Academies Enterprise Trust

Relationships, Sex and Health Education Policy (RSHE)

September 2021

'Remarkable Me'

Bexleyheath Academy

This policy is a Trust-wide policy applicable to all AET directors, governors and volunteers and school support services staff. As explained in section 6.2, each academy principal is responsible for developing and implementing their own academy policy by adapting the Trust template (insert link) which follows a format consistent with this policy.

Further advice and guidance relating to this policy can be obtained from **Rowena Simmons, Trust Designated Safeguarding Lead**: rsimmons@academiesenterprisetrust.org

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APPENDICES

1. Our commitment

1.1. Bexleyheath Academy as part of the Academies Enterprise Trust (AET*)* is committed to providing all of our pupils with the confidence and ability to embrace the challenges of creating a happy and successful adult life, by equipping them with the knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. We will do this by:

  1.1.1 Ensuring that high quality, evidence-based and age-appropriate teaching of these subjects effectively helps prepare pupils for the opportunities, responsibilities and experiences of adult life.

  1.1.2 Ensuring that the teaching of these subjects also promotes the spiritual, moral, social, cultural, mental and physical development of our pupils, at school and in society.

  1.1.3 Ensuring that RSHE education is accessible for all pupils including those with special educational needs and disabilities. We refer to the guidance for the preparing for adulthood outcomes, as set out in the SEND code of practice, when preparing these subjects for those with SEND.

2. Our Relationship and Sex Education leaders

2.1. Our academy RSHE lead is Irene Shalo (Assistant Principal), who will liaise with the school support services team (shown above) to receive updates and training on RSHE.

2.2. The RSHE lead and Designated Safeguarding Lead (DSL) for our Trust is Rowena Simmons: rsimmons@academiesenterprisetrust.org

2.3. The National Director of Education for our Trust is Frances Soul:fsoul@academiesenterprisetrust.org

2.4. The Trust's National Director of Secondary Schools is David Hatchett: dhatchett@academiesenterprisetrust.org

3. Legislation and statutory guidance

3.1. The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships and Sex Education compulsory for all pupils receiving secondary education up to age 16.

3.2. This policy has been drawn up to comply with statutory and legislative requirements and guidance that covers this aspect of pupils' learning including:

  3.2.1. Statutory guidance from the Department for Education issued under Sections 34 and 35 of the Children and Social Work Act 2017.

  3.2.2. The Children Act 1989 (and 2004 amendment), as amended by the Children and Social Work Act 2017.

3.2.3. Keeping Children Safe in Education 2018.

3.2.4. The Equality Act 2010, particularly the Public sector equality duty (PSED) (s.149 of the Equality Act).and the Special educational needs and disability (SEND) code of practice: HM Government 2014.

3.2.5. The Data Protection Act 2018 and General Data Information Protection Regulations.

3.3. This policy also complies with our funding agreement and Articles of Association: http://www.academiesenterprisetrust.org/governance

4. Definitions

4.1. Relationship and Sex Education (RSHE) for pupils means:

4.1.1. That we build upon the foundations of relationship education from primary school and give our pupils the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. We will continue to ensure that lesbian, gay, bisexual and transgender specific content is integral within the delivery of our programme.

4.1.2. This means that we enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage, civil partnership or other type of committed partnership and relationship.

4.1.3. We provide information on contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure).

4.1.4. We focus also on teaching pupils what is acceptable and unacceptable behaviour in relationships. This will help pupils understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed. Accordingly, this means that by the end of secondary phase education our pupils have a secure understanding of:

4.1.5. Families and Respectful relationships including friendships;

4.1.6. Online and media:Staying safe. Please also refer to our Child Protection and Safeguarding and e-safety policies.

4.1.7. Intimate and sexual relationships including sexual health.

Please see Appendix 1 below for the full details of this programme of study.

4.2. The aim of our RSHE programme is to specifically support pupils in:

● Understanding human sexuality and to respect themselves and others. It does not encourage early sexual experience or experimentation.

● Developing safe, fulfilling and healthy sexual relationships at the appropriate time.

● Developing their resilience and nurture their positive values through planned opportunities for social interaction within the community.

● Feeling that the content is relevant to them and is clear, sensitive and respectful, and recognises that they may be coming to terms with their own sexual orientation or identity.

- Becoming well informed about the range of aspects of the law which relate to sex including: the age of consent, what consent is and is not, the definitions of rape, sexual assault and harassment, and choices permitted by the law around pregnancy.
- Building awareness of grooming, sexual exploitation and domestic abuse, including coercive and controlling behaviour.
- Understanding the physical and emotional damage caused by female genital mutilation (FGM) and the context of the law surrounding this and other forms of 'honour based violence'.
- Understanding the rules and principles of staying safe online and having a strong understanding of how data is generated, collected, used and shared online.

4.3. Bexleyheath Academy delivers the national curriculum for science. At key stage 3 and 4 this includes teaching about reproduction in humans, for example the structure and function of the male and female reproductive systems, menstrual cycles, gametes, fertilisation, gestation, birth and HIV/AIDS.

- There is no right for parents to withdraw children from the national curriculum for science.
- Our curriculum for teaching science can be viewed online on our website. Click here for more information.

4.4.   The RSHE curriculum:

Our RSHE curriculum is founded on the following:
- Our intention to ensure that all pupils can access RSHE and to achieve the goals for the end of the secondary phase as outlined in Appendix 1.
- Our implementation of this curriculum enables all pupils to receive this learning in the most appropriate way that enables teachers to accurately assess pupils' progress towards the end of phase goals.
- The impact of this curriculum is evident within pupils' attitudes, positive behaviour and increased confidence in managing relationships with others.

Our RSHE curriculum overview can be viewed online here and is an integral part of our delivery of Personal Development. We also utilise 'The AET pupil – A remarkable Life' character curriculum to enhance pupils' understanding of their relationship with self, with others, with the world and with their brain: The AET.
We will ensure that our parents and carers are fully informed about the Relationships and Sex education curriculum through updates on our website. We will review and evaluate the effectiveness of this curriculum once per year.

4.5.   Delivery of the RSHE curriculum:

- Our RSHE curriculum is taught within classes by class teachers in Personal Development lessons.
- This delivery is enhanced by our assembly programme and visits from external organisations and guest speakers where appropriate.

- We will also provide opportunities for parents and carers to attend information evenings, workshops and activity sessions.
- In teaching sex education, we provide a non-judgemental, factual approach within a safe environment that allows scope for young people to ask questions in confidence. Our teachers are trained to use distancing techniques, to set ground rules and anonymous question boxes to help manage sensitive discussion and receive responses to these questions.
- It is important that responses are given that satisfy pupils' curiosity in order to prevent pupils seeking that information online, through a potentially harmful source that may contain inappropriate content, and encourage contact and conduct that is unsafe.
- Our online policy applies to all aspects of RSHE: online safety policy

5. Equality Statement

5.1. We are committed to anti-discriminatory practice as outlined within the provisions of the Equality Act 2010.

5.2. We ensure that there is no discrimination towards pupils because of their (or that of their parents) age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership or sexual orientation (protected characteristics).

5.3. In planning for delivery of Relationship and Sex education, we make appropriate adjustments to alleviate disadvantage and adhere to the SEND Code of Practice.

5.4. We are also aware that some of our pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Therefore, Relationships education is especially important for those pupils, for example those with Social, Emotional and Mental Health needs or learning disabilities This is reflected within our planning for this subject.

6. Roles and responsibilities

6.1. Relationship and Sex Education leader in our academy

Our RSHE leader is Irene Shalo (Assistant Principal) and has the responsibility for collaborating with parents and external agencies on planning the curriculum for RSHE. In collaboration with the Academy headteacher/principal and other senior staff, the RSHE lead has responsibility for:

6.1.1. Implementing, monitoring and evaluating the impact and appropriateness of the RSHE curriculum, reviewing provision as appropriate.

6.1.2. Providing or sourcing appropriate training for colleagues as appropriate.

6.1.3. Encouraging teachers to explore how new pedagogies and technology can be fully utilised to support the subjects.

6.1.4. Ensuring that teaching is delivered in ways that are accessible to all pupils with SEND.

6.1.5. Ensuring that clear information is provided for parents on the subject content and the right to request that their child is withdrawn;

6.2. Our Principal

Our principal is responsible for ensuring the effective development of a Relationship and Sex Education policy following the Trust template and ensuring its implementation at the academy including:

The Trust DSL will provide guidance and support as appropriate.

6.3. Working with parents/carers/ and the wider community:

6.3.1. We recognise that the role of parents in the development of their children's understanding about relationships is vital and that they have the most significant influence in enabling their children to grow and mature and to form healthy relationships.

6.3.2. We provide parents/carers every opportunity to understand the purpose and content of RSHE through the content on our website, news bulletins, parents' evenings and workshops and personal communications.

6.3.3. We welcome any questions about the school's approach to RSHE from parents/ carers to help increase confidence in the curriculum.

6.3.4. We will also provide opportunities for parents to come into school to informally discuss what their children will be taught, address any concerns and help support parents in managing conversations with their children on these issues.

7. The Local Governing Board:

7.1. Our local board of governors ensure that:

7.1.1. The full curriculum is covered to a high standard including RSHE.

7.1.2. The subjects in the academy, including RSHE are well led, effectively managed and well planned;

7.1.3. The quality of provision in all subjects, including RSHE is subject to regular and effective self-evaluation

7.1.4. Teachers explore how new pedagogies and technology can be fully utilised to support pupils' achievements in all subjects including RSHE.

7.1.5. Teaching within subjects, including RSHE is delivered in ways that are accessible to all pupils with SEND;

7.1.6. Clear information is provided for parents on the subject content the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations especially with regards to RSHE.

7.1.7. That the academy's statutory obligations to deliver RSHE are fully met.

8. Working with external organisations or visitors

8.1. Where we use an external organisation or visitor to deliver sessions:

8.1.1. the aim will be to supplement learning provided by the teacher, not to replace it:

8.1.2. We will follow our usual process for checking credentials.

8.1.3. We will ensure that the proposed teaching fits in with our planned programme and published policy and will enhance the teaching of that topic.

8.1.4. We will discuss how the visitor will deliver their sessions and ensure that the content is age-appropriate and accessible for the pupils.

8.1.5. We will request to view the materials visitors will use in the sessions as well as a session plan in advance, so that they can co-plan, including ensuring that it is adequately differentiated to meet the full range of pupils' needs (e.g. special educational needs).

8.1.6. Agree in advance, how confidentiality will work in any lesson and that the visitor understands how safeguarding reports should be dealt with in line with school policy. Please refer to our Child Protection and Safeguarding policy: Reporting concerns

8.1.7. We will ensure any information provided for visitors is in line with the Data Protection Act 2018 and GDPR regulations: Information sharing.

9.   Review process

This policy will be reviewed annually by the AET RSHE lead and Designated Safeguarding Lead. At every review, it will be approved by the AET Board of Trustees and the Executive Board.

10.   Links with other policies

This policy also links to the following policies and procedures, which can be accessed via the AET website and policy portal:

PSHE education	The AET pupil	Mental health and well-being
Child protection and safeguarding	Anti-bullying	Racist incidents
Curriculum	Behaviour	E-safety
Staff code of conduct	Safer recruitment	Data protection

Appendix 1 Schools should continue to develop knowledge on topics specified for primary as required and in addition, cover the following content by the end of secondary:

Families	**Pupils should know:**
	• 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 and civil partnerships are, including their legal status e.g. that marriage and civil partnerships carry 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 the raising of children.
	• how to: determine whether peers, adults or sources of information are trustworthy, judge when a family, friend, intimate or other relationships 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	**Pupils should know:**
	• the characteristics of positive and healthy friendships (both on and offline) including: trust, respect, honesty, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.
	• 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 tolerance and respect to others and others' beliefs, including people in positions of authority.
	• 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.

Online and media	**Pupils should know:** ● their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply online and offline. ● 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 often 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 against the law. ● how information and data is generated, collected, shared and used online.
Being safe	**Pupils should know:** ● the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment and domestic abuse 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 (on and offline).
Intimate and sexual relationships, including sexual health	**Pupils should know:** ● 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 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. - how 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.