RELATIONSHIPS, SEX AND HEALTH EDUCATION POLICY

Reviewed and approved by the
Local Governing Board
on 17 January 2023
(Updated January 2024)

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1. AIMS

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

1.1. Provide a framework in which sensitive discussions can take place.

1.2. Prepare students for puberty, and give them an understanding of sexual development and the importance of health and hygiene.

1.3. Help students develop feelings of self-respect, confidence and empathy.

1.4. Create a positive culture around issues of sexuality and relationships.

1.5. Teach students the correct vocabulary to describe themselves and their bodies.

2. STATUTORY REQUIREMENTS

2.1. As a secondary academy we must provide RSHE to all students as per section 34 of the Children and Social Work Act 2017.

2.2. 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.

2.3. At Woodkirk Academy we teach RSHE as set out in this policy.

2.4. This policy supports the Equality Act 2010 and is embedded within the RSE curriculum.

2.5. This policy was written following the RSHE national curriculum guidance for 2020 (Mandatory from September 2020).

3. POLICY DEVELOPMENT

The development of this policy, its ratification and ongoing review, seeks to make reference to relevant local and national guidance, and consultation with appropriate stakeholders including teachers, students, parents and governors.

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 in shaping the young lives of Woodkirk Academy students.

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

5. CURRICULUM

5.1. Our curriculum at Woodkirk Academy is set out in Appendix 1. The curriculum may be adapted when necessary for personalised learning. Appendices 2 and 3 are the statutory guidance outcomes for primary and secondary. If you would like the opportunity to consider the resources in more detail, please contact Mr Skitt, Assistant Principal at d.skitt@woodkirk.leodis.org.uk.

5.2. We have developed the curriculum in consultation with parents, students and staff, taking into account the age, needs and feelings of students. If students ask questions outside the scope of this policy, teachers will respond at their discretion and in an appropriate manner dependent on the age of the student and nature of the question.

5.3. At Woodkirk Academy we believe all students are entitled to an equally ambitious curriculum. Adjustments to the curriculum may be made, as necessary, by the teacher for individual students, including those with a SEND.

6. DELIVERY OF RSHE

6.1. RSHE is taught within the personal, social, health and economic (PSHE) education curriculum; at Woodkirk Academy this is in PSHRE. Biological aspects of RSHE are taught within the science curriculum, and other aspects are included in religious education (RE). Within ICT and computing there are aspects of the online safety content which is delivered within their curriculum areas (particularly Year 7). The Director of Faculty – Computing & Business works closely with the Director of Faculty - Social Studies to ensure that this is effective and purposeful.

6.2. RSHE at Woodkirk Academy focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

6.2.1. Families.
6.2.2. Respectful relationships, including friendships.
6.2.3. Being safe.
6.2.4. Intimate and sexual relationships, including sexual health.

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

6.4. 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 Governing Board

The Governing Board is responsible for approving this policy and holding the Principal to account for its implementation.

7.2. The Principal

The Principal is responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw students from components of RSHE (see section 8).

7.3. Staff

7.3.1. Staff are responsible for:

7.3.1.1. Delivering RSHE in a sensitive way.
7.3.1.2. Modelling positive attitudes to RSHE.
7.3.1.3. Monitoring progress.
7.3.1.4. Responding to the needs of individual students.
7.3.1.5. Responding appropriately to students whose parents wish them to be withdrawn from the components of RSHE.

7.3.2. 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.

7.3.3. Staff involved in the delivery of RSHE at Woodkirk Academy include those in the Social Studies (PSHRE) Faculty and the Science Department.

7.4. Students

Students 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

8.1. Parents have the right to withdraw their children from the components of sex education within RSHE up to and until three 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.

8.2. Requests for withdrawal should be put in writing using the form found in Appendix 4 of this policy and addressed to the Principal.

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

8.4. The Principal/Director may discuss this action with the parent to ensure that parents are fully aware of the implications.

8.5. Alternative work will be given to students who are withdrawn from sex education. This will be set by the parents on their decision to withdraw their child.

9. TRAINING

9.1. Staff are trained on the delivery of RSHE as part of their induction and it is included in our continuing professional development calendar. Woodkirk Academy works in close partnership with Leeds for Learning through their lead consultant for PSHE and wellbeing, in supporting the Academy in developing its current practice.

9.2. The Principal/Director 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. This will be done when deemed appropriate.

10. MONITORING ARRANGEMENTS

10.1. The delivery of RSHE is monitored and evaluated the Director of Faculty - Social Studies through:

10.1.1.1. Faculty meetings.
10.1.1.2. Learning walks/visits/observations.
10.1.1.3. Student voice.
10.1.1.4. Staff voice.
10.1.1.5. Work scrutiny.
10.1.1.6. Training requests.
10.1.1.7. Shared resource area.
10.1.1.8. Schemes of learning.

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

10.3. This policy will be reviewed by the Director of Faculty - Social Studies every three years (or sooner if deemed necessary as a consequence of national policy change or amendments to the whole school curriculum). At every review, the policy will be approved by the Local Governing Board.

Relationships, sex and health education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 7	Half Term 4	**Safety & Awareness topic** - Drugs - Alcohol - First Aid - Smoking & solvents - Dental hygiene - Exercise - Bullying prevention
Year 7	Half Term 5	**SRE: Female Genital Mutilation** - Relationships Healthy & Unhealthy - Consent - Puberty - Changes to the body - Feelings & emotions - FGM; Impact and awareness & how to spot the signs, what to do - Germs & bacteria - What is sex? - Fertility
Year 8	Half Term 3	**Internet Safety** - Internet safety & social media - Internet safety & the 'Dark Web' - Online grooming awareness - Trolling awareness -

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 8	Half Term 6	**SRE & Body Image & Relationships** - Perfect body? - Perfect partners - Relationship choices - What is sex? Consent - Contraception - STI's - Services of support locally - Healthier lifestyles - Cancer prevention - Testicular, breast, cervical & ovarian cancer
Year 9	Half Term 1	**PREVENT - Radicalisation & Extremism** - British Values - Tolerance & respect - Extremism - Radicalisation - Spotting the signs - Racism & pyramids of hate - Prevention methods
Year 9	Half Term 2 and Half Term 3	**Within Matters of Life & Death** - Abortion & the law - Pregnancy - Development of the foetus, when does life begin? - Options related to abortion & pregnancy - Miscarriage -
Year 9	Term 5	**SRE – Healthy Relationships** - Body image

YEAR GROUP	TERM	TOPIC/THEME DETAILS
		- Domestic violence - Sexuality & homophobia - Consent - Sex & media - Sexting & the law - Sexual bullying - Sexual pressure - Unsafe sex & support - Coercive control - Reconciliation of relationships
Year 9	Half Term 6	**Mental Health – Anna Freud** - Bipolar - Panic disorder - Schizophrenia - Obsessive compulsive disorder & Social anxiety - Techniques and support for mental health - Stress
Year 10	Half Term 1	**Marriage & Family** - Family and relationships - Marriage and the purpose of - Types of families - Legal status of marriage - Cohabitation & legal rights - Divorce & the law - Honour based violence - Arranged marriages - Family conflict & resolutions - Importance of family

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 10	Half Term 2	**Sexuality** - What sexuality is & means - Same sex relationships - Homophobia & the law - Gender identity - Transgender - Transphobia & the law - LGBTQI+ history & Pride month
Year 10	Half Term 3	**Mental Health** - Healthy and unhealthy minds - Mental health – examples/types - Causes and preventions - Confidence, anxiety & self esteem - Case studies; role model examples - Suicide - Eating disorders - Dealing & managing with mental health
Year 10	Half Term 4	**Drugs Awareness** - Classifications - Alcohol - Binge drinking - Vaping & smoking - Cannabis & spice - County lines - Addictions & gambling - Pornography - Date rape
Year 10	Half Term 5	**CSE & Online Safety**

YEAR GROUP	TERM	TOPIC/THEME DETAILS
		- Exploitation - Consent - Rape - Sexual Harassment - 'Sick party' grooming - Sexting & revenge porn - Grooming - Online gaming & grooming - Social media
Year 10	Half Term 6	**Healthy Relationships** - Healthy vs unhealthy relationships - Body image - Contraception - Underage sex and implications & the law - Teenage sex & teenage pregnancy - Parenting - STI's - Harassment - Stalking

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 11	Delivered during form time and Biology lessons	**Mental Health – Physical Wellbeing** - Mindfulness - Mental health's awareness - Health & wellbeing - Living healthier lifestyles - Healthy eating & diet - Diet & nutrition - Stress - Vaccinations - Organ donations **Mental Health - MINDMATE** - Goals - Relationships - Life changes - Strong emotions - Who is same but different? - Change

By the end of primary school students should know:

TOPIC	STUDENTS SHOULD KNOW
Families and people who care about me	• That families are important for children growing up because they can give love, security and stability • 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 • 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 • 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 • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	• How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • 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 • 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

TOPIC	STUDENTS SHOULD KNOW
Respectful relationships	• 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 • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • 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 • 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 • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	• That people sometimes behave differently online, including by pretending to be someone they are not • 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 • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online
Being safe	• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • 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 • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources

By the end of secondary school students should know:

TOPIC	STUDENTS SHOULD KNOW
Families	• That there are different types of committed, stable relationships • How these relationships might contribute to human happiness and their importance for bringing up children • 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 • Why marriage is an important relationship choice for many couples and why it must be freely entered into • The characteristics and legal status of other types of long-term relationships • The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting • 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
Respectful relationships, including friendships	• 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 • Practical steps they can take in a range of different contexts to improve or support respectful relationships • 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) • 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 • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help • That some types of behaviour within relationships are criminal, including violent behaviour and coercive control • What constitutes sexual harassment and sexual violence and why these are always unacceptable • 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

TOPIC	STUDENTS SHOULD KNOW
Online and media	• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online • 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 • Not to provide material to others that they would not want shared further and not to share personal material which is sent to them • What to do and where to get support to report material or manage issues online • The impact of viewing harmful content • 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 • That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail • How information and data is generated, collected, shared and used online
Being safe	• 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 • 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)

TOPIC	STUDENTS SHOULD KNOW
Intimate and sexual relationships, including sexual health	• 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 • 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 • The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women • That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others • That they have a choice to delay sex or to enjoy intimacy without sex • The facts about the full range of contraceptive choices, efficacy and options available • The facts around pregnancy including miscarriage • 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) • 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 • About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment • How the use of alcohol and drugs can lead to risky sexual behaviour • How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment

Parent form: withdrawal from sex education within RSHE

TO BE COMPLETED BY PARENTS			
Name of child		Form group	
Name of parent		Date	
Reason for requesting withdrawal from sex education within relationships, sex and health 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	