

Relationship, Sex & Health Education Policy

Kelmscott School



Approved by:

Governors Kelmscott
School

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1. Aims

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

- 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

2. Statutory requirements

As a maintained secondary school, we must provide RSHE to all pupils under the [Children and Social Work Act 2017](#).

In teaching RSHE, we must have regard to [guidance](#) issued by the secretary of state, as outlined in section 403 of the [Education Act 1996](#).

We must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Kelmscott School, we teach RSHE as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, pupils and parents/carers. 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/carers and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSHE
5. 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 RSHE curriculum is set out as per Appendix 1, but we may need to adapt it as and when necessary.

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

We will share all curriculum materials with parents and carers upon request.

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).

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
- Changing adolescent bodies
- Mental wellbeing
- Physical health and fitness, including healthy eating
- Drugs, tobacco and alcohol
- Health and prevention
- Basic first aid

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 make sure 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 and 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).



We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

6.1 Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
 - o Safe and supported
 - o Able to engage with the key messages

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
 - o A whole-class setting
 - o Small groups or targeted sessions
 - o 1-to-1 discussions
 - o Digital formats
- Give careful consideration to the level of differentiation needed

6.2 Use of resources

We **will** consider whether any resources we plan to use:

- o Are aligned with the teaching requirements set out in the statutory RSE guidance
- o Would support pupils in applying their knowledge in different contexts and settings
- o Are age-appropriate, given the age, developmental stage and background of our pupils
- o Are evidence-based and contain robust facts and statistics
- o Fit into our curriculum plan
- o Are from credible sources
- o Are compatible with effective teaching approaches
- o Are sensitive to pupils' experiences and won't provoke distress

7. Use of external organisations and materials

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.



We will:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSHE is balanced, and it and the resources they intend to use:
 - Are age-appropriate
 - Are in line with pupils' developmental stage
 - Comply with:
 - This policy
 - The [Teachers' Standards](#)
 - The [Equality Act 2010](#)
 - The [Human Rights Act 1998](#)
 - The [Education Act 1996](#)
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:
 - What they're going to say
 - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers
- Share all external materials with parents and carers

We won't, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme



8. Roles and responsibilities

8.1 The governing board

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

8.2 The headteacher

The headteacher is responsible for ensuring that RSHE is taught consistently across the school, for sharing resources and materials with parents and carers, and for managing requests to withdraw pupils from non-statutory/non-science components of RSHE (see section 9).

8.3 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/carers wish them to be withdrawn from the non-statutory/non-science components of RSHE

Staff do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher. At Kelmscott School Shahina Passa (Head of Department), Monique Reid (Assistant Headteacher/Teacher of RSHE), Sultana Ahmed (Assistant Head of Year 7/Teacher of RSHE), Saamiya Ahmed (Teacher of RSHE) and David Parfitt (Assistant Head of Year 11/Teacher of RSHE/History)

8.4 Pupils

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

9. Parents' right to withdraw

Parents/carers have the right to withdraw their child 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/carers and take appropriate action.

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



10. 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.

11. Monitoring arrangements

The delivery of RSHE is monitored by Shahina Passa (Head of Department) through:

lesson observation, coaching observation, learning walks, quality assurance such as feedback and marking.

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

This policy will be reviewed annually by the Headteacher, Curriculum Deputy Headteacher and Head of RSHE. At every review, the policy will be approved by the governing board.

Appendix 1: Curriculum map

Relationships, Sex & Health Education curriculum map

Subject: Religion and Cultural Studies		
Year group: 7		Exam Board: Edexcel
	Content	Department Assessment
Autumn Term 1	Unit of learning: Identity identity/multiple identities A diverse world/migration Multi-ethnic society Unit of learning: Places of Worship Special places Places of worship in six major religions Pilgrimage	What is my Extended writing Assessment: End of unit test
Autumn Term 2	Unit of learning: Prayer Understanding prayer/meditation in everyday UK Prayer in six major religions Unanswered prayers Unit of learning: Bullying (Tutor programme)	Extended writing Assessment: Poster Online bullying test



	Why do people bully? What does bullying look, sound and feel like? Effects of bullying How to cope with bullying	
Spring Term 1	Unit of learning: Money and Finance How can I successfully manage my money? How can I successfully create a budgeting plan? How can I save for a healthy financial future?	Assessment: GCSE style 3marks and 4 marks question. Dragons' Den style project
Spring Term 2	Unit of learning: Hinduism and Sikhism Hindu and Sikh beliefs about God Dharma and how It shapes lives. The caste system Sikh Gurus and their teachings. The practice of Seva. Life after death.	Assessment: GCSE style questions.
Summer Term 1	Unit of learning: Healthy Body Healthy Mind/ Relationships, Sex and Health Education Personal body hygiene Diet and exercise Smoking and alcohol Relationships and friendship	Assessment: Creating an informative Leaflet for incoming year 7s



Summer Term 2	Unit of learning: Religious Founders Important people in your life and country Key people/founders in six major religions Unit of learning: Money Matters Down Day Delivered as Drop	Assessment: Project
Recommended Reading / Viewing	The Extraordinary Life of Mary Seacole – Naida Redgrave Alleanna Harris The Boy with the Topknot – Sathnam Sanghera	

Subject: Religion and Cultural Studies

Year group: 8		Exam Board: Edexcel
	Content	Department Assessment
Autumn Term 1	Unit of learning: Creation Stories Creation stories from six major religions Non religious argument – Big Bang/ Evolution Looking after the world/ stewardship	Extended writing Assessment: GCSE style questions



Autumn Term 2	Unit of learning: The Environment My local community Global warming Recycling and sustainability	Assessment: End of unit test
Spring Term 1	Unit of learning: Jewish Identity Who is a Jew? Jewish diaspora Exodus/ covenant	Assessment: Extended Writing
Spring Term 2	Unit of learning: Who runs the country What is politics? Parliament and the role of an MP Party politics Budget and spending	Assessment: End of unit test
Summer Term 1	Unit of learning: Healthy Body Healthy Mind/ Relationships, Sex and Health Education Drugs and alcohol - awareness and effects Relationships and friendship Laws on sex and relationships Consent Tackling homophobia	Assessment: Creating a informative Leaflet for incoming year 7s



Summer Term 2	Unit of learning: Holy Books Special/ sacred texts Holy books in six major religions	Assessment: End of unit test
Recommended Reading / Viewing	Sophie's world – Jostein Gaarder I Know This to Be True – Greta Thunberg Does My Head Look Big in This? – Abdel-Fattah	

Subject: Religion and Cultural Studies

Year group: 9		Exam Board: Edexcel
	Content	Department Assessment
Autumn Term 1	Unit of learning: Rites of Passage - Birth Rites The shape of my life Birth rites in six major religions Unit of learning: Rites of Passage - Adolescence Being a teenager Adolescence and commitment ceremonies in six major religions	Extended writing Assessment: GCSE style questions



Autumn Term 2	Unit of learning: Rites of Passage - Marriage The purpose of marriage Marriage ceremonies in six major religions Cohabitation	Assessment: GCSE style questions
Spring Term 1	Unit of learning: GCSE Preparation Intro to Christianity The reformation Trinity Jesus Life after death	Extended Writing Assessment: GCSE style questions
Spring Term 2	Unit of learning: GCSE Preparation Intro to Islam The life of Prophet Mohammed Different types of Muslims The main beliefs of Islam Holy Books	Extended Writing Assessment: GCSE style questions
Summer Term 1	Unit of learning: Relationships, Sex and Health Education Consent and communication Sexual exploitation Sexuality and orientation Homosexuality and homophobia	Assessment: Research and controlled writing piece.



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	Good sexual health (contraception) Parenting	
Summer Term 2	Unit of learning: GCSE Syllabus Begins	Analysing quotes Extended writing Exam questions
Recommended Reading / Viewing	<i>Books:</i> Pig Heart Boy – Malorie Blackman The Alchemist – Paulo Coelho Mister God, This is Anna – Fynn Amazing Muslims who changed the World – Burhana Islam <i>Film:</i> Heaven is for Real	

Subject: Religion and Cultural Studies

Year group: 10

Religion and Ethics through Christianity

Exam Board: Edexcel



	Content	Department Assessment
Autumn Term 1	Unit of learning: Christian Beliefs The Trinity The creation of the universe and humanity The Incarnation The last days of Jesus life The nature of Salvation Christian eschatology Problems of evil and suffering Solutions to evil and suffering	Assessed Work: Exam style questions linked to sample papers. End of unit test.
Autumn Term 2	Unit of learning: Marriage and the family Marriage Sexual relationships Families Support for the family in the local parish.	Assessed Work: Exam style questions linked to sample papers.
Spring Term 1	Unit of learning: Marriage and the family Continued Family planning Divorce Equality of men and women in the family Gender prejudice and discrimination	Assessed Work: Exam style questions linked to sample papers. End of unit test.



Spring Term 2	Unit of learning: Living the Christian life Worship The role of sacraments in Christian life Prayer Pilgrimage Christian religious celebrations	Assessed Work: Exam style questions linked to sample papers.
Summer Term 1	Unit of learning: Living the Christian life Continued The future of the church The importance of the local church The worldwide church Mock Exam Preparation	Assessed Work: Exam style questions linked to sample papers. Year 10 Mock Exam (1 hour 45 minutes)
Summer Term 2	Unit of learning: Matters of life and death Origins and value of the universe Sanctity of life The origins and value of human life The issue of abortion Death and the afterlife Non-religious arguments against life after death Euthanasia The natural world	Assessed Work: Exam style questions linked to sample papers. End of unit test.



Recommended Reading / Viewing	Books Becoming – Michelle What Happens After You Die – Randy Frazee Brick Lane – Monica Ali A Suitable Boy – Vikram Seth	
	Films Bruce Almighty Heaven Almighty Heaven is for Real	
Subject: Religion and Cultural Studies		
Year group: 11 Peace and conflict through Islam		Exam Board: Edexcel
	Content	Department Assessment



Autumn Term 1	Unit of learning: Muslim Beliefs The six beliefs of Islam The five roots in Shi'a Islam The nature of Allah <i>Risalah</i> (prophets) Muslim holy books <i>Malaikah</i> (angels) <i>Al-Qadr</i> (fate) <i>Akirah</i> (Muslim beliefs about life after death)	Assessed Work: Exam style questions linked to sample papers. End of unit test.
Autumn Term 2	Unit of learning: Crime and Punishment Justice and Crime Muslim attitudes to good, evil and suffering Attitudes to punishment The aims of punishment Forgiveness Treatment of criminals The death penalty Autumn Exam Preparation	Assessed Work: Exam style questions linked to sample papers. End of unit test. Year 11 Autumn Exam (1 hour 45 minutes)
	Unit of learning: Living the Muslim life The Ten Obligatory Acts Shahadah Salah Sawm Zakah and Khums	Assessed Work: Exam style questions linked to sample papers. End of unit test. <i>Homework will be set every two weeks relevant to the topic being taught</i>



	Hajj Jihad Celebrations and commemorations	
Spring Term 2	Unit of learning: Peace and Conflict Muslim attitudes towards peace The role of Muslims in peace-making Attitudes to conflict Pacifism Just War theory Holy War Weapons of mass destruction Issues surrounding conflict Revision and Exam Preparation	Assessed Work: Exam style questions linked to sample papers. <i>Homework will be set every two weeks relevant to the topic being taught</i> Year 11 Mock Exam (1 hour 45 minutes) -
Summer Term 1	Revision and Exam Preparation	<u>Final GCSE Examination</u> Paper 1: Religion and Ethics through Christianity (1 hour 45 minutes) Paper 2: Religion, Peace and conflict through Islam (1 hour 45 minutes)
Recommended Reading / Viewing	<i>Books</i> Natives – Akala I am Malala – Malala A Thousand Splendid Suns – Khaled Hosseini	



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	<i>Films</i> Million Dollar Baby Dead Man Walking
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Appendix 2: By the end of secondary school pupils should know

TOPIC	PUPILS 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/carers 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	PUPILS 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	PUPILS 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 pressuring 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
Changing adolescent bodies.	• · Key facts about puberty, the changing adolescent body and menstrual wellbeing. • · The main changes which take place in males and females, and the implications for emotional and physical health. •



TOPIC	PUPILS SHOULD KNOW
Mental Wellbeing	• How to talk about their emotions accurately and sensitively, using appropriate vocabulary. • That happiness is linked to being connected to others. • How to recognise the early signs of mental wellbeing concerns. Common types of mental ill health (e.g. anxiety and depression). • How to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health. • The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.
Physical health and fitness, including healthy eating	• The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress. • The characteristics and evidence of what constitutes a healthy lifestyle and maintaining a healthy weight (including the links between an inactive lifestyle and ill health, such as cancer and cardio-vascular ill health). • About the science relating to blood, organ and stem cell donation. How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.
Drugs, tobacco and alcohol	• The facts about legal and illegal drugs and their associated risks, including the link to serious mental health conditions. • The law relating to the supply and possession of illegal substances. • The physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood. • The physical and psychological consequences of addiction, including alcohol dependency. • Awareness of the dangers of drugs which are prescribed but still present serious health risks. • The facts about the harms from smoking tobacco (particularly the risk to lung cancer), the benefits of quitting and how to access support to do so.



TOPIC	PUPILS SHOULD KNOW
Health and Prevention.	• About personal hygiene, germs (including bacteria and viruses), how they are spread, treatment and prevention of infection, and about antibiotics. • About dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist. • In late secondary, the benefits of regular self-examination and screening. • The facts and science relating to immunisation and vaccination. • The importance of sufficient good quality sleep, for good health and how a lack of sleep can affect weight, mood and ability to learn.
Basic first aid	• Basic treatment for common injuries. • Life-saving skills, including how to administer CPR (best taught after 12 years old). • The purpose of defibrillators and when one might be needed.

Appendix 3: Parent/carers form: withdrawal from sex education within RSHE

TO BE COMPLETED BY PARENTS/CARERS			
Name of child		Class	
Name of parent/carers		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/carers	