Heckmondwike Grammar School

Policy: Relationships, Sex & Health Education

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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 balances 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 Locala 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, same-sex families, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures.

6.1 Use of resources

We will consider whether any resources we plan to use:

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

We will make sure that when we consult parents/carers we provide examples of the resources that the school plans to use.

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.

11. 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 –road safety, water safety, vaccinations
Year 7	2	Relationships – friendship, friendship challenges, bullying, peer influences Health & wellbeing – being healthy, promoting emotional wellbeing, puberty
Year 7	3	Relationships – protected characteristics, diversity, stereotypes
Year 8	1	Health & wellbeing – self-esteem, body image, positive thinking Relationships – online behaviours, peers pressure, recognising abusive behaviours, responding to nude image based abuse
Year 8	2	Health & wellbeing – mental wellbeing, unhealthy coping strategies
Year 8	3	Relationships – long term relationships, marriage, the role of parents
Year 9	1	Health & wellbeing – healthy choices, sleep, cancer awareness Relationships – healthy relationships, managing conflict, parent and teenager relationships

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YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 9	2	Health & wellbeing –vaping, alcohol, drugs, county lines
Year 9	3	Relationships – honour based abuse, forced marriage, domestic abuse
Year 10	1	Health & wellbeing – organ donation, fertility, the NHS, first aid – alcohol Relationships – consent, the impact of pornography, coercion
Year 10	2	Health & wellbeing – reframing negative thinking, recognising ill health, change, loss and grief
Year 10	3	Relationships – online safety, child sex exploitation
Year 11	1	Health & wellbeing – first aid, health awareness, cancer awareness Relationships – managing unwanted attention, the effect of pornography, revenge porn
Year 11	3	Health & wellbeing – substance abuse, festival safety

Appendix 2: 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 wellbeing, and their importance for bringing up children • Why marriage or civil partnership is an important relationship choice for many couples. The legal status of marriage and civil partnership, including that they carry legal rights, benefits and protections that are not available to couples who are cohabiting or who have, for example, undergone a non-legally binding religious ceremony • That 'common-law marriage' is a myth, and cohabitants do not obtain marriage-like status or rights from living together or by having children • That forced marriage and marriage before the age of 18 are illegal • How families and relationships change over time, including through birth, death, separation and new relationships. • The roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting and the importance of the early years of a child's life for brain development. How to judge when a relationship is unsafe and where to seek help when needed, including when pupils are concerned about violence, harm, or when they are unsure who to trust

Respectful relationships, including friendships	• About the characteristics of positive relationships of all kinds, online and offline, including romantic relationships. For example, pupils should understand the role of consent, trust, mutual respect, honesty, kindness, loyalty, shared interests and outlooks, generosity, boundaries, tolerance, privacy, and the management of conflict, reconciliation and ending relationships • How to evaluate their impact on other people and treat others with kindness and respect, including in public spaces and including strangers. Pupils should understand the legal rights and responsibilities regarding equality, and that everyone is unique and equal • The importance of self-esteem, independence and having a positive relationship with oneself, and how these characteristics support healthy relationships with others. This includes developing one's own interests, hobbies, friendship groups, and skills. Pupils should understand what it means to be treated with respect by others • What tolerance requires, including the importance of tolerance of other people's beliefs • The practical steps pupils can take and skills they can develop to support respectful and kind relationships. This includes skills for communicating respectfully within relationships and with strangers, including in situations of conflict • The different types of bullying (including online bullying), the impact of bullying, the responsibilities of bystanders to report bullying and how and where to get help • Skills for ending relationships or friendships with kindness and managing the difficult feelings that endings might bring, including disappointment, hurt or frustration • The role of consent, including in romantic and sexual relationships. Pupils should understand that ethical behaviour goes beyond consent and involves kindness, care and attention to the needs and vulnerabilities of the other person, as well as an awareness of power dynamics. Pupils should understand that just because someone says 'yes' to doing something that doesn't automatically make it ethically okay • How stereotypes, in particular stereotypes based on sex, gender, gender reassignment, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). Pupils should be equipped to recognise misogyny and other forms of prejudice • How inequalities of power can impact behaviour within relationships, including sexual relationships. For example, how people who are disempowered can feel they are not entitled to be treated with respect by others or how those who enjoy an unequal amount of power might, with or without realising it, impose their preferences on others

TOPIC	STUDENTS SHOULD KNOW
	• How pornography can negatively influence sexual attitudes and behaviours, including by normalising harmful sexual behaviours and by disempowering some people, especially women, to feel a sense of autonomy over their own body and providing some people with a sense of sexual entitlement to the bodies of others • How some sub-cultures might influence our understanding of sexual ethics, including the sexual norms endorsed by so-called 'involuntary celibates' (incels) or online influencers

Online safety and awareness	• 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 they provide provides to another has the potential to be shared and circulated online and the difficulty of removing potentially compromising material placed online. They should also understand the difference between public and private online spaces and related safety issues • Not to provide material to others that they would not want to be distributed further and not to pass on personal material which is sent to them. Pupils should understand that any material provided online might be circulated, and that once this has happened there is no way of controlling where it ends up. Pupils should understand the serious risks of sending material to others, including the law concerning the sharing of images • About the characteristics of social media, including that some social media accounts are fake, and/or may post things which aren't real or have been created with AI. They should also know that social media users may say things in more extreme ways than they might in face-to-face situations, and that some users present highly exaggerated or idealised profiles of themselves online • That keeping or forwarding indecent or sexual images of someone under 18 is a crime (even if the photo is of themselves or someone who has consented, and even if the photo was created by that child and/or using AI). That there are potentially serious consequences of acquiring or generating these images. That sharing indecent images of people over 18 without their consent is also a crime • How to seek support. They should also understand that they will not be in trouble for asking for help, either at school or with the police, if an image of themselves has been shared • What to do and how to report when they are concerned about material that has been circulated, including personal information, images or videos, and how to manage issues online • About the prevalence of deepfakes including videos and photos, how deepfakes can be used maliciously as well as for entertainment, the harms that can be caused by deepfakes and how to identify them • That the internet contains inappropriate and upsetting content, some of which is illegal, including unacceptable content that encourages misogyny, violence or use of weapons • Where to go for advice and support about something they have seen online. Pupils should understand that online content can present a distorted picture of the world and normalise or glamourise behaviours which are unhealthy and wrong

TOPIC	STUDENTS SHOULD KNOW
	• That social media can lead to escalations in conflicts, how to avoid these escalations and where to go for help and advice • How to identify when technology and social media is used as part of bullying, harassment, stalking, coercive and controlling behaviour, and other forms of abusive and/or illegal behaviour and how to seek support about concerns • That pornography, and other online content, often presents a distorted picture of people and their sexual behaviours and can negatively affect how people behave towards sexual partners. That this can affect people who see pornographic content accidentally, as well as those who see it deliberately. That pornography can also portray misogynistic behaviours and attitudes which can negatively influence those who see it • How information and data is generated, collected, shared and used online • That websites may share personal data about their users, and information collected on their internet use, for commercial purposes (for example, to enable targeted advertising) • That criminals can operate online scams, such as using fake websites or emails to extort money or valuable personal information. This information can be used to the detriment of the person or wider society. About risks of sextortion, how to identify online scams relating to sex, and how to seek support if they have been scammed or involved in sextortion

Being safe	• How to recognise, respect and communicate consent and boundaries in relationships, including in early romantic relationships (in all contexts, including online) and early sexual relationships that might involve kissing or touching. That kindness and care for others requires more than just consent • That there are a range of strategies for identifying, resisting and understanding pressure in relationships from peers or others, including sexual pressure, and how to avoid putting pressure on others • How to determine whether other children, adults or sources of information are trustworthy, how to judge when a relationship is unsafe (and recognise this in the relationships of others); how to seek help or advice, including reporting concerns about others if needed • How to increase their personal safety in public spaces, including when socialising with friends, family, the wider community or strangers. About ways of seeking help when needed and how to report harmful behaviour. That there are strategies they can use to increase their safety, and that this does not mean they will be blamed if they are victims of harmful behaviour. About the importance of trusting their instincts when something doesn't feel right, and they should understand that in some situations a person might appear trustworthy but have harmful intentions • What constitutes sexual harassment or sexual violence, and that such behaviour is unacceptable, emphasising that it is never the fault of the person experiencing it • That sexual harassment includes unsolicited sexual language, attention or touching, taking and/or sharing intimate or sexual images without consent, public sexual harassment, pressuring other people to do sexual things, and upskirting • About concepts and laws relating to: o Sexual violence, including rape and sexual assault o Harmful sexual behaviour, which includes all types of sexual harassment and sexual violence among young people but also includes other forms of concerning behaviour like using age-inappropriate sexual language o Domestic abuse, including controlling or coercive behaviour, emotional, sexual, economic or physical abuse, and violent or threatening behaviour o Harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation o Forced marriage o Female genital mutilation (FGM), virginity testing and hymenoplasty

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TOPIC	STUDENTS SHOULD KNOW
Intimate and sexual relationships, including sexual health	• That sex, for people who feel ready and are over the age of consent, can and should be enjoyable and positive • The law about the age of consent, that they have a choice about whether to have sex, that many young people wait until they are older, and that people of all ages can enjoy intimate and romantic relationships without sex • About sexual consent and their capacity to give, withhold or remove consent at any time, even if initially given, as well as the considerations that people might take into account prior to sexual activity, such as the law, their faith and family values. That kindness and care for others require more than just consent • 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 • That some sexual behaviours can be harmful • The facts about the full range of contraceptive choices, efficacy and options available, including male and female condoms, and signposting towards medically accurate online information about sexual and reproductive health to support contraceptive decision making • That there are choices in relation to pregnancy. Pupils should be given medically and legally accurate and 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) • About the use and availability of the HIV prevention drugs pre-exposure prophylaxis (PrEP) and post exposure prophylaxis (PEP), and how and where to access them. The importance of, and facts about, regular testing and the role of stigma • About the prevalence of STIs, the short and long-term impact they can have on those who contract them, and key facts about treatment • How the use of alcohol and drugs can lead people to take risks in their sexual behaviour • How and where to seek support for concerns around sexual relationships including sexual violence or harms • How to counter misinformation, including signposting towards medically accurate information and further advice, 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	