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<b>Next review due:</b>	May 2022
<b>Policy Approved by</b>	Local Governing Board

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## Harrogate High School

### Relationships, Sex & Health Education (RSHE) Policy

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#### 1. Background Information

##### 1.1 Harrogate High School PSHE Education Curriculum Vision Statement:

*“We will, as a whole staff body, embody the culture and values of the school (CARES) so that our students are empowered to learn, grow and develop into the best version of themselves.*”

*The PSHE Education curriculum at HHS seeks to enhance students’ spiritual, moral, social and cultural development as well as to equip them with the empathy and resilience required to be able to manage their emotions and communicate to succeed in the ever changing 21st century. We want our students to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions. Our PSHE Education curriculum will be continually responsive to our students, and we strive to equip them with the tools needed to understand boundaries and appropriate responses to a wide range of health, wellbeing, relationship and issues in the wider world. We will strive through the delivery of the PSHE Education curriculum to reduce barriers to learning for our students, improving their opportunities to succeed with research-based science of learning strategies. Hand in hand with the careers offering in the school, we will ensure that every student is informed and is equipped with the tools required to reach whatever future goal they desire, encompassing how to deal with change in a resilient manner.”*

##### 1.2 Within the PSHE curriculum one PSHE core theme is Relationships and Sex (see PSHE policy and PSHE curriculum). This core theme focuses on:

*“Developing and maintaining a variety of healthy relationships, recognising and managing emotions within a range of relationships, dealing with risky or negative relationships, the concept of consent, managing loss and how to be a respectful and productive member of a diverse community.”*

The KS3 and KS4 core learning themes can be seen in section 2.3.

The aim of RSE is defined by the DfE as:

*“to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what is acceptable and unacceptable behaviour in relationships.”*

- 1.3** This policy links to HHS school’s PSHE curriculum vision and curriculum content and PSHE policy and has been written in consultation with the Local Governing Body, Senior Leadership Team, staff, parent/carers and students.
- 1.4** This policy has been based on the national agenda regarding RSE and PSHE Education in schools including: Relationships Education, Relationships and Sex Education (RSE) and Health Education (Department for education, 2019), The PSHE Association (2019), Keeping Children Safe in Education, the OFSTED Review of Sexual Abuse in Schools and Colleges (2021) and the North Yorkshire Guidance for schools on developing a RSE policy and implementing effective provision.
- 1.5 Equal Opportunities Statement:** RSHE will be provided to all students with consideration of any needs, responding to the diversity of students, faiths, cultures and socioeconomic backgrounds in our school community. Each child has a right to their own sexuality and to access RSE education in a way that is consenting, equal, negotiated and non-oppressive regardless of their age, sex, race, gender, religion, belief, sexual orientation, gender assignment or disability. (Equality Act 2010)

## **2. Subject Content**

**2.1** The PSHE curriculum has three component parts:

- Theme 1: Relationships and Sex
- Theme 2: Health and Wellbeing
- Theme 3: Living in the Wider World

One core theme is Relationships and Sex which is pertinent to this policy.

**2.2** The curriculum is delivered on a fortnightly basis by a dedicated teacher in form groups.

**2.3** Overview of PSHE core learning themes:

## PSHE Theme: Relationships and Sex

This core theme focuses on:

Developing and maintaining a variety of healthy relationships, recognising and managing emotions within a range of relationships, dealing with risky or negative relationships, about the concept of consent, managing loss and how to be a respectful a productive member of a diverse community.



### Key Stage Three Core Learning Themes (Year 7 and 8)

1. Qualities and behaviours that students should expect and exhibit in a wide variety of positive relationships including media portrayal of relationships vs real life expectations
2. Sexual attraction, familial relationships, romantic/intimate relationships, marriage and civil partnerships, long term relationships and children, friendship
3. Legality around sex and underage sex. Why delay sex?
4. Responsibilities of a parent/carer
5. How to deal with changing relationships including, separation, divorce, loss, bereavement
6. Realistic expectations of what it means to be a girlfriend/boyfriend, intimate relationships, choice and consent (respect around saying no, rape culture and pornography (age appropriate reference (8)))
7. Using contraception and risks of unprotected sex and the link to a healthy relationships/ choice
8. Representation of sex in the media, diversity in sexual attraction and how to deal with developing sexuality (including terminology surrounding sexual orientation and link to bullying and how to challenge homophobic, ~~biphobic~~, transphobic and racist language)
9. To further develop and rehearse the skills of team working, active listening, negotiation, offering and receiving constructive feedback and assertiveness with a link to friendship and bullying
10. To recognise all forms of bullying and the skills needed to deal with/ challenge this as well as how to deal with peer pressure
11. Link peer pressure to tobacco, alcohol, drugs (link to Health and Wellbeing) and carrying offensive weapons
12. Friendship vs gangs (Prison me no way)
13. Use of social media and how to keep social media private (Cyber Champions)

## PSHE Theme: Relationships and Sex

This core theme focuses on:

Developing and maintaining a variety of healthy relationships, recognising and managing emotions within a range of relationships, dealing with risky or negative relationships, about the concept of consent, managing loss and how to be a respectful a productive member of a diverse community.



### Key Stage Four Core Learning Themes (Years 10 and 11)

1. Explicit strategies to manage strong emotions and feelings and how to cultivate equal, strong and supportive relationships including the normalcy of living together and expectations of a partner and the converse of recognising unhealthy and abusive relationships (including honour violence, domestic abuse and rape)
2. Reference to external agencies that can support through information and advice
3. Explicit strategies to cope with relationships of all forms ending and revisit consent
4. Parenting skills and qualities and their central importance to family life (including the implications of young parenthood; to be able to make informed choices about parenting including issues around breastfeeding) (Health Visitor?)
5. Revisit and build on accepting sexuality and again explore the medias interpretation of this, explore pornography in more depth
6. Explore sexism and feminism in the context of a 21<sup>st</sup> century UK and wider world (GC/ ~~WomenED~~) as well as the culture of victim blaming. Explore how to tackle unwanted sexual attention
7. Explore the link between faith and sexual activity
8. Build on impact of drugs and alcohol for KS3 and explore hoe they impact sexual behaviour
9. Revisit contraception and how to negotiate condom use – focus on the element of choice for all types of relationships (Heterosexual and homosexual)
10. Talk about infertility and loss and choice regarding IVF/ adoption and link to STI's and the consequences of unintended pregnancy including abortion (KS4 science) (STI nurse)

**2.4** Pupils will be provided with the opportunities to learn about different family structures. For our pupils, when teaching RSHE, particularly in relation to partners and sexual health issues, there will be integrated learning and resources that relate to LGBTQ+ relationships. Our teaching of RSHE for all age groups will not just refer to the two genders of boys and girls but take the time to explore the spectrum of gender identity, for example including trans and gender-neutral identities as well as challenging gender stereotypes.

**2.5** Following the advent of the Everyone's Invited movement, the OFSTED Review of Sexual Abuse in Schools and Colleges (2021) and resulting recommendations, pupils will be provided with opportunities to learn about what constitutes sexual abuse and harassment (including online sexual abuse), unacceptable sexualised language, why it is never right to request or send sexual images, the importance of consent, respecting personal boundaries and understanding how sexual

abuse/harassment makes a victim feel. They will be encouraged to challenge sexual abuse and harassment and the idea of a 'no snitch' culture. The associated NSPCC Helpline number (0800 136 663)/email address ([help@nspcc.org.uk](mailto:help@nspcc.org.uk)) will be shared with students in PSHE Education lessons.

### **3. Roles and Responsibilities**

#### **3.1 PSHE Education Teaching Staff**

PSHE Education teaching staff deliver and responsively teach via a holistic and interleaved approach the prescribed curriculum that has been planned to address the specific needs of our school community. It is the responsibility of teaching staff to attend all provided CPD and actively redesign lessons to respond to misconceptions in learning. The PSHE Education Lead will lead staff training with the PSHE Education team each half-term to ensure the best learning experience for students. This CPD will include shared work scrutiny to look at consistency of delivery, student levels of knowledge and understanding, and misconceptions. Students must have their baseline understanding assessed and teacher and student must formatively assess progress made across the topic. The expectations of high-quality teaching, feedback and assessment are comparable to that of the teacher's normal curriculum area (whole school approaches to quality first teaching, including regular formative assessment and regular feedback – at least twice per half-term - apply).

#### **3.2 The Local Governing Board**

The Local Governing Board has the responsibility to ensure the school has an up-to-date RSHE policy that describes the content and organisation of RSHE beyond the Science National Curriculum and it has had an integral role in developing this policy. The Local Governing Board will continue their involvement through regular monitoring and evaluation of provision and policy (this monitoring applies to both the taught curriculum and the wider areas of school life, e.g.: school nurse). They will also ensure that the policy is available to parents and that parents know of their right to withdraw their children (see section 5 below).

For details of LGB members, see the school website.

#### **3.3 The Head of School and Senior Leadership Team**

The Head of School and wider senior leadership team take overall responsibility for the implementation of this policy in liaison with the Local Governing Board, all staff, parents/carers and appropriate external agencies.

#### **3.4 The PSHE Education Lead**

The PSHE Lead is responsible for all aspects of PSHE Education including RSHE. In respect of RSHE, responsibilities are to:

- Consider the needs of all students, planning an age-appropriate and context-appropriate curriculum and scheme of work
- Consult with students, parents, carers and all staff to inform provision around RSHE
- Access appropriate training and provide high quality CPD to all PSHE teachers
- Quality-assure the provision and delivery of RSHE within the context of PSHE Education
- Liaise with the Local Governing Board regarding RSHE

### **3.5 Parents/Carers**

The school aims to work in active partnership with families, to value their views and to keep them informed of the RSHE provision. Parents will be actively consulted regarding the RSHE provision and are invited to review the resources and can contact the Head of School with any queries or concerns. If a parent/carer has any concerns about the RSHE provision, then time will be taken to address these concerns. See section 5 regarding the right to withdraw children from the sex education aspect of the RSHE programme.

### **3.6 Special Educational Needs (SEN) support:**

Prior to teaching aspects of RSHE, the PSHE Education Lead will liaise with the Assistant Headteacher: Inclusion/SENCO and the pastoral team to consider where additional support or pre-teaching may need to be used. Pre-teaching can occur in form time where necessary.

## **4. Monitoring and Evaluation of RSHE**

**4.1** RSHE will be assessed using the model:

1. Baseline
2. Assessment for learning and responsive teaching to close the gaps
3. Assessment for learning of progress and end point

**4.2** Assessment: the expectation of students regarding work is the same as in other curriculum areas. The curriculum has been planned to interleave and build on core themes and to link to other subjects. Students will be provided with regular feedback on their progress.

**4.3** Lessons have been designed to ensure that all students are challenged appropriately and supported through their learning through effective scaffolding and teacher interaction. The impact of teaching will be assessed based on students' ability to communicate concepts covered, the culture and 'feel' of the school community, student/staff voice and evidence of accumulating knowledge from baseline to end point.

**4.4** Provision will be strengthened by looking at use of knowledge organisers and extended reflection to capture progress as well as using teaching and learning strategies that are being used across the school in other curriculum areas.

**4.5** Monitoring and quality assurance of delivery of PSHE education – all teaching will be quality assured through learning walks and work scrutiny in line with the whole school Teaching and Learning provision.

**4.6** Students will be made aware of the law relating to sexual offences. They will be made aware of the relevant legal provisions including marriage, consent and the age of consent, violence against women and girls, online behaviours, pornography, abortion, sexuality, gender identity, substance misuse, violence and exploitation by gangs, extremism and radicalisation, criminal exploitation, hate crime and female

genital mutilation. Students will be made aware of the remit of confidentiality; specifically, that teachers cannot guarantee students unconditional confidentiality with regard to what is discussed in lessons or specific disclosures made to staff.

- 4.7** If information emerges during an RSHE lesson about a student's wellbeing or personal situation, or a disclosure is made, they may be advised to speak to their designated Student Support Officer or the School Nurse and would then be provided with information about where to get further help. If the matter is a potential safeguarding issue, then it will be referred to the Designated Safeguarding Lead/member of the Safeguarding team and recorded on CPOMs.

## **5. The Parental Right to withdraw their child from sex education in RSHE lessons**

- 5.1** Under section 405 of the Education Act 1996, parents may opt to excuse their children from sex education within PSHE lessons which are not part of the Science National Curriculum (these lessons will be explicitly highlighted to parents). From September 2020 parents can withdraw their child up to three terms before the child is 16 when the child can then choose to opt into sex education lessons. At this point, if the child themselves wishes to receive sex education, the school will plan for this to happen in one of the three terms before the child turns 16 - the legal age of sexual consent.
- 5.2** The school defines sex education as "the biology and mechanics of sexual intercourse".
- 5.3** Parents will be notified in writing of the programme and the content for RSHE and they will be reminded of their right to excuse their children. Parents will also be provided with information on how to access support to enable them to talk to their children about RSHE.
- 5.4** Parents wanting to exercise this right are invited to contact the Head of School who will explore their concerns. If a student is withdrawn, they will be provided with alternative work for the duration of the lessons surrounding the 6 ways to wellbeing.

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