



Harton
Academy



Relationships, Sex and Health Education (RSHE) Policy

June 2021

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Statement of intent

Harton Academy believes that Relationships, Sex and Health Education is important to help our students develop into well-rounded members of society, who can make positive contributions to their community. Our RSHE curriculum is strongly tied to our PSHE, health education and pastoral care programme.

Harton Academy recognises our roles and responsibilities in promoting the health and well-being of all students and believes that having effective Relationships, Sex and Health Education (RSHE) within the school will allow students to have the skills and knowledge to develop their own relationships successfully.

Sexual Health is an important issue that affects all young people. In South Tyneside, the number of teenage pregnancies has fallen, but the North East remains above the national average. The school, in collaboration with parents, has the responsibility to ensure that students know where to access contraception and also how to use it. Harton Academy also believes that they have a duty of care to ensure that young people are aware of laws regarding sexual health and their rights in a relationship. It is because of this that we have RSHE firmly grounded in our PSHE curriculum, in accordance with DfE guidelines. Relationships are explored in many key areas such as bullying, peer pressure and risk-taking behaviour.

“Effective relationship and sex education is essential if young people are to make responsible and well informed decisions about their lives. It should not be delivered in isolation. It should be firmly rooted within the framework for PSHE and the National Curriculum.” PSHE Association

Right to withdrawal

Parents/carers have the right to withdraw their child from sex education, which is delivered as part of RSHE. In secondary schools, unless there are exceptional circumstances, this can be granted up to three terms before their child turns 16. At this point, the wishes of the child must be considered and the school should make arrangements for this to happen in one of the three terms before the child turns 16 - the legal age of sexual consent.

There is no right to withdraw from Relationships and Health Education or Sex Education taught within the National Curriculum e.g. human growth and reproduction. Any request to withdraw a child from Sex Education, which is delivered as part of RSHE, should be made in writing to the Acting Headteacher, Mr D. Amos.

1. Legal framework

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

- Education Act 1996
- Education Act 2002
- Children and Social Work Act 2017
- DfE (2019) 'Keeping children safe in education' (KCSIE)
- DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2019) 'School and college security'

1.2. This policy will be followed in conjunction with the following school policies and procedures:

- Complaints Procedures Policy
- Child Protection and Safeguarding Policy
- E-safety Policy
- Anti-bullying Policy
- Safeguarding Policy (including child sexual exploitation)
- Equal Opportunities
- SMSC

2. Key roles and responsibilities

2.1. The Directors have overall responsibility for the implementation of the school's RSHE Policy.

2.2. The Directors have overall responsibility for ensuring that the RSHE Policy, as written, does not discriminate on any grounds, including but not limited to age, disability, gender reassignment, marriage and civil partnership, race, religion or belief, sex, or sexual orientation.

2.3. The Headteacher has overall responsibility for reviewing the RSHE Policy annually.

2.4. The Headteacher has responsibility for handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.

- 2.5. The Headteacher will be responsible for the day-to-day implementation and management of the RSHE Policy.
- 2.6. The Subject Leader for Social and Cultural Studies is responsible for liaising with other staff and professional agencies to develop an appropriate scheme of work to ensure RSHE achieves the aims laid out in this policy.
- 2.7. The school will consult with parents to ensure that the RSHE Policy reflects the needs and sensibilities of the wider school community.
- 2.8. The school will work with parents throughout the year and will ensure that parents are routinely kept informed about their right to withdraw their children from Sex Education, which is delivered as part of RSHE (but not Relationships and Health Education).
- 2.9. The school will ensure that students are also involved in the adaptation of this policy through class discussions and student voice.

3. Aims of the RSHE curriculum

Harton Academy believes that RSHE is an important part of any child's preparation for adult life as well as being an educational entitlement.

RSHE is lifelong learning about physical, sexual, moral and emotional development. It is about 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.

- 3.1. Students will learn to do the following:
 - Understand what constitutes a healthy lifestyle.
 - Understand how to stay safe and behave online.
 - Understand the dangers they may face, both in, around school, and beyond, and be provided with the means to keep themselves safe.
 - Understand the law and consequences of taking risks.
 - Develop responsibility and independence within school, which they will take forward into society in the future.
 - Respect other people with particular regard for those from different **cultural/ethnic/religious/gender groups**, both in our school community and the wider world.
 - Understand what constitutes 'socially acceptable' behaviour at school and in society.

- Be a constructive member of society.
- Understand democracy.
- Develop positive relationships.
- Develop self-confidence, self-esteem and self-worth.
- Make positive, informed choices as they make their way through life.
- Understand that they have a right to speak up about issues or events, and to respect **the rights of others**.
- To encourage personal responsibility in all forms of behaviour.
- Develop positive values and a moral framework that will guide their **decisions, judgements and behaviours**.
- Understand the true meaning of consent.
- Communicate effectively by developing **appropriate terminology/language associated with** sex and relationship issues.
- Develop awareness of their sexuality and understand human sexuality, **gender identity and challenge sexism, prejudice** and promote equality and diversity.
- **Understand** arguments for delaying sexual activity.
- **Understand** reasons for having protected sex.
- Have sufficient information and skills to protect themselves in a variety of situations including from exploitation, abuse and violence and uninvited/unwanted conceptions and sexually transmitted infections including HIV.
- 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 **including** - active consent, sexting and e-safety.

4. Teaching methods and learning style

- 4.1. A range of teaching and learning styles are used to teach RSHE.
- 4.2. Teaching is student-led with an emphasis on active learning techniques such as discussion and group work.

- 4.3. 'Ice-breaker' activities and clear ground rules regarding discussions are put in place to ensure a safe, supportive and positive learning environment. Examples of discussion guidelines include rules such as:
- No crude language.
 - No raised voices/shouting.
 - No talking over people.
 - Show respect for another's views, even when disagreeing with them.
 - Keep comments subject-specific, as opposed to personal.
- 4.4. Students learn research and study techniques and will engage in investigations and problem-solving activities.
- 4.5. All students are encouraged to take part in charity work and volunteering, as well as organising school events such as assemblies and open evenings.
- 4.6. The school uses visiting speakers, such as health workers and the Police, to broaden the curriculum and share real-life experiences. Any such visitors are closely monitored to ensure they support the aims of this policy and the values of our school.
- 4.7. Students' questions, unless inappropriate, are answered respectfully by teachers.

5. Timetabling and cross-curricular involvement

- 5.1. The school uses direct teaching via timetabled lessons at KS3 as part of the Social and Cultural Studies curriculum, which also covers RE and Citizenship and at KS4 pupils receive one lesson per fortnight to deliver a programme of study to cover the RSHE curriculum.
- 5.2. The school ensures cross-curricular learning through discussion between subjects, form teachers and other relevant groups.
- 5.3. There is strong emphasis on PSHE in our pastoral system and the school will ensure that students feel comfortable, indicating if they are vulnerable or feel at risk.

6. Equal Opportunities

Harton Academy promotes the belief that all young people are of equal worth and importance irrespective of culture, race, gender, sexual orientation, social class, lifestyle, or visible and invisible disabilities. We aim to recognise and respect differences and take the time to meet specific needs that individual students may have.

Ethnic and Cultural Groups

We intend our policy to be sensitive to the needs of different ethnic groups. For some young people, it is not culturally appropriate for them to be taught particular topics in mixed groups. We will respond to parental requests and concerns.

Students with Special Needs

We will ensure that all young people receive Sex and Relationship Education, and we will offer provision appropriate to the particular needs of all our students, taking specialist advice where necessary.

Gender, Sexual Identity and Sexual Orientation

We aim to deal sensitively and honestly with issues of gender, sexual orientation and identity, and answer appropriate questions and offer support. Young people, whatever their developing sexuality, need to feel that Sex and Relationship Education is relevant to them.

7. Safeguarding, reports of abuse and confidentiality

7.1. All staff are aware of what constitutes peer-on-peer abuse. This is likely to include, but may not be limited to, the following:

- Bullying (including cyberbullying).
- Physical abuse, e.g. hitting, kicking, hair pulling.
- Sexual violence, e.g. rape, assault by penetration and sexual assault.
- Sexual harassment, e.g. sexual comments, online sexual harassment or jokes. These may be isolated or part of a broader pattern of abuse.
- Upskirting (taking a picture under a person's clothes without their awareness, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause humiliation, distress or harm).
- Sexting.
- Initiation/hazing type violence or rituals.

7.2. All staff are aware of indicators, which may signal that children are at risk from, or are involved with, serious violent crime. These may include:

- Increased student absence from school, changes in friendships/relationships with older individuals or groups, a significant decline in performance.
- Signs of self-harm or a significant change in wellbeing.

- Signs of assault or unexplained injuries.
 - New possessions or unexplained gifts could indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.
- 7.3. All staff are aware of the associated risks surrounding students' involvement in serious crime, and understand measures in place to manage these.
 - 7.4. If staff have concerns regarding a child who may be at risk of or suffering from 'honour-based' violence (HBV) including forced marriage, they will speak to an appropriate member of our safeguarding team. Where appropriate, they will follow local safeguarding procedures. In cases of suspected Female Genital Mutilation (FGM), the school will report to the police, as highlighted in section 74 of the Serious Crime Act 2015.
 - 7.5. Staff are aware of Keeping Children Safe in Education (KCSIE) advice and what to do if a student informs them that they are subjected to abuse, neglected, or are witnessing abuse. Staff are also aware of appropriate levels of confidentiality. This means only involving those deemed necessary, such as members of the safeguarding team and children's services. Staff must never promise that they will maintain confidentiality about a report of abuse.
 - 7.6. The school will involve the designated safeguarding officer in anything related to safeguarding. They may be able to provide knowledge of trusted, high quality local resources, links to the police and other agencies, and the knowledge of local issues that may be appropriate to address in lessons.
 - 7.7. Every lesson reinforces that, if students have any sensitive/personal issues or wish to talk about any of the issues raised in the lesson, they are aware of how to raise concerns or make reports to their RSHE teacher or another member of staff about this, and how this will be handled. This also includes concerns they may have about a friend or peer.
 - 7.8. Harton invites external agencies to support the teaching of safeguarding-related subjects. In these instances, agreement is reached, in advance of the session, about how the external visitor will deal with safeguarding matters.
 - 7.9. The school is aware that, when teaching new subjects, topics including self-harm and suicide may be raised by students. Teachers recognise the risk associated with suicide and self-harm and promote the use of preventative teaching material. To support this, teachers avoid addressing methods of self-harm or suicide and the use of emotive language, videos or images.

8. Tailoring RSHE.

- 8.1. The school uses discussions and other activities during initial RSHE lessons to ascertain 'where students are' in terms of their knowledge and understanding of various subjects. The teaching programme will then be adjusted to reflect the composition of the class with regards to this.
- 8.2. Teaching considers the ability, age, readiness and cultural backgrounds of all young people and will be differentiated accordingly.
- 8.3. Adaptations are made for those for whom English is a second language to ensure that all students can fully access RSHE provision.
- 8.4. All students with SEND receive RSHE, with content and delivery tailored to meet their individual needs.
- 8.5. The school will deliver RSHE as part of the core timetable provision of all students.

9. Programmes of study at KS3 and 4

The RSHE programme of study will cover the following topics as stated in the DfE statutory guidance:

Families

- 9.1. Students will be taught the following:
 - 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 cohabitating 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 regarding raising 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, such as reporting concerns about others, if needed.

Respectful relationships, including friendships

9.2. Students will be taught the following:

- 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 also includes different (non-sexual) types of relationships.
- Practical steps that can be taken in a range of different contexts to improve or support respectful relationships.
- How stereotypes, particularly ones based on sex, gender, race, religion, sexual orientation or disability can cause damage (e.g. normalising non-consensual behaviour or encouraging prejudice).
- That in school and in wider society, they can be expected to be treated with respect by others, and that in turn they should show due respect in response (including people in positions of authority) and be tolerant of other people's beliefs.
- About different types of bullying (including cyberbullying), the impacts of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
- That some types of behaviour within relationships are criminal, such as violent behaviour and coercive control.
- What constitutes sexual harassment and sexual violence and why these are unacceptable.
- The legal rights and responsibilities relating to equality (particular with reference to the Equality Act 2010 and its protected characteristics) and that everyone is unique and equal.

Online and media

9.3. Students will be taught the following:

- 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 others with material that they would not want shared further, and not to share material that others send 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, which can negatively alter how people see themselves in relation to others and negatively affect behaviour 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 are generated, collected, shared and used online.

Being safe

9.4. Students will be taught the following:

- The concepts and laws relating to sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.
- How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).
- That there are many dangers both inside and outside of school and beyond, and that they must be equipped with the means to keep themselves safe.

Intimate and sexual relationships, including sexual health

9.5. Students will be taught the following:

- 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 either positively or negatively affected by choices made concerning sex and relationships, 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, and menopause.
- That there are a range of strategies for identifying and managing sexual pressure, such as understanding peer pressure, resisting pressure and not pressurising others.
- That they have a choice to delay sex or to enjoy intimacy without sex.

The Law

9.6 Students will be taught the following:

It is important to know what the law says about sex, relationships and young people, as well as broader safeguarding issues. This includes a range of important facts and the rules regarding sharing personal information, pictures, videos and other material using technology. This will help young people to know what is right and wrong in law, but it can also provide a good foundation of knowledge for deeper discussion about all types of relationships. There are also many different legal provisions whose purpose is to protect young people and which ensure young people take responsibility for their actions.

Students should be made aware of the relevant legal provisions when relevant topics are being taught, including for example:

- marriage;
- consent, including the age of consent;
- violence against women and girls;
- online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, etc.);
- pornography;
- abortion;
- sexuality;

- gender identity;
- substance misuse;
- violence and exploitation by gangs;
- extremism/radicalisation;
- criminal exploitation (for example, through gang involvement or 'county lines' drugs operations);
- hate crime;
- female genital mutilation (FGM).

Economic wellbeing and being a responsible citizen

9.7 Students will be taught the following:

- To recognise, clarify and, when necessary, challenge their own core values and how their values influence their choices.
- About the law and consequences of certain behaviour, including violent crime and terrorist activity, on themselves and others, and strategies they can use to keep themselves safe outside of school.
- The knowledge and skills needed for setting realistic and challenging personal targets and goals (including the transition between key stages).
- The similarities, differences and diversity among people of different a race, culture, ability, disability, sex, gender identity, age and sexual orientation and the impact of stereotyping, prejudice, bullying, discrimination on individuals and communities.
- About the potential tensions between human rights, British law and cultural and religious expectations and practices.
- About the primacy of human rights, and how to access support for themselves or their peers safely if they have concerns about those rights being undermined or ignored.
- About discrimination, how to respond when being discriminated against and responsibilities towards those who are experiencing discrimination.
- To recognise that everyone has the same rights to opportunities in learning and work; to recognise and challenge stereotypes and/or family or cultural expectations that may limit their aspirations.
- About their own identity as a learner, differing styles of learning and to develop personal study, research and presentation and organisational skills.

- To identify own strengths, interests, skills and qualities as part of the personal review and planning process, including their value to future employability.
- Different types of work, including employment, self-employment and voluntary work; that everyone has a 'career'; their pathway through education and work.
- About the laws and by-laws relating to young people's permitted hours and types of employment and how to minimise health and safety risks.
- About different work roles and career pathways, including developing their own early aspirations.
- About the labour market (including the diversity of local and national employment opportunities), learning options, skills, occupations and progression routes and about self-employment.
- The choices that are available to them at the end of Key Stage 3/4, sources of information, advice and support, and the skills to manage this decision-making process.
- The benefits of being ambitious and enterprising in all aspects of life.
- About the skills and qualities required to engage in enterprise, including seeing opportunity, managing risk, marketing, productivity, understanding the concept of quality, cash flow and profit.
- About attitudes and values in relation to work and enterprise (including terms such as 'customer service' and 'protecting corporate or brand image').
- About different types of business, how they are organised and financed.
- To assess and manage risk in relation to financial decisions that young people might make.
- About gambling (including online) and its consequences, why people might choose to gamble and how the gambling industry encourages this.
- To explore social and moral dilemmas about the use of money, including how the choices students make as consumers affect other people's economies and environments.
- To evaluate their own personal strengths and areas for development and to use this to inform goal setting.
- About the unacceptability of all forms of discrimination, and the need to challenge it in the wider community including the workplace.
- To think critically about extremism and intolerance in whatever forms they take (including the concept of 'shame' and 'honour-based' violence).

- To recognise the shared responsibility to protect the community from violent extremism and how to respond to anything that causes anxiety or concern.
- About harassment and how to manage this (including in the workplace).
- How their strengths, interests, skills and qualities are changing and how these relate to future employability.
- About the information, advice and guidance available to them and how to access it.
- To further develop study and employability skills (including time management, self-organisation and presentation, project planning, team-working, networking and managing online presence).
- About the range of opportunities available to them for career progression, including in education, training and employment.
- About changing patterns of employment (local, national, European and global).
- To take full advantage of any opportunities for work experience that are available.
- About rights and responsibilities at work (including their roles as workers, and the roles and responsibilities of employers and unions).
- About confidentiality in the workplace, when it should be kept and when it might need to be broken.
- To develop their career identity, including how to maximise their chances when applying for education or employment opportunities.
- To recognise and manage the influences on their financial decisions (including managing risk, planning for expenditure, understanding debt and gambling in all its forms).
- To be a critical consumer of goods and services (including financial services) and recognise the wider impact of their purchasing choices.
- Their consumer rights and how to seek redress.

10. Assessment

- 10.1. The school sets the same high expectations of the quality of students' work in RSHE as it does for other areas of the curriculum. A strong curriculum builds on the knowledge students have previously acquired, including from other subjects, and provides regular feedback on progress.
- 10.2. Lessons are planned to ensure students of differing abilities, including the most able, are suitably challenged. Teaching is assessed and extra support or intervention provided, where appropriate.
- 10.3. Students' knowledge and understanding are assessed through formative assessment methods such as tests, written assignments, discussion groups and quizzes, in order to monitor progress as with the other areas covered by the Social and Cultural Studies Department.

11. Monitoring and review

- 11.1. This policy will be reviewed by the Headteacher on an annual basis.
- 11.2. Any changes to this policy will be communicated to all staff and other interested parties.
- 11.3. The next scheduled review date for this policy will be June 2022.