

Relationships Education, Sex Education and Health Education (RSHE) Policy

Version	Date
Last reviewed	September 2021
Date of next review	September 2022
Owner	Principal
Approver	Academy Council

This policy is informed by

- [Relationships Education, Relationships and Sex education \(RSE\) and Health Education statutory guidance \(DfE, 2019\)](#)
- [Kirklees Council RSHE Primary Policy](#)

The rationale of the Airedale Academy Policy

All schools and academies, except maintained nursery schools, are required to have a written policy for health and sex education. This policy sets out the framework for the relationship and health curriculum providing clarity on how it is informed, organised, and delivered.

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What is required: policy check list – minimum requirements (DfE checklist, para 16, page 11-12)

This policy should include:

- A definition of relationships education and a definition of sex education.
- Requirements on schools in law (e.g. The Equality Act, 2010).
- Content and delivery of RSHE (e.g. through science, health education or RSHE/PSHE ed).
- Roles and responsibilities (who is responsible for teaching it).
- How the policy was produced (including engagement with parents).
- How the delivery of the content will be made accessible to all students including those with SEND.
- How the subject will be monitored and evaluated.
- Explanation of the right to withdrawal from sex education.
- Confirmation of the review date.

Legislation and Statutory guidance

As a school we are required to teach the new RSHE framework as part of the Student Wellbeing programme of study. The framework will also be covered in part by external agencies sourced by the school and discreetly through the science and PE curriculum. Current regulations and guidance from the Department of Education states that all students within the school regardless of background and need should be taught the new framework.

The following policies support the schools Sex and Relationship policy:

Education Act (1998)
Learning and Skills Act (2000)
Education and Inspections Act (2006)
Equality Act (2010)
KCSIE 2020
Children and Social Work Act (2017)

Definitions

RSHE – Relationship, sex and health education

LGBT – Lesbian, gay, bi-sexual and transgender

Health Education – Physical health and mental wellbeing

Sex Education – There is no statutory definition of sex education in the RSHE framework. At Airedale Academy we define sex education as the acquisition of knowledge and understanding surrounding the choices a person has surrounding sexually intimate relationships and the positive and negative effects these choices can have on a person's health and wellbeing

Relationship Education – The physical, social legal and social aspects of human relationships including friendship, family life and relationships with other children and adults.

Policy development

In developing this policy and curriculum we have given due regard to the Government's statutory guidance for RSHE issued under Section 80A of the Education Act 2002 and Section 403 of the Education Act 1996.

The three key stages of policy and curriculum development include:

- Informing all stakeholders of the facts surrounding the new statutory guidance including the mandatory content to be covered
- Consulting all stakeholders and gathering views surrounding the guidance
- Supported stakeholders by sharing the policy and curriculum plans on the school website.

The RSHE policy at Airedale Academy has been developed following consultation with the whole school community. This process of policy development has involved steps to ensure that the curriculum is for purpose and incorporates the needs of the school community and local needs. The process involved the following steps.

- The lead teacher for RSHE reviewed the existing curriculum model in accordance with the new statutory framework to ensure that lessons fit with the requirements of the guidance.
- The DfE guidance and information about the new RSHE framework was shared with all key stakeholders.
- Knowledge surrounding the school context and local and national priorities has been gathered to understand the needs of the wider school community.
- The draft policy was shared with stakeholders and feedback was sought. This feedback was considered by the Academy Council and RSHE lead.
- The policy was ratified by the governors and adopted by the school.
- A copy of the adopted policy was shared with parents and carers on the school website.

Statement of Intent

RSHE education at Airedale Academy will be delivered as part of the wider Student Wellbeing curriculum. RSHE will also be embedded within the whole school curriculum with aspects of relationship education being covered in other subjects, assemblies and dropdown days

It is the intent that the curriculum will directly link to the schools context as well as local, regional and national priorities giving the young people within the academy the information they need to help them develop into upstanding members of the community who have the ability to think critically and be morally and ethically responsible for their own actions. Having a solid foundation in place through the student wellbeing curriculum will enable the students to understand that actions have consequences, enabling them to make their own decisions with the full knowledge of how their choices could affect themselves and others either now or in the future.

The curriculum intends to educate students on harmful sexual behaviours including what is acceptable behaviour and what constitutes abuse and harassment. This will ensure that the school is addressing the current developments surrounding the sexual abuse review in schools.

RSHE Education in this school has three main components:

Attitudes and Values

- learning the importance of values, individual conscience, and moral choices;
- learning the value of family life, stable and loving relationships, and marriage;
- learning the value of respect, love, and care;
- exploring, considering, and understanding moral dilemmas;
- developing critical thinking as part of decision-making;
- challenging myths, misconceptions, and false assumptions about normal behaviour.

Personal and Social Skills

- learning to manage emotions and relationships confidently and sensitively;
- developing self-respect and empathy for others;
- learning to make choices with an absence of prejudice;
- developing an appreciation of the consequences of choices made;
- managing conflict;
- empower students with the skills to be able to avoid inappropriate pressures or advances.

Knowledge and Understanding

- learning and understanding physical development at appropriate stages;
- understanding human sexuality, reproduction, sexual health, emotions and relationships;
- learning about contraception and the avoidance of unplanned pregnancy;
- learning the reasons for delaying sexual activity, and the benefits to be gained from such delay.

Rationale and Ethos

The aim of RSHE is to provide balanced information about human reproduction, together with consideration of the broader emotional, ethical, moral, and religious dimensions of sexual health to prepare students for an adult life in which they can:

- develop positive values and a moral framework that will guide their decisions, judgements and behaviour;
- have the confidence and self-esteem to value themselves and others;
- understand the consequences of their actions and behave responsibly;
- avoid being exploited or exploiting others or being pressured into anything;
- develop awareness of their sexuality and challenge sexism and prejudice, and promote equality and diversity;
- understand the arguments for delaying sexual activity;

- understand the reasons for having protected (safe) sex;
- be aware of sources of help and acquire the skills and confidence to access confidential health advice, support and treatment if necessary;
- Know how the law applies to sexual relationships.

Roles and Responsibilities

a. The Academy Council

It is the responsibility of the Academy Council to ensure that the school is meeting its statutory requirements in relation to the RSHE curriculum. They will do this by approving the RSHE policy and holding the headteacher to account for the implementation of the policy and checking and monitoring the RSHE curriculum to ensure it is well led and effectively managed.

b. The Headteacher

It is the responsibility of the headteacher to implement the RSHE policy within the school. They will agree the curriculum delivery model including where it will be taught, time allocation and staffing. The head teacher will ensure that the RSHE curriculum is well resourced, staffed and timetabled to enable the school to meet the legal obligations of the new curriculum and offer high quality provision to all students. The headteacher will enable staff delivering the RSHE statutory guidance to be suitably trained to teach high quality relationship and sex education lessons. They will encourage parental engagement with the formation of the policy and ensure parents have access to view the final policy on the school's website.

c. Lead teacher of RSHE

The RSHE programme of study will be led by the lead teacher of Student Wellbeing. It is their responsibility to support the development and implementation of the RSHE policy. They will also be responsible for the development of the curriculum models and schemes of work that follows the new RSHE framework which ensures continuity and progression between year groups and links lessons within different topic areas where appropriate to ensure deep learning is taking place.

The lead teacher is responsible for auditing the coverage of the new RSHE framework across other subject areas within school to ensure that learning within these subjects is complemented through RSHE lesson delivery. The lead teacher will ensure all staff teaching the RSHE framework are provided with high quality resources and adequate support to teach the statutory framework effectively. The lead teacher will ensure that staff receive training needed to effectively deliver the programme of study. They will also ensure that all external visitors are experts in their field to enhance and supplement the programme of study where appropriate.

The lead teacher will monitor and evaluate the effectiveness of the RSHE framework and support teaching staff where required. Periodic reporting to the headteacher and Academy Council will take place to ensure the school is complying with the statutory requirements and that the curriculum is being delivered effectively.

d. SENCO

It is the responsibility of the SENCO to advise teachers how best to identify and support the needs of children with SEND, including input on how best to use teaching assistants and support staff in lessons that include children with SEND and where appropriate how best to adapt lessons to ensure content is age appropriate for students with additional needs.

e. All teachers of RSHE

It is the responsibility of all teachers of RSHE to know and act in accordance with the RSHE policy. They should know and reflect the laws that apply to sex and relationships including the Equality Act 2010. They are responsible for ensuring the programme of study is followed and content is covered in a sensitive and inclusive way. They are also responsible for ensuring that where required students are notified of any trigger warnings when covering certain content. They must also monitor the progress of all students in line with the school policy.

Teachers of RSHE must consider how their personal views and/or beliefs could impact on the teaching of RSHE and notify the Lead teacher of RSHE if and when they believe that these view could have a detrimental impact on th teaching of a lesson or sequence of lessons. Teaching staff should also share any concerns they have about teaching RSHE with the lead teacher or SLT link however staff members do not have the right to opt out of teaching the RSHE curriculum.

It is essential that teaching staff receive training on key topics within the framework including but not exclusively mental health and LGBT awareness as this will help support students within the lessons who have additional needs. Teachers should also work in conjunction with the SENCo and teaching assistants where appropriate to identify and respond to the additional needs of students with SEND.

Due to the nature of some of the topics covered within the RSHE framework teachers may experience a disclosure from a child. It is the responsibility of the lead teacher to report any safeguarding concerns or student disclosures to the DSL and safeguarding team through CPOMS in line with the school safeguarding policy.

RSHE Statutory Content Summary (Secondary School)

Sex and Relationships Education	Health Education
<ul style="list-style-type: none"> ● Families ● Intimate and Sexual Relationships including Sexual health ● Respectful relationships including friendships ● Online and media ● Being safe 	<ul style="list-style-type: none"> ● Internet safety and harms ● Physical health and fitness ● Healthy eating ● Drugs, alcohol and tobacco ● Health and prevention ● Basic first aid ● Changing adolescent body (including puberty and menstruation)

The RSHE curriculum

The content of the RSHE curriculum within Airedale Academy is informed by:

- ❖ National guidance and evidence-based research about RSHE/PSHE ed.
- ❖ Information about the law/ legal rights including the Equality Act 2010 and Public Sector Equality Duty.
- ❖ Relevant health and other data (both local and national).
- ❖ The views of students, staff, parents, and governors.

What Is RSHE Education?

RSHE education at Airedale Academy will be delivered as part of the wider Student Wellbeing curriculum. RSHE will also be embedded within the whole school curriculum with aspects of relationship education being covered in other subjects, assemblies and dropdown days. The curriculum involves acquiring knowledge and information, developing skills and forming positive beliefs, values and attitudes. It is about the understanding of the importance of stable and loving relationships, respect, love and care, for family life. It will ensure that all students within the school are kept safe throughout their life through developing an understanding of the wider world including the laws related to relationships, sex and health.

The RSHE framework will be split into sections and topic areas will be taught in the appropriate year groups. RSHE is set through the wider comprehensive programme of Student Wellbeing which also includes lessons surrounding criminal offenses and the PREVENT duty. The Student wellbeing curriculum is set over 6 topics which include.

- Risk and Safety
- Health and Mental Wellbeing
- Online Media

- Sex and Relationships
- Identity, Equality and Society
- Citizenship

With additional dropdown days allocated for crime prevention and careers and finance through the CAIG curriculum model adopted through school

Quality assured resources from charities and the PSHE association will be used for subjects of a sensitive nature. The programme will be taught through a wide range of teaching methods including but not exclusively interactive activities, educational activities and theatre in education sessions to allow for inclusivity of all students regardless of ability. All resources will be of a high quality and will be reviewed and adapted on a regular basis to ensure that the information is relevant and new legislations and guidelines are covered. Throughout the year the RSHE curriculum will be reviewed and adapted to take into account local and national priorities that come to light. For example the Harmful Sexual Behaviours review.

Where key concepts (such as healthy relationships) can be built upon over time lessons will be taught over both key stages with prior knowledge being built upon in an age appropriate way. Any RSHE lesson may consider questions or issues that some students will find sensitive. Before embarking on these lessons ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson. When students ask questions, we aim to answer them honestly, within the ground rules established at the start of the sessions.

Where appropriate specialists support staff and external providers will be used to support the teaching of certain aspects of the curriculum. These specialists may include health professionals, police officers and members of other groups and charities such as the Alcohol Trust.

Assessment is carried out in accordance with standard school policies and involves teacher, student and peer assessment of knowledge and understanding, interpersonal skills and attitudes will be assessed by targeted questioning and key assessment pieces within each unit of work. Through these assessments teachers will be able to rectify any misconceptions students have as well as help the students develop critical thinking skills that will inform their opinions and beliefs

The curriculum is inclusive to all students and members of different protected groups

Ethnic and Cultural Groups - We intend our policy to be sensitive to the needs of different ethnic groups and we will respond to parental and/or student queries in order to allay any concerns that may exist about the SRE curriculum.

Students with Special Needs - We will ensure that all young people receive sex and relationship education, and we will offer provision appropriate to the needs of all our students, taking specialist advice where necessary.

Sexual Identity and Sexual Orientation - We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate questions and offer support. Young people, whatever their developing sexuality need to feel that sex and relationship education is relevant to them.

Safe and Effective Practice (RSHE delivery)

We will ensure that within RSE lessons the students have a safe working environment where they feel safe and encouraged to talk and offer opinions. Students and teachers will agree ground rules at the beginning of the academic year and these will be reinforced at the beginning of each lesson as well as during the lesson where appropriate. There will be a variety of teaching approaches with opportunities to develop critical thinking and relationship skills. Students will also be given the opportunities to reflect on values and influences (such as from peers, media faith and culture) that may shape their attitude to relationships and sex and nurtures respect for different views.

Distancing techniques will be used where appropriate at the end of lessons to ensure that students can remove themselves from the topic. Trigger warnings will be given to the students when teaching sensitive topics such as domestic violence and drug use so that students where needed can be withdrawn from the lesson.

Student's questions will be answered in an age appropriate and sensitive way, this should be either within the classroom environment or separately at the end of the lesson if the student wishes. They will be provided with learning about how to get help and treatment from sources such as the school nurse and other health and advice services including reliable information online.

Staff cannot offer unconditional confidentiality and this should never be offered to students. In a case where a teacher learns from a student under the age of consent that they are having or contemplating sexual intercourse:

- the young person will be persuaded, wherever possible, to talk to their parents and if necessary to seek medical advice;
- child protection issues will be considered, and referred if necessary to the DSL under the school's procedures;
- the young person will be properly counselled about contraception, including precise information about where young people can access contraception and advice services;
- In any case where child protection procedures are followed, the teacher will ensure that the young person understands the circumstances where confidentiality can be broken.

Engaging Stakeholders

In developing our policy and curriculum we have given due regard to the Government's statutory guidance for RSHE issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996. The views of children, parents, staff, and governors about RSHE have been considered when developing the policy and content of RSHE.

a. Parents

Parental engagement is informed by:

[DfE Parental engagement](#)

[DfE: Relationships education, relationships and sex education \(RSE\) and health education: FAQs](#)

[DfE: Relationships, sex and health education: guides for parents](#)

[PSHE Association: Guide to parental engagement](#)

The role of parents/carers in the development of the students understanding is vital. Parents are the first teachers of their children and as such it is our aim at Airedale Academy to establish an open and transparent dialogue with parents/carers surrounding the RSHE content to ensure parents are informed and understand the subject content.

Parents will be informed of and have access to the draft RSE policy through the schools website. Parents will be given the opportunity to feedback on the policy and curriculum through online surveys. We are also committed to working with parents and carers, informing them about what their child will be learning so they can contribute at home. This will be done on a half termly basis through social media posts on the schools designated pages. Parents will be given access to curriculum plans through the school website and information will be given upon request to parents wishing to withdraw their children from the sex education element of the curriculum.

In addition to their involvement in the development of the RSHE policy parents are encouraged to share their concerns surrounding the RSHE curriculum with the school. Parents and carers contacting the school surrounding RSHE will be asked to include their name and contact details so that we can respond to concerns directly. Anonymous communications will not be considered.

b. Teachers of RSHE

Teachers of RSHE will, meet frequently to discuss RSHE lessons and identify where adaptations and changes are needed within the curriculum model. Within these meetings gaps in knowledge will also be addressed through high quality CPD to ensure the confident delivery of RSHE lessons.

c. Students

Students will be given the opportunity to feedback on their lessons through Student Voice surveys. Where time allows focus groups will be carried out with students to gain feedback on lessons and identify where modifications can be made to strengthen the curriculum model and delivery of lessons. This will ensure that teaching can be made relevant to their real lives and assessed and adapted as their needs change

d. Academy Council

Governors will be given the opportunity to ensure the curriculum promoted safe, equal, caring and enjoyable relationships and discuss real-life issues appropriate the age and stage of the students. Including friendships, families, consent. Relationship abuse, sexual exploration and safe relationships online. They will ensure that all lessons are based on reliable sources of information including about the law and legal rights and distinguishes between fact and opinion

Safeguarding

RSHE will be taught in a safe and supportive learning environment allowing students to feel safe and secure when expressing their views and beliefs, this positive learning environment will allow students to ask questions and request help and support where needed.

Teachers are aware that effective RSHE, which brings understanding of what is and is not appropriate in a relationship and this can lead to a disclosure of a child protection issue. Should this happen staff are aware that they should contact one of the schools DSLs immediately, they should then record the disclosure on CEPOMs as a follow up.

Within RSHE lessons teachers and students should have an agreed set of ground rules so that everyone in the lesson feels safe. Within lessons distancing techniques will be used to enable students to participate without feeling pressurised into talking about personal experiences. Students will be made aware of the limits of confidentiality and that should there be concerns surrounding their safety the safeguarding team will be notified. Teachers will consult with the DSL or the Deputy DSL around any concerns arising whilst teaching RSHE even if a disclosure has not yet been made.

Although the school will be respectful of the parents right to withdraw from sex education lessons we cannot be responsible for content surrounding sex education being overheard and discussed by peers. Within positive classroom environments students natural curiosity is encouraged and students may not see the boundaries between subjects i.e. science, relationship and sex education, this may lead to them raising questions related to the statutory and non-statutory content. Should a student ask a question, teachers will answer the questions in a sensitive, honest and age appropriate manner.

Any visitors that are invited into lessons will be subject to safeguarding checks before attending the Academy. These ensure that the information delivered will be done in an unbiased and accurate way. A member of teaching staff will also be present in such lessons to ensure that if a disclosure is made the student will have a member of staff familiar to them to support with this.

Faith and Cultural perspectives on RSHE

Teaching RSHE effectively means considering many faiths and cultures of Britain today, it also includes knowledge of laws. Within school we will deliver the RSHE curriculum in a non-judgemental way, which acknowledges the wealth of beliefs, views and opinions of the community we serve. The curriculum will promote equality and challenge all forms of prejudice and discrimination through use of a diverse range of resources so that all children and families feel included, respected and valued.

Sex Education

Sex education is part of the statutory framework for state secondary schools and as such is a compulsory part of the curriculum for all students. However, the statutory guidance states that parents have the right to withdraw their children from some or all sex education lessons.

All students will be taught in national curriculum science reproduction, body changes including puberty and content surrounding fertility and IVF and STIs. Within the health education RSHE framework students will be taught about the key changes in adolescent bodies including puberty and menstruation. As well as the behavioural and physical effects drugs have on the body including fertility. Families and different types of relationships including LGBT are also included in relationship education. These aspects of the curriculum cannot be withdrawn from in accordance with the statutory framework.

Within the sex education framework there are many links between sex education and health/relationship education making it difficult to distinguish content that is solely sex education. At Airedale Academy if a parent chooses to withdraw their child from sex education lessons we will follow best practice and engage in an open dialogue to ascertain the content parents would like to withdraw their children from.

The right to be excused from sex education

Some parents prefer to take the responsibility for aspects of this element of a student's education. They have the right to withdraw their children from all or part of the sex and relationship education programme except for those parts included in the statutory National Curriculum (i.e., the study of human growth and reproduction in Science lessons). Parents are also not able to remove their children from any aspect of the relationships and health education within the statutory framework.

Parents can choose to remove their child from sex education lessons at any point however in line with statutory guidance the sex education curriculum will be reinstated for the child the term before their 16th birthday.

If a parent decides to remove their child from the Sex Education curriculum they will need to discuss their decisions with staff at the earliest opportunity. Parents wishing to withdraw their child from the curriculum will be invited to meet with the headteacher to '*discuss the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child*'. Whilst there is no requirement for parents or the school to do so, this is good practice (DfE, para 45/page 17). Discussions with the headteacher will also help the school identify the parts of the curriculum the child will be removed from. If a parent/carer requests that their child be removed from the sex education part of the curriculum we would make alternative arrangements for students and provide support by ensuring that the student is still able to access information regards health that is medically accurate.

If a parent decides they wish to remove students from sex education lessons the headteacher and parent will complete a Parental withdrawal from sex education within RSHE. This form will record the main points of the discussion (if this has taken place), the reason for the withdrawal, and the arrangements for ensuring the student receives appropriate, purposeful education during the period of withdrawal. This will be reviewed at least annually

Monitoring and Evaluation of Sex and Relationship Education

It is the responsibility of the Lead Teacher of RSHE to oversee and organise the monitoring and evaluation of Student Wellbeing, in the context of overall school policies for monitoring the quality of teaching and learning. The Student Wellbeing programme will undertake self-evaluation and monitoring through the usual school cycle. The link governor will meet with the lead teacher to discuss the effectiveness of the RSHE curriculum. The lead teacher will also report to the headteacher and Academy Council surrounding the quality and effectiveness of provision and highlight any concerns.

Ofsted is required to evaluate and report on spiritual, moral, social and cultural development of students. This includes evaluating and commenting on the school's sex and relationship education policy, and on support and staff development, training and delivery.

Policy Review

It is the responsibility of the Academy Council for approving this policy, the policy will be reviewed on an annual basis by the lead teacher of RSHE and the headteacher. Changes will be communicated to all staff and parents and will be approved by the Academy Council. The reviewed policy should consider any changes made to the statutory guidance as well as feedback from students, parents and staff as well as the schools context.