

POLICY TITLE: Relationship, Sex and Health Education (RSHE)

STATUS: Statutory

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Overview

As of September 2020, RSHE education is compulsory in all state maintained secondary schools. At The Latimer Arts College, we are committed to delivering this education through a curriculum that is truly representative of our community and the needs of our students, so that they can effectively safeguard themselves as young adults. Our curriculum shows due regard to protected characteristics and promotes tolerance, respect and compassion. We base skills taught in RSHE on our core values, student voice and staff feedback so that we remain in line with the ethos of our college and the needs of our students. In addition, our resources and teaching are considerate of diversity of belief, which may be based on culture, religion, sexual orientation or another factor. We do not tolerate discrimination or prejudice against any of the protected characteristics and create a safe learning environment to enable equal access for all students to RSHE. Our curriculum is based on the PSHE Association's thematic model, which is mapped to the RSHE government guidance on what students should know before they leave secondary school (Appendix 2). Our resources are made to reflect age appropriateness, local area data and the voice of our College community to ensure the delivery of the curriculum is current and effective.

1. Aims

1.1 The aims of relationships, sex and health education (RSHE) at our College are to:

1. Ensure that the College's RSHE curriculum is delivered effectively to all students in line with the College's ethos and values.
2. Provide a framework in which sensitive discussions can take place.
3. Prepare students for puberty, and give them an understanding of sexual development and the importance of health and hygiene.
4. Support our students to develop the maturity, self-awareness and understanding of others, to be respectful citizens and to effectively identify risk.
5. Enable our students to know appropriate facts and vocabulary about their bodies, puberty, sexual development, health and hygiene.
6. Support The Latimer Arts College to fulfil its legal obligations.

2. Statutory requirements

- 2.1 As a maintained secondary school we must provide RSHE to all students as per the [Children and Social work act 2017](#).
- 2.2 In teaching RSHE, we must have regard to [guidance](#) issued by the Secretary of State as outlined in section 403 of the [Education Act 1996](#).
- 2.3 Statutory guidance set out by the Department for Education (DfE) in relation to RSHE replaces the Sex and Relationship Education guidance (2000). This guidance will be reviewed by the DfE three years from first required teaching (September 2020) and every three years after that point.
- 2.4 2020 RSHE guidance from the DfE states what schools **must** comply with when teaching Relationships Education, Relationships and Sex Education (RSHE) and Health Education. This guidance will inform our drop-down curriculum and some of our personal development curriculum.
- 2.5 Revised DfE statutory guidance states that from September 2020, all schools must deliver relationships education (in primary schools) and relationships and sex education (in secondary schools).
- 2.6 Parents and carers will continue to have a right to request to withdraw their child from sex education delivered as part of RSHE in secondary schools which, unless there are

exceptional circumstances, should be granted up to three terms before their child turns 16. At this point, if the child themselves wishes to receive sex education rather than be withdrawn, the College should make arrangements for this to happen in one of the three terms before the child turns 16 - the legal age of sexual consent.

2.7 There is no right to withdraw from Relationships Education at primary or secondary as the DfE believes contents of these subjects – such as family, friendship, safety (including online safety) – are important for all children to be taught.

2.8 **Documents that further inform the College's RSHE policy include:**

Keeping Children Safe in Education (statutory guidance)

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline)

<https://educateagainsthate.com/resources/respectful-school-communities-self-review-signposting-tool-2/>

Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between students)

<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>

Equality Act 2010 and schools

<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>

SEND code of practice: 0 to 25 years (statutory guidance)

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Alternative Provision (statutory guidance)

<https://www.gov.uk/government/publications/alternative-provision>

Mental Health and Behaviour in Schools (advice for schools)

<https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>

Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)

<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

Sexual violence and sexual harassment between children in schools (advice for schools)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/719902/Sexual_violence_and_sexual_harassment_between_children_in_schools_and_colleges.pdf

The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)

https://www.equalityhumanrights.com/sites/default/files/what_equality_law_means_for_you_as_an_education_provider_schools.pdf

Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of students' spiritual, moral, social and cultural (SMSC))

<https://www.gov.uk/government/news/guidance-on-promoting-british-values-in-schools-published>

National Citizen Service guidance for schools

<https://www.gov.uk/government/publications/national-citizen-service-guidance-for-schools-and-colleges>

3. Policy development

3.1 This Policy was developed to meet good practice recommendations from the DfE.

4. Definition

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

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

4.3 RSHE is not about the promotion of sexual activity.

4.4 Whilst RSHE promotes equality and respect for all groups, it does not compel students to assume beliefs or practices that are inconsistent with their values, which may be linked to their faith, culture or another aspect of their background.

5. Curriculum

5.1 Our curriculum is set out as per our curriculum map, but we may need to adapt it as and when necessary.

5.2 If students ask questions outside the scope of this policy, teachers will respond in an appropriate manner, so that students are fully informed and do not seek answers online.

5.3 Our RSHE programme is an integral part of our whole College PSHE education provision and will cover all of the items set out by DfE RSHE Statutory Guidance including; Relationships and Sex Education and Physical Health and Mental Wellbeing. The curriculum will be mapped to the statutory guidance to ensure all topics students must know before they leave secondary school are covered. Additionally, the curriculum will be mapped to our College values and ethos to ensure that PSHRE is an integral part of The Latimer Arts College to enable our students to safeguard themselves effectively.

5.4 The curriculum, resources and staff training will be representative of the diverse nature of our student body so that all students feel included.

5.5 We will not teach aspects of protected characteristics solely as standalone units; we will ensure the entirety of our curriculum represents all of the community that our College is comprised of.

6. Delivery of RSHE

6.1 RSHE is taught within the personal, social, health, relationship, economic (PSHRE) education. The majority of RSHE curriculum will be taught in the Personal Development Programme in form time once per week. Biological aspects of RSHE are taught within the science curriculum, and other aspects of RSHE are included in the wider curriculum of the College. The College will continue to evaluate the wider curriculum to embed PSHRE teaching throughout all subjects.

6.2 Students may also additionally receive stand-alone sex education sessions delivered by a trained health professional from external agencies.

6.3 RSHE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Online and media

- Being safe
- Intimate and sexual relationships, including sexual health

6.4 For more information about our RSHE curriculum, see Appendix 1.

6.5 These areas of learning are taught within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBTQ+ parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

6.6 Our RSHE programme will be planned and delivered weekly in a tutor time. We deliver an RSHE curriculum, that focuses on the core skills and attributes that we believe our students need in order to safeguard themselves in the wider world. We use the DfE recommended PSHE Association (<https://www.pshe-association.org.uk/>) thematic curriculum map and learning outcomes that are mapped to the requirements of the RSE (2020) guidance requirements. In addition to this we also deliver the science based aspects of the RSHE curriculum in science lessons. These lessons are more concerned with the physical aspects of development and reproduction, although the importance of relationships is not forgotten.

6.7 High quality resources will support our RSHE provision and will be regularly reviewed by the Achievement Team Leader. Where possible, we will use resources recommended by the PSHE Association and/or the DfE. Additionally, local data, student views and staff feedback will inform our lesson content and resources. All resources will be carefully planned with our students, community, British Values and the law in mind.

7. Assessment

7.1 Assessment in RSHE will take the approach that personal attributes and skills, so central to RSHE education, are arguably the hardest aspect of learning to assess. It may well be that teachers cannot accurately assess a student's resilience, empathy or risk management with any real meaningfulness or confidence. However, students themselves will be able to judge, for instance, whether they feel more confident, or have a firmer sense of their own ability to identify and assess risk than they did before. While it might not be written down and handed in for marking, such personal reflection in RSHE education lessons is essential, so ensuring students have time and space to reflect on this – either privately or through discussion – is a vital part of the assessment process. In addition to this, assessing effective teaching and learning in PSHRE education works best with, and should include, a combination of teacher questioning, student self-assessment and peer-assessment (PSHE Association, 2020).

7.2 To achieve an effective assessment model for our students, assessment points will be highlighted for teachers within the resources made by the Achievement Team Leader responsible for RSHE. Teachers will signpost students to pre and post topic quizzes that will be completed before and after a unit of work is taught. The purpose of this is so that students can reflect on any new knowledge and information they have gained and have an opportunity to assess how confident they feel before and after a topic is delivered.

7.3 Effectiveness and assessment in RSHE will be reviewed each year by the Achievement Team Leader

8. Safe and Effective Practice

8.1 By training staff effectively through video and live CPD on the delivery of sensitive RSHE topics we provide a safe environment for students to contribute to RSHE teaching and learning that will have an impact on both their academic and non-academic outcomes.

8.2 At The Latimer Arts College we encourage staff and students to engage in the importance of RSHE and as a result, tackle the barriers to learning, raise aspirations and improve life chances, especially for our vulnerable and disadvantaged students.

9. Roles and responsibilities

9.1 The Governing Board

9.1.1 The governing board will approve the RSHE policy and hold the Principal to account for its implementation. The Principal will be responsible for communicating updates to the governors as to the developments of the curriculum in terms of design and delivery. The impact of PSHRE will be reported to governors as part of routine curriculum reporting.

9.2 The Principal

9.2.1 The Principal is responsible for ensuring that this Policy and the RSHE Curriculum is implemented consistently.

9.2.2 Under the leadership of the Principal, the Senior Leadership Team are responsible for ensuring that this Policy and the RSHE Curriculum are implemented consistently and fairly in the College and for managing requests to withdraw students from the sex education components of the RSHE Curriculum.

9.3 Staff

9.3.1 Staff are responsible for:

- Delivering RSHE in a sensitive and unbiased way
- Modelling positive attitudes to RSHE
- Modelling equality, diversity and inclusion
- Monitoring progress in RSHE as part of the standard internal baseline assessment systems for student performance
- Responding to the needs of individual students (e.g. those with special educational needs and disabilities – “SEND and EAL students”).
- Responding appropriately to students whose parents or carers wish them to be withdrawn from components of RSHE
- Differentiating RSHE lessons to meet the academic and emotional needs of their students
- Making RSHE and Personal Development lessons in accordance with the planning rota set by the RSHE co-ordinator

9.3.2 Staff do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching RSHE are encouraged to discuss this with the Principal.

9.3.3 The Latimer Arts College teaching staff will be trained on the delivery of RSHE through video and live CPD as part of their continuing professional development. Specific departments (e.g. the science department) will additionally arrange internal training or awareness raising for their staff on wider curriculum inclusion of RSHE. Progress Leaders should work with the PSHRE Co-ordinator to ensure that that PSHE, diversity, inclusion, and aspects of RSHE is implemented into all areas of the curriculum. The Progress Leader for each department is responsible for this taking place.

9.4 Students

9.4.1 Students are expected to:

- engage fully in RSHE unless they have been withdrawn by a parent or carer following the correct channel set out in Section 9 of this policy

- when discussing issues related to RSHE, treat others with respect and sensitivity and follow ground rules set out by the College for a safe learning environment.

10. Parents' right to withdraw

- 10.1 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 College will arrange this.
- 10.2 The sex education components of the RSHE Curriculum are those areas covered in the "Intimate and sexual relationships, including sexual health" part of Appendix 1 – DFE requirements. Students cannot be legally withdrawn from the aspects of sex education that are taught as part of the national and statutory science curriculum (they may only be withdrawn from the aspects of sex education that are taught as part of the RSHE Curriculum).
- 10.3 Requests for withdrawal should be put in writing using the form found in Appendix 2 of this policy and addressed to the Principal at least one week prior to the date of the taught lesson.
- 10.4 A copy of withdrawal requests will be placed on the student's educational record. The Principal will discuss the request with parents and carers and take appropriate action. Requests will be granted unless exceptional circumstances exist.
- 10.5 The Principal or a member of the Senior Leadership Team should discuss the request with parents and carers and, as appropriate, with the child to ensure that their wishes are clear, clarify the nature, purpose and intended benefits of the RSHE curriculum, explain the potential risks of withdrawing a child, including the social and emotional risks of being excluded and the possibility of hearing about sex education elements of the RSHE curriculum from other students, rather than a qualified adult.
- 10.6 These discussions should be noted, and withdrawal requests will be stored on the student's educational record.
- 10.7 Alternative relationships work will be provided for students who are withdrawn from sex education.
- 10.8 The process to request to withdraw students from the sex education components of the RSHE Curriculum is the same for SEND students. However, in exceptional circumstances the Principal or SENCO may want to take the specific needs of a SEND student into account when making this decision on the right to withdraw, and also attendance to certain areas of the curriculum.

11. Training

- 11.1 Staff will be trained on the delivery of RSHE through both live and video CPD.
- 11.2 Videos and/ or written resources will be signposted at the start of every RSHE lesson to support delivery of that unit.
- 11.3 The Principal will also invite visitors from outside the College, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSHE.

12. Monitoring arrangements

- 12.1 The delivery of RSHE is monitored by the Principal, the Senior Leadership Team and the Achievement Team Leader through:
 - lesson observations
 - learning walks

- the staff appraisal process and day to day management or communication with colleagues, students and parents or carers.
- 12.2 Students' development in RSHE will be monitored by class teachers as part of our internal assessment systems.
- 12.3 The curriculum will be monitored for its impact and relevance on a continual basis through:
- teacher feedback to the RSHE coordinator
 - student opinion
 - national and local data trends
- 12.4 This policy will be reviewed at least every three years, by the Principal, with oversight from the governing body.

13. SEND Students and RSHE

- 13.1 The policy of The Latimer Arts College is that SEND students should follow the same RSHE programme as all other students.
- 13.2 When appropriate, and to ensure that the RSHE Curriculum is accessible for all students, teaching will be differentiated, and content will be adapted to meet the needs of SEND students. Lesson differentiation will initially be conducted by the RSHE Co-ordinator and SEND team to ensure that resources are age appropriate and meet the needs of our community. Following this, form tutors will further differentiate activities and resources to ensure that they are accessible to all learners in their class, especially in regard to SEND and EAL students.
- 13.3 Differentiation will be done on a case by case basis, through collaboration between teaching staff, staff who specialise in SEND students in general or work closely with particular SEND students, and wider support systems as appropriate (e.g. parents or carers).
- 13.4 When delivering RSHE to SEND students, The Latimer Arts College will be mindful of:
- The SEND Code of Practice, which includes a set of outcomes on preparing students for adulthood
 - The additional vulnerability that SEND students can face, to exploitation, bullying and other issues
 - The possibility that elements of RSHE may be particularly important for some SEND students, because of the nature of a condition or disability
 - The potential need to tailor content and teaching to meet the specific needs of SEND students at different developmental stages.

Appendix 1: By the end of secondary school students should know

TOPIC	STUDENTS SHOULD KNOW
Families	<p>That there are different types of committed, stable relationships</p> <p>How these relationships might contribute to human happiness and their importance for bringing up children</p> <p>What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony</p> <p>Why marriage is an important relationship choice for many couples and why it must be freely entered into</p> <p>The characteristics and legal status of other types of long-term relationships</p> <p>The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting</p> <p>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, including reporting concerns about others, if needed</p>
Respectful relationships, including friendships	<p>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 includes different (non-sexual) types of relationships</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice)</p> <p>That in College and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs</p> <p>About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</p> <p>That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</p> <p>What constitutes sexual harassment and sexual violence and why these are always unacceptable</p> <p>The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal</p>

TOPIC	STUDENTS SHOULD KNOW
Online and media	<p>Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</p> <p>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</p> <p>Not to provide material to others that they would not want shared further and not to share personal material which is sent to them</p> <p>What to do and where to get support to report material or manage issues online</p> <p>The impact of viewing harmful content</p> <p>That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners</p> <p>That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</p> <p>How information and data is generated, collected, shared and used online</p>
Being safe	<p>The concepts of, and laws relating to, sexual content, 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</p> <p>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)</p>

TOPIC	STUDENTS SHOULD KNOW
Intimate and sexual relationships, including sexual health	<p>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</p> <p>That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing</p> <p>The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</p> <p>That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</p> <p>That they have a choice to delay sex or to enjoy intimacy without sex</p> <p>The facts about the full range of contraceptive choices, efficacy and options available</p> <p>The facts around pregnancy including miscarriage</p> <p>That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help)</p> <p>How the different sexually transmitted infections (STIs), including HIV/AIDS, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing</p> <p>About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</p> <p>How the use of alcohol and drugs can lead to risky sexual behaviour</p> <p>How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</p>

Appendix 2: Parent and Carer Form: Request for withdrawal from sex education within RSHE

TO BE COMPLETED BY PARENTS and CARERS			
Name of child		Year Group	
Name of parent/carer		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the College to consider			
Parent/carer signature			

TO BE COMPLETED BY THE COLLEGE	
Agreed actions from discussion with parents/carers	