



STROOD
ACADEMY

RELATIONSHIPS, SEX AND HEALTH EDUCATION POLICY

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1. Introduction and Aims

Strood Academy believes that RSHE should:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Be an integral part of the lifelong learning process, beginning in early childhood and continue into adult life.
- Be an entitlement for all young people.
- Encourage every student to contribute to make our community and aims to support each individual as they grow and learn.
- Be set within this wider school context and supports family commitment and love, respect and affection, knowledge and openness. Family is a broad concept; not just one model, e.g. nuclear family. It includes a variety of types of family structure, and acceptance of different approaches.
- Encourage students and teachers to share and respect each other's views. We are aware of different approaches to sexual orientation, without promotion of any particular family structure. The important values are love, respect and care for each other.
- Generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment.

Relationships, Sex and Health Education in the Academy has 3 main aims::

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 about the nurture of children.
- 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 (both as exploited or exploiter).

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 range of local and national sexual health advice, contraception and support services.

learning the reasons for delaying sexual activity, and the benefits to be gained from such delay;

the avoidance of unplanned pregnancy.

Strood Academy acknowledges that the aim of teaching students about Relationships, Sex and Health Education is to provide them with the information that they need to:

- Make good decisions about their own health and wellbeing.
- Recognise signs of concern within themselves or others.
- Be aware of their own emotional health and wellbeing.
- Be able to check in with how they are feeling and express those feelings in a timely manner to the appropriate support system at home or within school.
- Be aware of the impact that online activity can have on their own and other people's mental wellbeing.
- Be conscious of the links between good physical health and positive mental wellbeing.
- Recognise the importance of self-control and the ability to self-regulate, and strategies for doing so.
- Be resilient even when faced with adverse or challenging situations.
- Remain confident in their own ability to overcome issues and persevere when necessary.
- Respond calmly and rationally in a variety of challenging situations.
- Understand that being physically active is an important aspect of an individual's health.
- Make good choices with regards to diet and exercise.
- Follow government guidelines about healthy eating

2. Statutory requirements

As a secondary academy school we must provide RSHE to all pupils 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](#).

Relationships, Sex and Health Education at Strood Academy will follow the national guidance and will ensure that the programme embraces the following in a culturally sensitive way while defining Relationships, Sex and Health Education.

The school's commitment to promoting the personal and social development, health and wellbeing of its students is evident in its statement of aims and values.

RSHE is linked to broader school policies and the curriculum in relevant subjects, as well as the Academy's pastoral system. In addition to this RSHE is delivered to students in Years 7-9 through weekly lessons and to Years 10-13 as part of drop down days.

Science teaches about the biological facts relating to human growth, puberty and reproduction. It may also include teaching about contraception and STIs. RSHE helps students to think about the different social contexts, influences and beliefs that affect personal behaviour. RSHE also develops a positive vocabulary and the strategies and skills children and young people need to stay healthy and safe.

The ICT/computing curriculum, teaches about online safety. For RSHE, students are taught that the internet and social media are important resources for learning and information, and a great opportunity to build social networks, as well as learning about the risks and how to stay safe online.

There is also relevant learning in other subjects, such as Intercultural Awareness, about the law and the views of religious and secular groups on different issues.

At Strood Academy, we recognise that children are naturally curious about growing up, how their bodies work and how humans reproduce. Their questions need to be answered honestly, using language and explanations appropriate for their age and maturity, thus avoiding unnecessary mystery, confusion, embarrassment and shame. At no point does RSHE sexualise children.

Relationships, Sex and Health Education at Strood Academy addresses the questions and concerns raised by the biological facts – for example, exploring the feelings a new baby can bring, or the effect of puberty on friendships. It provides balance to sometimes distorted messages about sex and gender roles in the media, and helps protect children by explaining boundaries and safety, and developing the language and understanding needed to recognise abusive behaviour and seek help. It also helps students to develop respectful and consensual attitudes and behaviours.

3. Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents were sent the proposed curriculum as part of an online survey and given 7 days to respond to the curriculum plan. The online survey replaced a face-to-face consultation due to lockdown restrictions. Parents have been informed that they can come in to school to address any concerns once The Academy re-opens.
4. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

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

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

RSHE is not about the promotion of sexual activity.

5. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary. The curriculum also reflects any updates made to KCIE

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

6. Delivery of RSHE

RSHE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSHE are taught within the science curriculum, and other aspects are included in religious education (RE). The content of the curriculum will be delivered during 'Personal Development' lessons. Every Wednesday, during period 5, each student at Strood Academy will have their 'Personal Development' lesson.

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

For more information about our RSHE curriculum, see Appendices 1 and 2.

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, LGBT 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).

7. Roles and responsibilities

7.1 The Trust

The Trust will monitor the RSHE curriculum, led by the designated Safeguarding Lead.

7.2 The governing board

The governing board will approve the RSHE policy, and hold the headteacher to account for its implementation.

7.3 The headteacher

The headteacher is responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RSHE (see section 8).

7.4 Staff

Staff are responsible for:

- Delivering RSHE in a sensitive way
- Modelling positive attitudes to RSHE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the components of RSHE which are not taught within the Science curriculum

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 headteacher or RSHE co-ordinator.

7.5 Pupils

Pupils are expected to engage fully in RSHE and, when discussing issues related to RSHE, treat others with respect and sensitivity.

8. Parents' 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 school will arrange this.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

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

Alternative work will be given to pupils who are withdrawn from sex education.

9. Training

Staff are trained on the delivery of RSHE as part of their induction and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSHE. Health professionals in school are bound by their codes of conduct but have a duty to share information with relevant others, if they believe that a child is suffering abuse.

10. Monitoring arrangements

Teachers and students should be fully involved in evaluation of RSHE.

The following evaluative questions will act as a guide to learning and are used regularly:

Skills – what have we learnt to do?

Personal attributes – what makes me who I am?

Information - what new information have we learnt?

Attitudes and values – what do we think, feel and believe?

What do we need to learn next?

Feedback will be gathered in several ways and used in the planning and delivery of future lessons.

Resources

Appropriate resources have been selected that:

conform to the legal requirements for RSHE

are appealing to the audience and age appropriate

are appropriate to the needs of students in terms of language, images, attitude, maturity and understanding

avoid racism, sexism, gender and homophobic stereotyping

are factually correct and up-to-date

encourage active and participatory learning methods

The delivery of RSHE is monitored by Donna Cooper, RSHE co-ordinator through:

Developing a robust scheme of work, learning walks and student and staff voice

Pupils' development in RSHE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by Donna Cooper, RSHE co-ordinator annually. At every review, the policy will be approved by Student Wellbeing Committee

RSE curriculum map - Statutory Content

YEAR GROUP	TOPIC	THEME DETAILS
Year 7	Healthy Eating	healthy eating the links between a poor diet and health risks, including tooth decay and cancer
	Drugs, alcohol and tobacco	The facts about legal and illegal drugs The law relating to the supply and possession of illegal substances The physical and psychological risks associated with alcohol consumption The physical and psychological consequences of addiction, including alcohol dependency Awareness of the dangers of prescribed drugs
	Changing adolescent bodies	Key facts about puberty Menstruation The main changes which take place in males and females, and the implications for emotional and physical health
	Health and prevention	personal hygiene, germs (including bacteria and viruses), prevention of infection, antibiotics dental health benefits of good oral hygiene The facts and science relating to immunisation and vaccination The importance of sufficient good quality sleep
	Mental wellbeing	How to talk about their emotions

		<p>How to recognise the early signs of mental wellbeing concerns</p> <p>Common types of mental ill health (e.g. anxiety and depression)</p> <p>Importance of self awareness</p> <p>importance of physical exercise, time outdoors, community participation and voluntary and service-based activities</p>
Year 8	Families	<p>different types of committed, stable relationships</p> <p>How these relationships might contribute to human happiness</p> <p>What marriage and civil partnerships are, including their legal status</p> <p>Why marriage and civil partnerships are 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</p> <p>How to judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and how to seek help</p>
	Respectful relationships, including friendships	<p>The characteristics of positive and healthy friendships</p> <p>How to improve or support relationships</p> <p>How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage</p> <p>Tolerance of different beliefs</p> <p>Bullying</p> <p>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>
Year 9	Being safe	<p>Concepts and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM,</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>

	Basic first aid	<p>Basic treatment for common injuries</p> <p>Life-saving skills, including how to administer CPR</p> <p>The purpose of defibrillators and when one might be needed</p>
	Physical health and fitness	<p>Association between physical activity and mental wellbeing</p> <p>Characteristics of a healthy lifestyle</p> <p>science relating to blood, organ and stem cell donation</p> <p>The facts about the harms from smoking tobacco</p>
	Internet safety and harms	<p>the impact of unhealthy or obsessive comparison with others online</p> <p>over-reliance on online relationships including social media</p> <p>the risks related to online gambling</p> <p>How to identify harmful behaviours online</p>
Year 10 and 11	Intimate and sexual relationships, including sexual health	<p>How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships,</p> <p>Consent</p> <p>The facts about reproductive health</p> <p>That there are a range of strategies for identifying and managing sexual pressure,</p> <p>That they have a choice to delay sex or to enjoy intimacy without sex</p> <p>contraceptive choices</p> <p>The facts around pregnancy, including miscarriage</p> <p>That there are choices in relation to pregnancy</p> <p>How the different sexually transmitted infections (STIs)</p> <p>About the prevalence of some STIs,</p> <p>Treatment of STIs</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>
	Online and media	Rights, responsibilities and opportunities online

		<p>About online risks</p> <p>Not to provide material to others that they would not want shared</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 behaviour,</p> <p>How information and data is generated, collected, shared and used online</p>
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Appendix 2: By the end of secondary school pupils should know (Statutory Content)

TOPIC	PUPILS 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 relationship</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 school 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>
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 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</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>
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 3: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	