



Relationships and Health Education/Relationships, Sex and Health Education policy

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Approved by: Mr N Murphy (Principal)

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Introductory statement

Ercall Wood Academy has adopted this policy in recognition of the importance of RSHE in compliance with the DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance (2019).

All schools are now required to provide statutory, high quality RSHE. 'The relationships education, RSE and health education (England) regulation 2019, made under sections 34 and 35 of the children and social work act 2017, make Relationships and Sex Education (RSE) compulsory for all students receiving secondary education.

They also make health education compulsory in all schools'

We place a high value on good quality RSHE and it has prominence in the daily life of the Academy.

Relevant stakeholders have also been consulted on this Policy and the curriculum. It has been ratified at Academy level and has also been shared with our Governing Body.

This policy is available on our website, with paper copies available on request.

Values and Aims

Our RSHE provision is part of our Life Skills Curriculum and is covered primarily through our core theme of 'relationships'. There are also specific references within our other core theme of 'Health and Wellbeing' and wider links to our final core theme of 'Living in the Wider World'. These core themes have been taken from the PSHCE Association guidance and adapted with a specific reference to Telford and Wrekin Safeguarding Partnership who have identified the following three areas within our local community:

1. Exploitation
2. Neglect
3. Domestic Violence and Abuse

The aim of RSHE is to provide balanced information about human reproduction, together with consideration of the broader emotional, ethical, religious, and moral dimensions of sexual health.

Our Life Skills programme meets the statutory requirements for curriculum coverage and aims to prepare all students for an adult life in which they can:

- Develop positive values and a moral framework that will guide their decisions, judgements and behaviour
- Have the confidence and self-esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationship they want
- Understand the consequences of their actions and behave responsibly within sexual and non-sexual relationships

- Avoid being exploited or exploiting others or being pressured into unwanted or unprotected sex including violence in teenage relationships
- Understand the true meaning of consent
- Understand that sexually explicit material e.g. Pornography presents a distorted picture of sexual behaviour
- Communicate effectively by developing appropriate terminology/language for sex and relationship issues
- Develop awareness of their evolving sexuality and understand human sexuality; gender identity, challenge sexism and prejudice, which is inclusive of all young people
- Understand the arguments for delaying sexual activity
- Understand the reasons for having protected sex
- Have sufficient information and skills to protect themselves in a variety of situations including from exploitation, abuse and violence and uninvited/unwanted conceptions and sexually transmitted infections including HIV
- Be aware of sources of help for all young people and acquire the skills and confidence to access confidential health advice, support and treatment if necessary
- Know how the law applies to sexual relationships enthusiastic consent, sexting and e-safety

Students will learn about the value of relationships as a key component of society. The curriculum in place recognises the diversity of the Academy and is careful to recognise and include all students especially those with protected characteristics and Special Educational Needs and/or Disabilities. It links directly to our Equality Statement.

The curriculum is designed to ensure that content is delivered in an age-appropriate way, that it progressively builds upon components of knowledge and gives students the greatest chance of students knowing more, being able to do more and remembering more. There is synergy with the intent of our curriculum as a whole and with the aims of our overall Personal Development /Life Skills programme.

We use the learning intentions recommended by the PSHCE Association to ensure full curriculum coverage but also to ensure that learning is suitable for the age and stage of all learners.

Our Tutor Time programme has a '*PSHCE enhance*' component which means we can extend learning, support retrieval practice and respond to local and national events.

Our assembly programme also supports our overall values and aims.

The curriculum is developed with the direct involvement of the Designated Safeguarding Lead and SENDCo.

All students are entitled to receive RSE regardless of ability, gender, race, religious belief or grouping, based on the statutory expectation that all schools should provide age appropriate RSE programme. DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance (2019).

Any bullying around gender, sexuality or perceived sexual orientation will be dealt with as a serious matter in accordance with the school's anti bullying policy. Monitoring and Evaluation RSHE is monitored through consultation and professional dialogue with those members of staff teaching the lessons by the staff member holding additional responsibility for Life Skills and the Vice Principal with overall responsibility for Personal Development.

The delivery of Life Skills is subject to the same quality assurance processes experienced by other areas of the curriculum. Lesson drop-ins, data reviews and work scrutiny combine with student and other stakeholder feedback processes in order to assure effective delivery of the curriculum intent.

Any questions raised by parents/carers are dealt with on an individual basis.

Any staff development needs are also addressed and appropriate support provided.

Parents/carers have the right to withdraw their child from RSHE content that is not part of statutory science or health and relationships education. There is no parental right to withdrawal from relationships education, health education or sex education delivered as part of the Science curriculum.

Curriculum

In Years 7 and 8, we build upon prior knowledge from Key Stage 2 and ensure that students;

- Understand the different types of relationships and the factors that affect these
- Understand the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships
- Understand the roles and responsibilities of people in families and friendships
- Understand the media portrayal of relationships and the fact that they may not reflect real life
- Understand intimate relationships, the law and that they are within their rights to set boundaries
- Understand the terms relating to sex, gender identity and sexual orientation
- Understand that all kinds of different relationships can cause strong feelings and emotions
- Understand the differences between friendship groups and gangs
- Understand the impact of modern technology on relationships
- Understand explicit images and the law, and also how to handle any pressure to share explicit images
- Understand the nature and importance of marriage, civil partnerships, and other stable long term relationships
- Understand the terms related to discrimination within relationships
- Understand the concept of coercion and consent in relation to the law
- Receive an introduction to sexual health and contraception
- Acknowledge the right to not have an intimate relationship until they are ready

- Understand consent, various forms sexual contact and contraception

In Year 9 students consolidate the knowledge and understanding developed during Years 7 and 8 and extend learning focused upon;

- Understanding different types of intimate relationships and the pressures/ discrimination people may face
- Developing knowledge about peer pressure and to develop strategies to deal with the effects of this within relationships
- Learning about body image, persuasive design, unhelpful influences and where to find support
- Understanding sexism and misogyny and how this can be challenged assertively
- Alternative perspectives including people with different sexual identities
- Awareness about Sexually Transmitted Infections
- How to recognise abusive relationships
- The social and health implications of teenage pregnancy

In Key Stage 4 (Years 10 and 11) we continue to develop students' understanding by covering the outcomes below that are set out in the Department for Education's guidance for secondary schools. These are the knowledge statements required to be taught by the end of secondary (Year 11).

Our RSE curriculum is committed to fulfilling the aims of the DfE policy which states that we give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships.

By the end of Key Stage 4 students will gain;

- Further understanding of the concepts of sexual exploitation, and forced marriage, understanding that it is illegal
- Awareness of 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
- Understanding of how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise nonconsensual behaviour or encourage prejudice)
- Understanding of their 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
- Awareness 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
- Certainty that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail

- Knowledge of 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
- Knowledge of 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)
- Understanding of 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
- Awareness 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
- Knowledge of facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause