



**Relationships, Health and Sex Education Policy**

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## 1. Statement of Intent

- 1.1 At Astrea Academy Sheffield, we understand that all scholars must be provided with an education that prepares them for the opportunities, responsibilities and experiences of adult life. A key part of this relates to relationships, sex and health education which will aim to support scholars to make informed decisions about their wellbeing, health and relationships, and to build their self-efficacy.
- 1.2 Astrea Academy Sheffield recognises that RHSE (Relationships, Health and Sex Education) must take into account all of our scholars needs; for example: gender, religion, sexual orientation, SEND, maturity, etc. We understand our responsibility to deliver a high-quality, age-appropriate and evidence-based relationships, health curriculum for all our scholars and sex education, where appropriate.
- 1.3 This policy sets out the framework for our relationships, sex and health curriculum, providing clarity on how it is informed, organised and delivered.

## 2. Legal Framework

- 2.1 This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:
  - ★ Equality Act 2010
  - ★ DfE (2022) 'Keeping children safe in education'
  - ★ DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
  - ★ DfE (2015) 'National curriculum in England: science programmes of study'
  - ★ The Relationships Education, Relationships and Sex Education
  - ★ Health Education (England) Regulations 2019
  - ★ Children and Social Work Act 2017

## 3. Roles and responsibilities

- 3.1 The **local governing committee** (LGC) is responsible for:
  - ★ Ensuring the RSE and health education curriculum is well-led, effectively managed and well-planned.
  - ★ Evaluating the quality of provision through regular and effective self-evaluation.
  - ★ Ensuring that teaching is delivered in ways that are accessible to all scholars, including those with SEND.
  - ★ Ensuring RSE and health education is resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.

- ★ Ensuring parents are given clear information about subject content and the right to request that their child is withdrawn.

3.2 The **Principal** is responsible for:

- ★ The overall implementation of this policy.
- ★ Ensuring all staff are suitably trained to deliver RSE.
- ★ Ensuring parents are fully informed of this policy.
- ★ Reviewing all requests to withdraw scholars from non-statutory elements of the RSE and health education curriculum.
- ★ Discussing withdrawal requests with parents, and the child if appropriate, to ensure their wishes are understood and to clarify the nature and purpose of the curriculum, including the benefits of receiving the education.
- ★ Ensuring withdrawn scholars receive appropriate, purposeful education during the period of withdrawal.
- ★ Encouraging parents to be involved in consultations regarding the school's RSE and health education curriculum.
- ★ Reviewing this policy on an annual basis.
- ★ Reporting to the governing board on the effectiveness of this policy and the curriculum.

3.3 The **Assistant Principal for Personal Development** is responsible for:

- The day-to-day implementation and management of the RSE policy.
- Liaising with the Safeguarding Lead and other staff and professional agencies to devise a suitable scheme of work to ensure a comprehensive Personal Development curriculum.
- Working closely with colleagues in related curriculum areas to ensure the RSE and health education curriculum compliments, and does not duplicate, the content covered in national curriculum subjects.
- Working with parents throughout the year so they understand the Personal Development curriculum and how RSE is delivered.
- Ensuring that parents are routinely kept informed about their right to withdraw their children from sex education (but not relationships or health education).
- Ensuring the curriculum is age-appropriate and of high-quality.
- Liaising with external agencies and reviewing resources that contribute to the delivery of RSE in the curriculum.
- Reviewing changes to the RSE and health education curriculum and advising on their implementation.

- Monitoring the teaching and learning of RSE and health education, providing support to staff where necessary.
- Ensuring the continuity and progression between each year group.
- ★\* Helping to develop colleagues' expertise in the subject.
- ★\* Ensuring teachers are provided with adequate resources to support teaching of the curriculum.
- ★\* Ensuring the school meets its statutory requirements in relation to RSE and health education.
- ★\* Organising, providing and monitoring CPD opportunities in the subject.
- ★\* Ensuring the correct standards are met for recording and assessing student performance.

3.4 The **SENCO** is responsible for:

- ★\* Advising staff on how best to identify and support scholars' individual needs.
- ★\* Advising staff on the use of TAs (Teaching Assistants) in order to meet scholars' individual needs.

3.5 **Teaching staff** are responsible for:

- ★\* Delivering RSE and health education in a sensitive way and that is of a high-quality and appropriate for each year group.
- ★\* Ensuring they do not express personal views or beliefs when delivering the curriculum.
- ★\* Planning lessons effectively, ensuring a range of appropriate teaching methods and resources are used to cover the content.
- ★\* Modelling positive attitudes to RSE and health education.
- ★\* Liaising with the SENCO about identifying and responding to the individual needs of scholars with SEND.
- ★\* Liaising with the Assistant Principal for Personal Development about key topics, resources and support for individual scholars.
- ★\* Monitoring scholar progress in RSE and health education.
- ★\* Reporting any concerns regarding the teaching of RSE or health education to the Assistant Principal for Personal Development.
- ★\* Reporting any safeguarding concerns or disclosures that scholars may make as a result of the subject content to the Designated Safeguarding Lead (DSL).
- ★\* Responding appropriately to scholars whose parents have requested to withdraw them from the non-statutory components of RSE, by providing them with alternative education opportunities.

3.6 Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Assistant Principal for Personal Development.

3.7 **Scholars** are responsible for:

- ★ Scholars are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity

## 4. Policy development

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

- a) **Review** – the Assistant Principal for Personal Development pulled together all relevant information including national and local guidance.
- b) **Staff consultation** – all school staff were given the opportunity to look at the policy and make recommendations.
- c) **Parent/stakeholder consultation** – parents and any interested parties were invited to attend a meeting about the policy.
- d) **Scholar consultation** – we investigated what exactly scholars want from their RSE.
- e) **Ratification** – once amendments were made, the policy was shared with governors and ratified.

## 5. Definition

- 5.1 RSE is about the emotional, social and cultural development of scholars, and involves learning about relationships, healthy lifestyles, diversity and personal identity. At secondary phase scholars will also learn about sexual health, sexuality, sexual harassment and consent.
- 5.2 RSE involves a combination of sharing information and exploring issues and values.
- 5.3 RSE is **not** about the promotion of sexual activity.

## 6. Curriculum

- 6.1 Our curriculum is set out as per Appendix 1-4 but this may need to be adapted as and when necessary.
- 6.2 The curriculum has been developed in consultation with parents, scholars and staff, taking into account the age, needs and feelings of scholars. It is a responsive element of our trust wide centralised personal development curriculum that caters for the needs of our scholars. It also takes into consideration local issues within our community which may impact upon scholars. If scholars 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.

## 7. Delivery of RSE

- 7.1 RSE is taught within the personal, social, health and economic (PSHE) education curriculum which is part of Personal Development. Biological aspects of RSE are also taught within the science curriculum, and other aspects are included in religious education (RE).
- 7.2 Primary phase: Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:
- ★ Families and people who care for me
  - ★ Caring friendships
  - ★ Respectful relationships
  - ★ Online relationships
  - ★ Being safe

For more information about our RSE curriculum at Primary, see Appendix 1 and 2.

- 7.3 Secondary phase: RSE 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

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).

In the secondary phase, sex education may be delivered using the expertise of an external company. This is to support the delivery of sensitive content and also CPD of teaching staff. Lessons are delivered in a professional, inclusive and sensitive manner with the aim to educate scholars so they can make informed decisions and stay safe. Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Sex education is delivered in all year groups in the secondary phase by external provider Big Talk Education. The programme of study is as follows;

- Year 7- Introduction to Secondary RSE
- Year 8 – Building on the basics
- Year 9 – Infections and protection
- Year 10 – Realities of parenthood/ Mates, Dates, Loves and Hates
- Year 11 – Show what you know

## 8. Parents' right to withdraw

- 8.1 Parents do not have the right to withdraw their children from relationships or health education.

- 8.2 Parents do have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE 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.
- 8.3 Requests for withdrawal should be put in writing using the form found in Appendix 5 of this policy and addressed to the Principal.
- 8.4 A copy of withdrawal requests will be placed in the scholar's educational record. The Principal will discuss the request with parents and take appropriate action.
- 8.5 Alternative work will be given to scholars who are withdrawn from sex education.

## 9. Training

- 9.1 Staff are trained on the delivery of RSE as part of the continuing professional development calendar.
- 9.2 The Assistant Principal for Personal Development will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.
- 9.3 Training will also be scheduled around any updated guidance on the curriculum and any new development, such as 'sexting' and 'county lines', which may need to be addressed in relation to the curriculum.

## 10. Monitoring arrangements

10.1 The delivery of RSE is monitored by the Assistant Principal for Personal Development through:

- ★\* Learning walks
- ★\* Work scrutiny
- ★\* Stakeholder feedback

10.2 This policy will be reviewed by the Assistant Principal for Personal Development, annually. At every review, the policy will be approved by the local governing committee.



## Appendix 1: Curriculum map- Primary

### Relationships and sex education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS
<b>Year 1</b>	Autumn 1	Families: What makes a family?
	Autumn 2	Friends: Keeping friendships healthy
	Spring 1	Our community and online safety
	Spring 2	Online safety and mental wellbeing
	Summer 1	Physical Health
	Summer 2	Growing up and the world of drugs
	<b>Year 2</b>	Autumn 1
Autumn 2		Our caring school
Spring 1		Healthy bodies
Spring 2		Growing and changing
Summer 1		Keeping safe
Summer 2		The world of drugs
<b>Year 3</b>		Autumn 1
	Autumn 2	Friends: Keeping friendships healthy
	Spring 1	Our community and online safety
	Spring 2	Staying safe online
	Summer 1	Physical Health
	Summer 2	Healthy minds and the world of drugs
	<b>Year 4</b>	Autumn 1
Autumn 2		Our caring school
Spring 1		Staying physically healthy

YEAR GROUP	TERM	TOPIC/THEME DETAILS
	Spring 2	Staying mentally healthy
	Summer 1	The world of drugs
	Summer 2	Keeping safe
<b>Year 5</b>	Autumn 1	Feelings and friendships
	Autumn 2	Staying safe online
	Spring 1	Our community
	Spring 2	Finance and British values
	Summer 1	Healthy minds
	Summer 2	Puberty and the world of drugs
<b>Year 6</b>	Autumn 1	Families
	Autumn 2	Healthy friendships
	Spring 1	Staying safe online
	Spring 2	Healthy minds
	Summer 1	Puberty
	Summer 2	Staying healthy

## Appendix 2: By the end of primary school Scholars should know

TOPIC	SCHOLARS SHOULD KNOW
<b>Families and people who care about me</b>	<ul style="list-style-type: none"> <li>★ ★ That families are important for children growing up because they can give love, security and stability</li> <li>★ ★ The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives</li> <li>★ ★ That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care</li> <li>★ ★ That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up</li> <li>★ ★ That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>★ ★ How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>
<b>Caring friendships</b>	<ul style="list-style-type: none"> <li>★ ★ How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>★ ★ The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>★ ★ That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>★ ★ That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</li> <li>★ ★ How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed</li> </ul>

TOPIC	SCHOLARS SHOULD KNOW
<b>Respectful relationships</b>	<ul style="list-style-type: none"> <li>★★ The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</li> <li>★★ Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>★★ The conventions of courtesy and manners</li> <li>★★ The importance of self-respect and how this links to their own happiness</li> <li>★★ 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 those in positions of authority</li> <li>★★ About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</li> <li>★★ What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>★★ The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>
<b>Online relationships</b>	<ul style="list-style-type: none"> <li>★★ That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>★★ That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous</li> <li>★★ The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>★★ How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>★★ How information and data is shared and used online</li> </ul>

TOPIC	SCHOLARS SHOULD KNOW
<p><b>Being safe</b></p>	<ul style="list-style-type: none"> <li>★ ★ What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>★ ★ About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe</li> <li>★ ★ That each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>★ ★ How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>★ ★ How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>★ ★ How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>★ ★ How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>★ ★ Where to get advice e.g. family, school and/or other sources</li> </ul>

## Appendix 3: Curriculum map - Secondary

### Personal Development, Relationships, Health and sex education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 7	Autumn 1	Staying safe & managing change
	Autumn 2	Health & puberty
	Spring 1	Building healthy relationships
	Spring 2	Diversity
	Summer 1	Digital literacy
	Summer 2	Self-Awareness
Year 8	Autumn 1	Drugs & alcohol
	Autumn 2	Emotional & physical health
	Spring 1	Identity & relationships
	Spring 2	Labour market information
	Summer 1	Citizenship
	Summer 2	Financial decision making
Year 9	Autumn 1	Peer influences, substance misuse & gangs
	Autumn 2	Respectful relationships
	Spring 1	Opportunity awareness
	Spring 2	Staying safe in relationships
	Summer 1	Employability skills
	Summer 2	Healthy lifestyles & summer safety
Year 10	Autumn 1	Mental health
	Autumn 2	Securing a job

YEAR GROUP	TERM	TOPIC/THEME DETAILS
	Spring 1	First aid & health
	Spring 2	Citizenship
	Summer 1	Respectful Britian
	Summer 2	Keeping finances secure
Year 11	Autumn 1	Building for the future
	Autumn 2	Post 16 transitions
	Spring 1	Families & relationships
	Spring 2	Relationships & parenthood
	Summer 1	Being independent
	Summer 2	Exam support

## Appendix 4: By the end of secondary school Scholars should know

TOPIC	SCHOLARS SHOULD KNOW
Families	<ul style="list-style-type: none"> <li>★ ★ That there are different types of committed, stable relationships</li> <li>★ ★ How these relationships might contribute to human happiness and their importance for bringing up children</li> <li>★ ★ 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</li> <li>★ ★ Why marriage is an important relationship choice for many couples and why it must be freely entered into</li> <li>★ ★ The characteristics and legal status of other types of long-term relationships</li> <li>★ ★ The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting</li> <li>★ ★ 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</li> </ul>



TOPIC	SCHOLARS SHOULD KNOW
Respectful relationships, including friendships	<ul style="list-style-type: none"> <li>★* 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</li> <li>★* Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>★* 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)</li> <li>★* 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</li> <li>★* About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</li> <li>★* That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</li> <li>★* What constitutes sexual harassment and sexual violence and why these are always unacceptable</li> <li>★* 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</li> </ul>
Online and media	<ul style="list-style-type: none"> <li>★* Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</li> <li>★* 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</li> <li>★* Not to provide material to others that they would not want shared further and not to share personal material which is sent to them</li> <li>★* What to do and where to get support to report material or manage issues online</li> <li>★* The impact of viewing harmful content</li> <li>★* 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</li> <li>★* That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</li> <li>★* How information and data is generated, collected, shared and used online</li> </ul>

TOPIC	SCHOLARS SHOULD KNOW
Being safe	<ul style="list-style-type: none"> <li>★* 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</li> <li>★* 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)</li> </ul>
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> <li>★* 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</li> <li>★* 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</li> <li>★* The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</li> <li>★* That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</li> <li>★* That they have a choice to delay sex or to enjoy intimacy without sex</li> <li>★* The facts about the full range of contraceptive choices, efficacy and options available</li> <li>★* The facts around pregnancy including miscarriage</li> <li>★* 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)</li> <li>★* 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</li> <li>★* About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</li> <li>★* How the use of alcohol and drugs can lead to risky sexual behaviour</li> <li>★* How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</li> </ul>

## Appendix 5: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of scholar		Form group	
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	