



Future Academies Watford

Relationships Sex and Health Education Policy (RSHE)

Contents

1. Aims	2
2. Statutory requirements.....	2
3. Links to other policies and curriculum subjects.....	2
4. Delivery of RSHE.....	3
4.1 Families	3
4.2 Respectful relationships.....	3
4.2 Online and media.....	4
4.3 Being safe	4
4.4 Intimate and sexual relationships, including sexual health.....	4
5. Roles and responsibilities	5
5.1 The Governing Body.....	5
5.2 The Principal	5
5.3 Staff	5
5.4 Students	5
6. Parents' right to withdraw	5
7. Training.....	6
8. Monitoring arrangements.....	6

1. Aims

The aims of relationships and sex education at our academy are to:

- Enable students to learn about what makes healthy relationships, including with family, friends and on-line, how to recognise unhealthy behaviour in relationships and how to seek help if they feel unsafe;
- Support students to develop self-respect, confidence and empathy;
- 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;
- Teach students the correct vocabulary to describe themselves and their bodies;
- Teaching will be age appropriate and will respect the diversity of families and faith in our community.

RSHE is not about the promotion of sexual activity.

2. Statutory requirements

From September 2020, all secondary students must be taught relationships, sex and health education. This applies to every school whether it is maintained, academy, free school or independent. This was last [updated](#) in September 2021.

3. Links to other policies and curriculum subjects

- The science curriculum includes teaching about reproduction in humans including the male and female reproductive systems, menstrual cycle, gametes, fertilisation, gestation, birth and HIV/AIDS.
- Religious education looks at family, values and morals, and the celebration of marriage in different traditions.
- Our personal development lessons, using Votes for Schools, discusses many overlapping themes in assembly and during tutor sessions.
- The food and nutrition curriculum looks at healthy eating.
- The PE curriculum examines healthy lifestyles and encourages active participation.
- The Sports Enrichment Programme encourages wider participation in sport and exercise by adding a non-competitive strand using sports that students are unlikely to have experienced before.
- The curriculum for computing covers e-safety. This includes how to use technology responsibly, respectfully and securely, how to keep personal information private, and where to go for help and support.

The content of relationships education is supported by our:

- Inclusion and SEND Policy
- E-safety Policy
- Mental Health Policy
- British values education
- Equality of opportunity and accessibility Policy
- Safeguarding policy
- Personal Development policy

4. Delivery of Relationships, Sex and Health Education

Relationship and sex education will be inclusive for all students, sensitive to all family and faith backgrounds and students' own identities. It will be respectful of all protected characteristics under the Equality Act 2010. Protected characteristics are age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity. The school environment reflects, values and celebrates the diversity of our community.

Across all key stages, students will be supported with developing the following skills:

- Communication skills;
- Forming positive relationships including self-respect as well as respect and empathy for others;
- Recognising and assessing potential risks;
- Assertiveness and managing conflict and difficult emotions;

Skills and knowledge will be taught in an age-appropriate way. Teaching methods are a combination of sharing information and facilitating discussions and exploring issues and values.

The Department for Education has set out guidance on what children should learn by the end of secondary school, under a series of themes which are set out below. Some themes will recur throughout key stages 3 and 4, others will be delivered in the most appropriate year only. Parents and guardians have the right to withdraw their children from lessons on sexual intimacy, sexualised behaviour and sexual health, as detailed in section 6. Parents do not have the right to withdraw their child from the relationships or health education.

Where possible, students will be taught by specialist teachers and have specific curriculum time on their timetable. The academy has a member of SLT who, as part of their role, is to ensure that provision and delivery of relationships and sex education is in line with statutory guidance and in line with other academy curriculum areas. The Academy will communicate with parents what is taught and when in the curriculum it will be delivered. The Academy will also provide support to parents and guardians about supporting their child at home. For more information about the right to withdraw please read the government guidance [here](#) (page 17)

4.1 Families

- There are different types of committed, stable relationships.
- How these relationships contribute to happiness and their importance for bringing up children.
- What marriage is, including its legal status compared to other types of long-term relationships.
- Why marriage is an important relationship choice for many couples and why it must be entered into freely.
- The characteristics and legal status of other types of long-term relationships.
- The roles and responsibilities of parents and carers with respect to raising 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, how to seek help or advice, including reporting concerns about others

4.2 Respectful relationships

- Characteristics of positive and healthy friendships (including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending (non-sexual) relationships.
- Practical steps for a range of 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).
- In school and in wider society young people 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.
- Different types of bullying (including cyber bullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.
- 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.
- 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.

4.2 Online and media

- Rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts including online.
- 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.
- What to do and where to get support to report material or manage issues online.
- 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.
- 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.

4.3 Being safe

- The concepts and effects of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM.
- How people can actively communicate and recognise consent, and how it may be withdrawn, in any context.

4.4 Intimate and sexual relationships, including sexual health

- How to recognise the characteristics of healthy one-to-one intimate relationships.
- All aspects of health can be affected by choices related to sex and relationships, positively or negatively.
- Facts about reproductive health, including fertility and the potential impact of lifestyle on fertility.
- Strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.
- Young people have a choice to delay sex or to enjoy intimacy without sex.
- Facts about the full range of contraceptive choices, efficacy and options available
- Facts around pregnancy including miscarriage.
- Choices in relation to pregnancy (with medically and legally accurate, impartial information on all options).
- Sexually Transmitted Infections (STIs), the impact they can have on those who contract them and key facts about prevention and treatment.
- How the use of alcohol and drugs can lead to risky sexual behaviour.
- Sources of advice, including how to access confidential sexual health advice and treatment.

5. Roles and responsibilities

5.1 The Governing Body

The governing body will approve the RSHE policy and hold the principal to account for its implementation.

5.2 The Principal

The Principal is responsible for ensuring that RSHE is taught consistently across the school, and for managing any requests to withdraw students from sex education components of relationship and sex education (see section 7). The Principal is also responsible for ensuring that any young person who was previously withdrawn from sex education but wishes to receive it during the 3 terms before they turn 16 is provided with sex education.

5.3 Staff

Staff are responsible for:

- Delivering RSHE in a sensitive way, taking account of students' cultural and faith backgrounds;
- Modelling positive attitudes to relationship and sex education, as with any other subject;
- Monitoring children's learning in order to ensure they make progress;
- Responding to the needs of individual students;
- Responding appropriately to students whose parents/carers wish them to be withdrawn from the sex education components of relationship and sex education.

Staff do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching aspects of RSHE should discuss the concern with the PSHCE/RSHE lead.

5.4 Students

Students are expected to engage fully and when discussing issues related to relationships and sex, treat others with respect and sensitivity, as they would be expected to in any other lesson.

Those students who are identified by key members of staff (Head of Year, SENCo, Welfare Lead) as vulnerable to topics taught within our RSHE curriculum, will be informed of topics in advanced. They will have the right to see lesson materials in advance and/or complete the work in a different learning environment.

We encourage students to complete self-reflection surveys as part of their end of topic assessment. This information is used to assess student understanding and self-awareness/confidence. Relevant staff will use this information to plan and develop the programme of study throughout the year.

6. Parents' right to withdraw

Parents and guardians have the right to withdraw their children from the sex education components of RSHE. That means the lessons that cover physical aspects of sexual development and intimate relationships, and sexual health. Requests for withdrawal should be put in writing and addressed to the Principal. A copy of withdrawal requests will be placed in the student's file. The Principal will discuss any such request with parents and guardians and take appropriate action. Alternative work will be given to students who are withdrawn from sex education. Parents cannot request that their children are withdrawn from the relationships or health education aspects of the curriculum. Parents can request their child's withdrawal by completing the form appendix A.

7. 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 Principal may also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSHE.

8. Monitoring arrangements

The delivery of relationships and sex education is monitored by a member of the senior leadership team and the PSHCE lead through, though, not exhaustive: planning reviews, learning walks and student voice.

Students' development in relationship and sex education is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed at least annually. At every review, the policy will then be approved by the Principal and Chair of Governors.

Future Academies | Relationships and Sex Education Policy

Document control table			
Document title:		Relationships and Sex Education Policy	
Author (name & job title):			
Version number:			
Date created:			
Date approved:			
Approved by:		DW	
Review information:			
Last internal review:		January 2022	
Last review by Governors/Directors:			
Document History			
Version	Date	Author	Note of revisions

Appendix A

Parent's Right to Withdraw.

Student Name:	
Parent Name:	
Student Form:	
Date:	

I am writing to request that my child be withdrawn from the sex education components of RSHE. I understand that this only covers the physical aspects of sexual relationships. I am aware that my child will be given alternative, suitable work and will complete this in an appropriate area of the Academy where they can be supervised.

I understand that my child will still receive lessons on relationships, health and relevant lessons in science, as stated in the government guidance.

I agree that a copy of this form will be placed on my child's file.

Signed: _____