

Heckmondwike Grammar School

Policy: Relationships, Sex & Health Education

Status: Statutory

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HECKMONDWIKE GRAMMAR SCHOOL ACADEMY TRUST

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1. Vision and Aims

At Heckmondwike Grammar School we believe that our high quality personal, social, health and economic (PSHE) and relationship, sex and health education (RSHE) will equip our pupils with the knowledge, understanding, attitudes and practical skills to live safe, healthy, productive lives and meet their full potential. The physical, mental and social health and safety of every child is uppermost in our approach to PSHE and RSE at Heckmondwike Grammar School. All that is taught reflects the best intentions for the child and upholding the welfare of the child.

We believe in empowering our pupils to understand the world that they live in and be confident in their own place in society. We encourage them to develop into good, considerate members of the public, following our school's vision of working together to be the best we can be.

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

- Provide a framework in which sensitive discussions can take place
- Prepare students for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help students develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach students the correct vocabulary to describe themselves and their bodies

RSHE at Heckmondwike Grammar School is taught within a seven-year spiral Personal, Social and Health Education (PSHE) curriculum, which is designed to meet the needs of the students as they develop throughout that time.

2. Statutory requirements

Under the Education Act 1993 and Education Reform 1998, all schools are required to maintain a statement of policy regarding RSE and make it available to parents on request. This policy complies with DofE Guidance on Sex and Relationships Education and has been drawn up on the basis of law and guidance provided by the PSHE Association and wider agencies.

As a secondary school academy trust we must provide RSHE to all students as per section 34 of the [Children and Social work act 2017](#).

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

At Heckmondwike Grammar School we teach RSHE as set out in this policy.

3. Policy development

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

1. Review – a member of staff looked at relevant national and local data/guidance in order to identify key areas within the curriculum.
2. Parent/stakeholder consultation – in July each year, we share the policy with parents and ask for feedback.
3. Student consultation – student voice is undertaken regularly and the results are used to inform the RSHE curriculum.

4. Definition

Our high quality personal, social, health and economic (PSHE) and relationship and sex education (RSE) promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepares pupils at the school for the opportunities, responsibilities and experiences of later life. 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. It is a combination of sharing information, and exploring issues and values. RSHE is not about the promotion of sexual activity.

PSHE education contributes to schools' statutory duties outlines in the Education Act 2002 to provide a balanced and broadly-based curriculum. The programme of study includes three core themes:

- Health and wellbeing
- Relationships
- Living in the wider world

5. Curriculum

Our 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, 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 in an appropriate manner so they are fully informed and avoid seeking answers online.

6. Delivery of RSHE

RSHE is taught within the PSHE curriculum. Biological aspects of RSHE are taught within the science curriculum in year 7 and then re-visited again in PSHE lessons in both year 8, 10 and 12. Students also receive stand-alone health sessions on contraception in Year 9, sexually transmitted infections in Year 10, and sessions on sexual health in Year 12, all of which are delivered by a trained Local health professional.

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

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

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

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances. The definition that we use for families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures.

7. Roles and responsibilities

The PSHE and RSHE programme will be led by the subject leader for PSHE, overseen by the Assistant Headteacher for Personal Development. It will be taught by teaching staff in the curriculum timetable and supplemented by outside agencies, where appropriate, which could include workshops and assembly presentations. All staff who deliver RSHE will receive full training to ensure appropriate and supported delivery of content.

7.1 The governing board

The governing board will hold the Headteacher to account for the implementation of this policy.

7.2 The Headteacher

The Headteacher (or nominated member of SLT) is responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw students from non-scientific components of RSHE (see section 8).

7.3 Staff

Staff are responsible for:

- Delivering RSHE in a sensitive way
- Modelling positive attitudes to RSHE
- Monitoring progress
- Responding to the needs of individual students
- Responding appropriately to students whose parents wish them to be withdrawn from the non-scientific components of RSHE

Staff do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching RSHE are encouraged to discuss this with the Headteacher.

Subject leader for PSHE – Rebecca Pyrah

It is the responsibility of all teachers and pupils to show respect for all genders, sexualities and identities. Pupils should never be asked to disclose sexual orientation or personal information. Any concerns that arise about sexual abuse or any other safeguarding issues will be followed up under Heckmondwike Grammar School's safeguarding policy and procedure. Please refer to the current Safeguarding Policy at Heckmondwike Grammar School for further details.

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. Diversity and Inclusion

Heckmondwike Grammar School adheres to the Equality Act 2010 and Keeping Children Safe in Education 2023 and endeavours to ensure that our PSHE and RSE provision is inclusive and, where necessary, respects the rights of individuals within the confines of law.

We teach in an ethnically diverse community. In a class we may have pupils from a wide variety of cultures and with a wide variety of faiths. These cultures and faiths often hold views, perhaps strong views, about sexual behaviour. We will be sensitive to these views but must ensure that pupils have access to the learning they need to stay safe, healthy and understand their rights as individuals. We do not discriminate against individuals and aim to provide a suitable RSE curriculum for our pupils.

We will deal sensitively and honestly with issues of sexual orientation or identity and aim to answer appropriate questions and offer support. Young people, whatever their developing sexuality or identity, need to feel that relationship and sex education is relevant to them. This means that sex and relationship education will be sensitive to the different needs of individual pupils but will be delivered clearly with impartial scientific information on matters.

9. Parents' right to withdraw

Parental support is integral to the success of our RSHE curriculum. While we have an educational and legal obligation to provide young people with relationship and sex education, we respect the primary role of the parents / carers in education their children about these matters. Parents / carers are very welcome to explore our RSHE curriculum further by requesting to view the teaching materials. We also invite parents / carers to contact the subject leader for PSHE regarding any concerns and questions regarding the policy and curriculum.

Parents have the right to withdraw their children from the non-scientific 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 student's educational record. The Headteacher will discuss the request with parents and take appropriate action.

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

10. Training

Staff are trained on the delivery of RSHE as part of their PSHE 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.

10. Monitoring arrangements

The delivery of RSHE is monitored by Rebecca Pyrah (subject leader for PSHE):

Monitoring will be done via departmental learning walks, work scrutiny and student voice. All PSHE teachers will use resources developed by the subject leader to ensure consistency.

Students' development in RSHE is monitored by class teachers through assessment.

This policy will be reviewed annually by the Assistant Headteacher for Personal Development. At every review, the policy will be approved by the Headteacher.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

| YEAR GROUP | TERM | TOPIC/THEME DETAILS |
|------------|------|--|
| Year 7 | 1 | Health & wellbeing – transition to secondary school, aspirations, resilience |
| Year 7 | 2 | Relationships – friendship, peer pressure, bullying Health & wellbeing – being healthy, promoting emotional wellbeing, puberty, FGM |
| Year 7 | 3 | Relationships – protected characteristics, diversity, stereotypes |
| Year 8 | 1 | Health & wellbeing – self-esteem, body image, positive thinking |
| Year 8 | 2 | Relationships – social media, online relationships, sharing images Health & wellbeing – mental wellbeing, unhealthy coping strategies |
| Year 8 | 3 | Relationships – long term relationships, marriage, the role of parents |

| YEAR GROUP | TERM | TOPIC/THEME DETAILS |
|------------|------|---|
| Year 9 | 1 | Health & wellbeing – vaping, alcohol, drugs Relationships – gender, sexuality, stereotypes & discrimination |
| Year 9 | 2 | Health & wellbeing – healthy choices, sleep, immunisation |
| Year 9 | 3 | Relationships – healthy relationships, managing conflict, parent & teenager relationships |
| Year 10 | 1 | Health & wellbeing – reframing negative thinking, recognising ill when & when to seek help, loss & grief |
| Year 10 | 2 | Health & wellbeing – county lines, child sex exploitation Relationships – consent, the impact of pornography, coercion |
| Year 10 | 3 | Relationships – forced marriage, domestic abuse |
| Year 11 | 1 | Health & wellbeing – lifestyle decisions, stress management |
| Year 11 | 2 | Relationships – managing unwanted attention, the effect of pornography, revenge porn Health & wellbeing – substance use, healthy choices, cancer awareness |

Appendix 2: By the end of secondary school students should know

| TOPIC | STUDENTS SHOULD KNOW |
|----------|---|
| Families | <ul style="list-style-type: none"> • 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 |

| TOPIC | STUDENTS SHOULD KNOW |
|---|--|
| Respectful relationships, including friendships | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 |

Appendix 3: Parent form: withdrawal from sex education within RSE

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

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