

Relationships, Sex and Health Education (RSHE) Policy

Person responsible for this document:	
Vice Principal (Inclusions)	
Reviewed by:	Date:
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Approved by:	Date:
Wendy Walters	Sept 2023
Cycle of Review:	Annually
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Introduction:

Under the terms of the Academy Funding agreement the Secretary of State expects the Academy Trust to have regard to any guidance issued by the Secretary of State on sex and relationship education, and to ensure that children at the Academy receive the outlined content as part of the statutory Relationship, Sex and Health Education (RSHE) curriculum.

The aims of relationships, sex and health education at our Academies 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

As a secondary Academy, we must provide RSHE to all students as per section 34 of the Children and Social work act 2017.

In teaching RSHE, we are required by our funding agreements to have regard to guidance issued by the Secretary of State, as outlined in section 403 of the Education Act 1996.

At The University of Kent Academies Trust (UKAT) we teach RSHE as set out in this policy.

Please see the UKAT Funding Agreement and Articles of Association for further information.

Section 403

- The Governing Body and Principal shall take such steps as are reasonably practicable to secure that where relationships and sex education is given to any registered students at a UKAT Academy, it is given in such a manner as to encourage those students to have due regard to moral considerations and the value of family life.

Relationships and sex education: statements of policy

- The governing body of an academy shall:
 - (a) make, and keep up to date, a separate written statement of their policy with regard to the provision of sex education.
 - (b) make copies of the statement available for inspection (at all reasonable times) by parents of registered students at the academy and provide a copy of the statement free of charge to any such parent who asks for one.

Parent/carer right to withdraw

Parents have the right to withdraw their children from the [non-statutory/non-science] components of sex education within RSHE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the Academy will arrange this.

Requests for withdrawal should be put in writing using the document found on the Academy website and addressed to the Academy via email.

A copy of withdrawal requests will be placed in the student's educational record. The Academy will discuss the request with parents and take appropriate action.

What is RSHE?

Relationships and sex education is a lifelong learning process of acquiring information, developing skills and positive beliefs and attitudes about sex, sexuality, relationships, and feelings.

RSHE is the process of acquiring information and forming attitudes and beliefs about sex, sexual identity, relationships, and intimacy. It is also about developing young people's skills so that they can make informed choices about their behaviour and feel confident and competent about acting on these choices.

RSHE is about the emotional, social, and cultural development of students. This involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

The teaching of RSHE involves a combination of sharing information and exploring issues and values.

RSHE is not about the promotion of sexual activity.

The University of Kent Academies Trust promotes the availability of sexual health clinics and actively supports with sexual health queries or needs. Accurate signposting of available resources and support are available to all.

RSHE curriculum objectives

Our academies aim to provide young people with:

- Relationship skills that prepare them for the challenges of the teenage years and adulthood
- Opportunities to explore their own values and develop their own moral framework
- Opportunities to understand and accept difference and diversity
- An understanding of their own bodies
- The ability to know where to seek help and advice
- High self-esteem, self-awareness, and emotional health
- An awareness of the right they have over their own body
- A safe and supportive climate to share and express their feelings regardless of their sexuality
- The skills to be assertive
- Good communication skills
- The skills to make positive informed choices (that reduce risk)

- The ability to respect the right of others to hold opinions that differ from their own as long as these views do not impact on the rights of others
- The ability to take responsibility for and accept the consequences of their own actions
- The knowledge to reduce the risks to their own health and the health of others
- To combat ignorance and increase understanding by providing information about physical, emotional, and social aspects of human sexual development from conception to old age, including love, personal relationships and family life
- To provide a suitable vocabulary for discussing sex and enable this to be used without embarrassment in a group or class or situation
- To promote an understanding of those aspects of the Law which relate to sexuality
- To counter unnecessary feelings of guilt and anxiety
- To develop an understanding of the range of human sexual attitudes and behaviour
- An awareness of the digital world relating to staying safe, sexually explicit material, distorted images of sexual behaviours and harmful content online

Confidentiality

Our academies aim to support young people, but no individual member of staff will offer absolute confidentiality. It may be necessary that if a child protection issue arises then certain confidences must be passed on. The procedure for this is outlined in the Safeguarding and Child Protection Policy for UKAT academies.

Staff will draw upon their professional judgement to deal effectively with any explicit issues raised by a student.

Support Staff and Agencies available to support young people

Individual students will be supported by being given access to appropriate information and specialist help within their Academy. The student will be made aware of services provided by their General Practitioner, local family planning clinic and sexual health clinic through teacher/lesson input, appropriate leaflets and the Academy medical profession links.

Working with Parents/Carers

We recognise that Parents/Carers are the key people in teaching their children about sex, relationships and growing up. The teaching offered will aim to be complementary and supportive to the role of Parents/Carers.

We will offer support by:

- Making this document available on the Academy website and providing hard copies on request
- Explaining our RSHE policy at the Year 7 open evenings and inductions
- Offering an online safety evening to parents annually
- Offering a question-and-answer evening to parents early in the autumn term
- We notify parents about RSHE and other sensitive topics by email / letter

How will we involve and consult students?

Students will be asked for feedback on topics and individual sessions, and students will be asked about their views and attitudes about their ethics lessons. Online surveys will be used to identify student priorities. Lessons will then be developed as a result of student feedback and requests.

Synopsis of UKAT RSHE Programmes

An overview of the main subject content for the RSHE curriculum at each UKAT Academy can be found below.

Synopsis of Sex and Relationships Education Programme

Phase 1 (Year 7 – 8)

- Puberty
- Personal Hygiene
- Relationships - Making and keeping friends of the same and opposite sex
- Bullying and Emotional health and well-being
- Stereotyping
- Healthy lifestyles including healthy eating
- Attraction and Relationships
- What is sex?
- Sexual reproduction (scientific approach)
- Sexual anatomy and sexual characteristics
- Sexuality
- Online safety

Phase 2 (Year 9 – 11)

- Contraception for men and women
- Conception including condom application
- Peer pressure
- Consent
- Teenage pregnancy /parenting
- HIV
- STI's
- Relationships
- Pregnancy options
- Sexuality
- Awareness of pornography
- Accessing local sexual advice services
- Healthy eating including eating disorders
- Online safety

Phase 3 (Year 12-13)

- Contraception
- Conception including emergency contraception and condom application
- Peer pressure
- Teenage pregnancy /parenting
- HIV
- STI's
- Consent
- Awareness of pornography

- Relationships
- Termination and Parenthood
- Sexuality
- Accessing local sexual advice services

Science

Science will cover the following:

- Biological aspects of human reproduction
- Anatomy
- Puberty
- Uses of hormones to control fertility
- How viruses can affect human health

Detailed content of the Relationships & Sex curriculum will be made available to parents on request. Our curriculum content will cover the required themes as set out in Relationships Education, Relationships, Sex and Health Education (RSHE): 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/908013/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

Some subject content closely linked to RSHE may be delivered as part of the Science curriculum.

The programme is continually being monitored, evaluated, and revised as new resources become available and the needs of young people change. There are frequent opportunities to revisit and reinforce topics throughout the RSHE programme.

How will we ensure inclusion and differentiate learning?

We will identify students' different starting points and ensure that all students' situations are understood. We will require students to respect and appreciate many different viewpoints and use these to inform their own decisions. All staff teaching RSHE will be expected to do the same.

RSHE curriculum for SEN students

Where possible all students will remain with their class for RSHE lessons. Students with SEN or those who have been identified as likely to need SEMH support with RSHE will either receive the support of their ethics teacher during their RSHE lessons, or arrangements will be made for specific needs of the students to receive a differentiated version of the RSHE programme.

When there are drop down sessions when it is not the ethics teacher delivering the session staff will also be made aware of those students needing support. Teaching staff will take into consideration the specific needs of the class and students individual needs and abilities when delivering the RSHE curriculum.

Teaching and Learning

Our programme of RSHE is firmly rooted within the PSHE/PPD programmes. Our aim is to provide a well-balanced appropriate programme of study. Students will receive sessions on RSHE in each

year group, generally taught in mixed ability groups and often mixed sex (where appropriate and individual to each UKAT Academy). On occasions, students will be taught in single sex groups when appropriate, or where the Academy is a single sex Academy. Staff are aware that our young people come from backgrounds which reflect a range of values and experiences, and that sensitivity will be needed.

Organisation and Delivery

1. All students within the Academy have equal access to Relationships & Sex education. Topics are revisited in order to allow provision for previous absence and different levels of understanding, maturity and learning abilities.
2. The content delivered will be age appropriate for the students.
3. Teachers and all those contributing to Relationships & Sex education will work within an agreed framework as set out in this policy.
4. Teachers will receive in-house and external training around safe-guarding and best practice for teaching RSHE and Ethics.
5. We will work with external specialist organisations, consultants, and healthcare professionals to ensure our curriculum reflects current best practice.

Sensitive or Controversial Topics

1. During Relationships & Sex Education lessons (and at other times) controversial topics may arise. The judgement of individual teachers will decide as to whether the subjects are suitable for class discussion. Teachers will try to answer students' questions honestly, sensitively and in such a way that takes the context into account. In all circumstances, the professional judgement of the teacher must come in to play.
2. If a question is felt to be too sensitive, the teacher will acknowledge it and deal with it outside of the whole class setting.
3. Teachers should establish a set of ground rules so that young people are aware of parameters.
4. Students will never be asked to discuss personal information about themselves or others.
5. Teachers and students will show respect for all genders, sexualities, and different types of families.
6. Any concerns that arise around safe-guarding issues must be followed up under the Academies' safe-guarding procedures.
7. Teachers will deal sensitively and objectively with information around controversial topics and will always avoid the development of bias and prejudice. Teachers will challenge misconceptions, stereotypes, prejudice, and discrimination.

The Role of Health Professions in the Delivery of Relationships and Sex Education

The Academy will work with health professionals in the development and implementation of the Academy's Relationships & Sex programme. Any visitors used to help in the delivery of the Relationships & Sex Education programme will be clear about the boundaries of their input and will be aware of the Relationships & Sex Education curriculum and relevant Academy policies and their work will be planned and agreed in advance.

Monitoring and Evaluation

The delivery of RSHE is monitored and evaluated through the normal processes of departmental review that apply to all areas of the curriculum within UKAT.

The Ethics curriculum will be reviewed annually, and parents/carers will be informed of any revisions to the planned content relating to the relationships and sex education content.

Strategic Leadership Team (SLT), alongside the Subject Leaders will oversee all aspects of the development, delivery and evaluation; have a proactive, open and inclusive approach to involving parents and carers in the development, delivery and evaluation; and make a commitment to work with parents who have chosen to withdraw their children from 'sex' education to ensure their needs can be effectively met outside the Academy environment.

The Academy will review this policy by evaluating its effectiveness, taking into consideration, feedback from students, staff and parents / carers, as well as what has come to light through classroom observations and information we receive from national reports and curriculum review. SLT and Ethics staff will:

1. Develop this Academy policy and review it every year, or update when required.
2. Ensure that all Ethics staff are offered regular and ongoing training on issues relating to RSHE and how to deliver lessons on such issues.
3. Ensure that all staff are up to date with policy changes, and familiar with the Academy policy and guidance relating to sex education.
4. Provide support to staff members who feel uncomfortable or ill-equipped to deal with the delivery of RSHE to students. This may be due to lack of previous training or because aspects of the curriculum are in conflict with their religious beliefs.
5. Ensure that sex education is age appropriate across all year groups and meets the needs of all students.
6. Ensure that the knowledge and information regarding RSHE to which all students are entitled, is provided in a comprehensive way.
7. Support parental involvement in the development of the RSHE curriculum.
8. Communicate with staff, parents/carers and the governing body to ensure that everyone is in understanding of the Academy policy and curriculum for RSHE, and that any concerns or opinions regarding the provision at the Academy are listened to, taken into account and acted on as is appropriate.

We want the provision of RSHE at home to be complementary to the provision the Academy provides, and this should be clearly communicated to parents/carers and additional support given where necessary or requested.

This policy will be reviewed by the Assistant Principal (Inclusions) annually or amended more frequently when required. At every review point the policy will be approved by UKAT Trustees.