside of marriage. They will have the opportunity to talk about feelings, values and attitudes, and will learn how to have respect for themselves and others, and how to understand and appreciate difference.

It is important that the personal beliefs and attitudes of teachers will not influence the teaching of RSHE within the Lifeskills framework. Teachers and all those contributing to RSHE must work within an agreed values framework as described in the school's policy, which is in line with current legislation and government guidance.

It is acknowledged that RSHE deals with some very sensitive issues but the following points are very important:

- Correct terminology should be used when naming body parts, whilst recognising that there are 'pet' or 'family' words that may be used at home.
- Both boys and girls will need to be prepared for puberty before the onset of puberty (This may include issues such as wet dreams and menstruation).
- The issue of masturbation may arise. Appropriate questions will be answered honestly and openly, but whether this is in front of a class or on an individual basis will be decided dependent on the situation.

## SECTION 6: ROLES AND RESPONSIBILITIES

### GOVERNORS

To review the RSHE policy annually to ensure that it meets the needs of all members of the Academy's community.

### SENIOR LEADERSHIP TEAM

To ensure that all staff are familiar with the Academy's policy and guidance relating to sex education and up to date with any changes.

To communicate freely with staff, parents and the governing body to ensure that everyone understands the policy and curriculum for sex education, and that any concerns or opinions regarding provision are listened to, taken into account and acted on as is appropriate.

### SUBJECT LEADER OF LIFEKILLS

To ensure that sex education is age-relevant and appropriate across all year groups.

To ensure that the knowledge and information regarding RSHE, to which all students are entitled, is provided in a comprehensive way.

To provide support to staff members who feel uncomfortable or ill-equipped to deal with the delivery of sex education to students.

To provide information and guidance to parents and carers, as requested.

### TEACHERS

To ensure the teaching team of staff are up to date with the Academy's policy and the curriculum requirements regarding sex education. Any areas that they feel are not covered or inadequately provided for should be reported back to Subject Leader of Life Skills.

To attend and engage with relevant safeguarding training.

To encourage students to communicate concerns regarding their social, personal and emotional development in confidence, listen to their needs and support them seriously. If a student comes to a member of staff with an issue that that member of staff feels they are not able to deal with alone, they should follow college policy and take this concern to the Safeguarding Leads.

To ensure that their personal beliefs and attitudes do not prevent them from providing balanced RSHE activities to students.

To tailor their lessons to suit all students in their class, across the whole range of abilities, including those students with special educational needs

## STUDENTS

To be considerate of other people's feelings and beliefs. Students who regularly fail to follow these standards of behaviour will be dealt with under the Academy's behaviour policy.

To be encouraged and to feel comfortable enough to talk to a member of staff regarding any concerns they have relating to sex education. Staff must consult the Safeguarding Leads if there is a child protection concern or they feel ill-equipped to deal with the issue at hand.

To provide feedback on the Academy's RSHE provision. Opinions on provision and comments will be reviewed and taken into consideration when the curriculum is prepared for the following year's students. In this way, the Academy hopes to provide students with the education they need on topics they want to learn about.

## PARENTAL AND CARERS

The Maltby Learning Trust believes that relationships, sex and health education is the right of every young person and encourages active participation and involvement in the curriculum. Their role is to:

To share responsibility for sex education and support their children's personal, social and emotional development.

To be encouraged to create an open home environment where students can engage, discuss and continue to learn about matters that have been raised through RSHE activities and to be vigilant and responsive to concerns relating to inappropriate material available or viewed on-line.

To be encouraged to seek additional support in this from the college where they feel it is needed.

## SECTION 7: RIGHT TO WITHDRAW

### RIGHT TO WITHDRAW

The Academy aims to keep parents/carers informed about all aspects of the RSHE curriculum and urges them to read this policy. They can request these directly from Subject Leader of Lifeskills or contact the Student Achievement Leader for that year group. The Academy will do everything it can to ensure that parents/carers are comfortable with the education provided for their children; it is, however, their statutory right to withdraw young people in their care from all aspects of sex education. This excludes withdrawal from the elements on human growth and reproduction which fall under the Science National Curriculum. **In secondary education from September 2020 Parents will not be able to withdraw their child from any aspect of Relationships Education or Health Education.**

Any parents/carers wishing to withdraw children in their care from sex education should contact the Lifeskills Subject Leader, who will discuss their concerns with them. Sex education is a vital part of the Academy's Lifeskills curriculum and of keeping children safe, and we urge parents/carers to carefully consider their decision before withdrawing children in their care from this aspect of their education. However, it is acknowledged that the final decision about the issue is for the parents/carers to take.

If permission to withdraw a child is granted by the principal, the child can still choose to receive Sex Education if they would like to from three school terms before they turn 16.

**Please note: The science curriculum in all maintained schools also includes content on human development, including reproduction, which there is no right to withdraw from.**

It is possible that the teaching of apparently unrelated topics will occasionally lead to a discussion of aspects of sexual behaviour outside of the 'taught' course. Provided that such discussion is relatively limited and set within the context of the subject concerned, it will not necessarily constitute part of 'sex and relationships education'.

In such a case, particularly where it involves pupils whose parents have asked for them to be withdrawn, teachers will need to balance the need to give proper attention to relative issues.

As part of effective RSE provision, this RSE policy will be reviewed every 2 years to ensure that it continues to meet the needs of students, staff and parents and that it is in line with current Department for Education advice and guidance.

## SECTION 8: GUIDANCE DOCUMENTS:

This policy has been updated in response to:

- Relationships Education becoming compulsory in all secondary schools in England from September 2020
- Health Education becoming compulsory in all state-funded schools from September 2020

*Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers.*

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/805781/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

*Understanding Relationships and Health Education in your child's **secondary** school: a guide for parents*

[Understanding Relationships, Sex and Health Education - a guide for secondary school parents \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Understanding_Relationships_Sex_and_Health_Education_-_a_guide_for_secondary_school_parents.pdf)

*PSHE Association Programme of Study for PSHE Education Key Stages 1-5*  
[www.pshe-association.org.uk](http://www.pshe-association.org.uk)

*Relationships and Education, Relationships and Sex Education (RSE) and Health Education. DfE Draft Guidance. February 2019*

*Sex and Relationships Education Guidance DfE (0116/2000)*

*Equality Act 2010. (To ensure SRE is taught in the context of current relevant legislation)*

[SRE for the 21st Century - FINAL.pdf \(pshe-association.org.uk\)](https://www.pshe-association.org.uk/wp-content/uploads/2019/02/SRE-for-the-21st-Century-FINAL.pdf)

*'Working in Partnership – Visitors Policy', South Yorkshire Healthy Schools.*

[Home | sexeducationforum.org.uk](http://sexeducationforum.org.uk)