

Netherwood Academy

RSHE Policy

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What is Relationships, Sex and Health Education (RSHE)?

RSHE is lifelong learning about emotional, social and physical aspects of growing up, relationships, sex, gender, sexuality and sexual health. It involves acquiring knowledge, forming positive beliefs, values and attitudes and developing healthy relationships and dealing with the challenges of growing up in modern society.

Aims

The aim of RSHE at Netherwood is to provide opportunities for discussion and balanced, factually-accurate information that will help prepare students for 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;
- show respect for individual conscience and develop the skills to judge what kind of relationship they want;
- understand the importance of being mentally, emotionally and physically prepared before engaging in a sexual relationship, and the arguments for delaying sexual activity;
- avoid being exploited by or exploiting others or being pressured into unwanted or unprotected sex;
- communicate effectively by acquiring appropriate terminology for sex and relationship issues;
- understand human sexuality and develop awareness of their own sexuality;
- challenge sexism and prejudice, and promote equality and diversity;
- understand the reasons and methods for having protected sex;
- have sufficient information and skills to protect themselves and, where they have one, their partner, from uninvited/unwanted conceptions and sexually transmitted infections, including HIV and AIDS;
- Confidently assess risk, including pornography, sexting and staying safe online;
- know how the law applies to sexual relationships, particularly in relation to the use of sexual images;
- be aware of sources of help and acquire the skills and confidence to access confidential health advice, support and treatment if necessary.

Statutory Requirements

This policy and our curriculum have been developed in response to the DfE Guidance on Relationships and Sex Education, the new statutory curriculum framework from September 2020. This policy also supports the Academies Guidance for the Delivery of RSHE, Appendix 1.

Curriculum

Our curriculum is set out using our Personal Development Curriculum Map, which identifies the topics covered in each year group in each Strand of Personal Development. The curriculum is constantly being reviewed with feedback being sought from staff teaching and delivering each sessions and taking into consideration the age, needs and feelings of students.

Delivery of RSHE

The policy aims will be achieved through both formal and informal learning opportunities:

Formal Provision – to be achieved through:

- The Personal Development (PD) curriculum, delivered by academy staff who have been supported with training and CPD, using regularly updated teaching materials and resources; this mainly takes place during form-time and through the PSHCE taught curriculum
- The planned subject curriculum, e.g. Science, Computing and IT, RE
- Assemblies and external groups and speakers;

Informal Provision – to be achieved through:

- The values and ethos of the Academy;
- Input from the Student Services team;
- Input from the school nurse and drop-in provision;
- Liaison with outside agencies.

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 Appendix 2 of this policy document.

We have a duty under the Equalities Act 2010 to ensure that our provision is inclusive of all pupils. We understand that a proportion of our students will not identify as heterosexual or cisgender (where their birth sex correlates to their gender identity). We understand that our provision must meet their needs and recognise that all students will learn more about healthy relationships if RSHE is fully inclusive. We will also carefully consider special educational needs or disability, religion, cultural and linguistic background when planning and delivering RSHE.

In relation to sexual orientation, sexuality, gender identity, religion and cultural diversity, we value the difference amongst our students and their families and, in addressing different views

and beliefs, seek to promote respect and understanding. In order to ensure the RSHE Curriculum meets the needs of all:

- We will teach about RSHE themes relevant to all, using examples of different sexual orientations, gender identities, lifestyles and faith backgrounds.
- We will accept and celebrate difference, enabling young people to respectfully question their views and those of others.
- We will encourage respect and positive communication and discourage abuse and exploitation.
- We will not ask students to represent the views of a particular religious or cultural group, sexual orientation or gender identity to their peers, unless they choose to do so.

In relation to those with special educational needs or disability (SEND), we will ensure our RSHE programme includes them. We will consider:

- their level of vulnerability
- their need to learn and demonstrate appropriate behaviour
- their need to develop self-esteem and positive body image
- the need to involve all staff, including ancillary staff and carers, in policy development, planning and training
- the management of personal care • clarity about sources of support for students.

Principles and Values

The Academy seeks to uphold the guidance issued by the DfE. Furthermore, we believe that RSHE should:

- be, bearing in mind age-appropriateness (the policy encompasses all students from Years 7-13), sex-positive, i.e. it should be open, frank, informative and should acknowledge the pleasures of sex. It should reflect that some young people are sexually active and acknowledge young people's autonomy and level of maturity;
- reflect sexual diversity by discussing a range of sexual activity (not just heterosexual intercourse), as well as lesbian, gay, bisexual and transgender issues and relationships;
- include teaching on consent, sexting, cyberbullying, online safety, sexual exploitation and sexual coercion;
- challenge, rather than reinforce, gender stereotypes and inequalities;
- be culturally sensitive;
- be integrated into a 'whole Academy' ethos and should teach life skills (e.g. planning, decision making skills), specific skills (e.g. communication, sexual negotiation skills) and promote resilience;
- provide impartial information on contraception, safer sex, pregnancy and abortion;
- be developed with input from young people.

Roles and Responsibilities

The Trust Management Board (TMB) will approve the RSHE policy and hold the Principal to account for its implementation.

The Leadership Team is responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSHE.

Staff are responsible for:

- Delivering RSHE in a sensitive way
- Modelling positive attitudes to RSHE
- Monitoring progress through signposting in the sessions
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSHE
- Ensuring safeguarding is at the forefront of practice and concerns are logged as per the schools Child Protection and Safeguarding Policy.

Other concerns can be raised through the appropriate channel, normally the tutor, Head of Year and pastoral team.

Staff do not have the right to opt out of teaching RSHE, however the school will consider the willingness, confidence and knowledge of staff of the themes to be taught. In addition, CPD support and training is shared with staff ahead of teaching any PD session. Staff who have concerns about teaching RSHE are encouraged to discuss this with the PD Co-Ordinator.

It is essential that RSHE is carried out in a safe, non-judgmental environment where adults and young people are confident that they will be respected. Teachers should establish ground rules which include appropriate use of language, mutual respect and taking into account the views of others which are set out at the beginning of each PD session. All advice or guidance given must be non-judgemental and unbiased.

In order to reduce embarrassment and protect young people's privacy, we will employ teaching and learning strategies which enable pupils to discuss issues without reference to personal experience. For example, we will use fiction, case studies, role-play, videos and theatre in education to enable young people to share ideas and opinions and practise their decision-making skills in a safe learning environment.

Students are expected to engage fully in RSHE and, when discussing issues related to RSHE, treat others with respect and sensitivity in line with the Personal Development (PD) expectations set out at the beginning of every session.

Responsibilities for Curriculum Delivery and Policy Implementation

With regard to curriculum delivery:

- the Academy views it as the shared responsibility of all adults working within the Academy to respond appropriately to a young person's request for information and advice;

- all staff must be made aware of the guidance on responding to young people's questions and will be encouraged to access support from colleagues where necessary;
- the RSHE curriculum will primarily be delivered by trained teams of teachers who have received specific Continuing Professional Development (CPD) ahead of the session;
- the PD Co-ordinator and the Vice Principal are responsible for reviewing and evaluating RSHE and are accountable to the Principal;
- staff will be assisted in their planning and delivery of the RSHE Statutory Framework by the PD Co-ordinator/Curriculum Lead for PSHCE and RE who will, working with staff, provide lesson plans and activities for colleagues to deliver in the PD Sessions

Training

Bespoke and specific CPD will be given to all teachers who are delivering a Personal Development session ahead of the timetable event in a formal CPD session from the Strand Leader. This allows opportunity for all staff to seek extra guidance and support if needed to enable confident and consistent delivery of the curriculum

Withdrawal from RSHE

Whilst the Academy strongly encourages all students to participate in all aspects of RSHE, we also acknowledge that parents and students do have the right to opt out of some aspects of RSHE.

In line with Section 34 of the Children and Social Work Act 2017, parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSHE. Parents have the right to request to withdraw their child, up to and until three terms before the child turns 16.

There is no right to withdraw from Relationships Education or Health Education.

Any parent or carer who wishes to withdraw their child should in the first instance write to the Vice Principal to raise this matter.

Parents or carers who have withdrawn their child from RSHE will be asked to re-confirm their decision each year.

Explicit Links to Other Policies

- Safeguarding and Child Protection
- Confidentiality

This policy will be reviewed every 2 years and be approved by the TMB, unless further changes to legislation render this process to be conducted earlier.

Appendix 1

Academy Guidance for the Delivery of RSHE Resources

The Academy will create and deliver resources which:

- are consistent with the RSHE Statutory Framework;
- relate to the agreed aims and objectives of this policy;
- are suitable to the age, maturity, needs, linguistic proficiency and ability of the young people;
- appeal to adults and young people;
- are up-to-date in factual content;
- are produced by a reputable organisation;
- do not show unfair bias e.g. towards a commercial product; • avoid racial, gender and sexual stereotyping;
- encourage active and participative learning.

Working with Visitors to Support RSHE in the Classroom

In our Academy we believe that RSHE is most effectively taught by those who know our young people well and are aware of their needs. We encourage a diverse range of visitors to our Academy who may complement, but do not substitute for or replace, planned provision. We will work closely with visitors to ensure that the needs of our young people are met.

We will follow this Code of Practice when working with visitors:

- visitors will not be asked to work alone with students in a classroom situation;
- all visitors supporting the school in the provision of RSHE will be made aware of the content and principles of this policy, prior to their visit;
- all lessons will be planned in direct liaison with the teacher or PD Co-ordinator, taking account of the ages and needs of the group and the context of the work within the PD programme;
- visitors will be reminded that, whilst contributing to planned RSHE in a class teaching role, they must adhere to the same confidentiality code as staff members;
- any resources which a visitor wishes to use in the context of a lesson will be discussed and agreed with the PD Co-ordinator or a lead teacher beforehand;
- the contributions of visitors will be regularly monitored and evaluated to ensure consistency of standards.

Working with Visitors in non-classroom situations

When visitors are providing a service that is not classroom based, but which contributes to the delivery of planned RSHE, we will ensure that:

- those providing the service have relevant DBS checks;

- those providing the service are aware of the RSHE policy and that their provision complements it;
- the service is valued and that there is commitment from the Academy;
- boundaries of different professions are respected;
- appropriate facilities (e.g. location, space, telephone) are provided;
- a named member of staff is identified for liaison with the service;
- the service/provision is actively promoted by school staff;
- procedures are in place for regular evaluation and review.

The Academy will also endeavour to ensure that:

- they are reliable;
- they work within professional boundaries;
- the service they provide complements the RSHE policy and ethos of the school;
- appropriate information is shared with the school.

Confidentiality

Within the Academy, we have a clear and explicit confidentiality policy, which is shared with staff, students and parents/carers:

- Staff are unable to offer absolute confidentiality due to the need to safeguard young people;
- we will reassure young people that staff will act in their best interests and that this may involve sharing information when the young person is at risk of harm;
- young people will be told if information is to be shared (unless the young person is very young or has significant special needs) and will be offered appropriate support.

Professionals, such as school nurses and youth workers, are bound by their professional codes of conduct when offering advice and guidance to individual pupils in an agreed and planned school-based health service, such as a “drop in centre”. Sometimes, this might involve offering a greater level of confidentiality to young people than school staff would ordinarily give.

However, in a classroom and other teaching situations when they are contributing to our planned RSHE programme, they will be asked to follow the Academy’s confidentiality policy. Health professionals and youth workers will be asked to ensure that young people are aware of this when beginning work with them.

Safeguarding

With regard to Safeguarding, the Academy recognises that because effective RSHE will alert young people to what is appropriate and inappropriate sexual behaviour, there is an increased possibility that a disclosure relating to abuse may be made. **All staff are aware of the Safeguarding procedures and will report the disclosure to the designated person for Safeguarding immediately.**

Sexually Active Young People

In order to create a safe learning environment for effective RSHE, we will establish ground rules and use distancing techniques to facilitate discussion. If a young person, especially one under 16, indicates to an adult that he or she is sexually active or contemplating sexual activity, we will act in the following ways:

- all young people will be urged in the first instance to talk to parents/carers or, in some cases, other trusted adults, and they will be offered guidance and support in doing this;
- we will inform young people of where they can obtain confidential support and information;
- the young person will be given clear information about where contraception and sexual health advice may be accessed; •

careful judgements will be made as to whether the sexual activity is a child protection matter.

We offer guidance for all our staff to support their decisions relating to disclosure. The guidance, overseen by the Astrea Multi-Academy Trust Safeguarding Lead, specifies criteria that would apply in deciding whether the case should or should not be referred as a Safeguarding issue and parents/carers informed.

Monitoring and Evaluating RSHE

Monitoring and evaluation of the effectiveness of this policy is the responsibility of the governing body (TMB). Information will be gathered from the Principal, those delivering RSHE, students and parents to inform judgements about effectiveness.

Contraception Advice and Guidance

The Academy recognises that young people need accurate information about contraception and delaying sexual activity. Teaching about contraception and sexually transmitted infections is required by the Education Act 1996. The Academy will include teaching about contraception according to the RSHE Entitlement Curriculum in their PD/Science/RE programmes, enabling young people to develop attitudes towards contraception and focus on the skills and knowledge needed to access it, negotiate its use and use it correctly. Lessons include consideration of a variety of possible sexual relationships and the various contraception methods that can be used within those relationships.

Sexual Orientation

The Academy will ensure that students are given unbiased non-judgemental information on sexual orientation as part of their normal curricular provision, in particular, in RE and PD. Additionally, for those young people who are struggling to come to terms with their own sexual orientation, pastoral support and independent advice will be made available to enable them to reach informed decisions.

Netherwood Academy Curriculum Map RSHE 2021-2022 Appendix 2

	Autumn Term	Spring Term	Summer Term
Year 7	<p>Wider World Issues: Laws and Crime:</p> <ul style="list-style-type: none"> ★ How are laws made? ★ Why are laws broken? ★ Knife Crime ★ Hate Crime ★ Aims of Punishment ★ Death Penalty <p>Citizenship and the Judicial Process:</p> <ul style="list-style-type: none"> ★ Democracy ★ Voting ★ The Government in the UK ★ The Constitution ★ Being an active Citizen 	<p>Health and Well-being:</p> <ul style="list-style-type: none"> ★ Mental Health ★ Anger management ★ Growth Mind-set ★ Healthy Lifestyle ★ Benefits of Exercise <p>A-Z of Belief:</p> <ul style="list-style-type: none"> ★ Atheism ★ Religious Dress ★ Creation theories ★ Darwin and Evolution ★ Equality 	<p>A-Z of Belief continued:</p> <ul style="list-style-type: none"> ★ Forgiveness ★ Gods and Goddesses ★ Idols and icons ★ Laws <p>Relationships and Sex Education (RSE):</p> <ul style="list-style-type: none"> ★ Friendships ★ Puberty ★ Menstruation ★ Starting to think about relationship safety.
Year 8	<p>Wider world issue- War:</p> <ul style="list-style-type: none"> ★ Peaceful Protests ★ Violent Protests ★ Terrorism ★ War and the debate for and against going to war. ★ Weapons of Mass Destruction ★ Forgiveness and Reconciliation ★ Treatment of victims of war <p>Citizenship:</p> <ul style="list-style-type: none"> ★ UN ★ ECHR ★ British Values ★ Immigration and Asylum ★ Multi- Faith Society 	<p>Health and Wellbeing- Risk Taking and being safe:</p> <ul style="list-style-type: none"> ★ Gang Culture ★ County Lines ★ Alcohol and the risks ★ Binge Drinking ★ Drugs and the risks <p>Beliefs and worship:</p> <ul style="list-style-type: none"> ★ What is worship? ★ Forms of worship ★ Places of worship ★ Pilgrimages ★ Easter and Christmas Celebrations ★ Diwali Celebrations 	<p>Relationships and Sex Education (RSE):</p> <ul style="list-style-type: none"> ★ Self Esteem ★ Body image ★ Cyber Bullying ★ Bullying and Banter ★ LGBTQAI

Year 9	<p>Wider World- Environmental and Medical Issues:</p> <ul style="list-style-type: none"> ★ Environmental issues introduction. ★ Plastic Pollution ★ Stewardship and Dominion ★ Abortion ★ Religious Attitudes to abortion ★ Euthanasia ★ Religious Attitudes to Euthanasia ★ Genetic Engineering ★ Fertility and IVF 	<p>Citizenship: Being a well-rounded Citizen:</p> <ul style="list-style-type: none"> ★ Financing ★ Savings ★ Debt ★ Enterprise ★ Writing a CV ★ Preparing for job interviews <p>Beliefs and ideas: Study of Buddhism:</p> <ul style="list-style-type: none"> ★ Life of Siddhartha ★ The Four Sights ★ The Noble Truths ★ The Eight Fold Path 	<p>Relationships and Sex Education (RSE):</p> <ul style="list-style-type: none"> ★ STIs ★ Unsafe Sexual Relationships ★ Pregnancy ★ Parenting ★ Family Life ★ Forced Vs Arranged Marriage ★ Sexting and sharing images ★ Porn and its impacts on young people ★ Domestic Abuse ★ Consent
Year 10	<p>Relationships and Sex Education: (RSE)</p> <ul style="list-style-type: none"> ★ Healthy Vs Unhealthy relationships ★ Why do people choose to have sexual relationships? ★ Delaying Sexual Relationships ★ Revenge Porn ★ Consent ★ County Lines ★ Conflict Management <p>Wider World:</p> <ul style="list-style-type: none"> ★ Gender discrimination ★ Cultural discrimination ★ Community Cohesion ★ Radicalisations ★ Marches and protests in the community 	<p>Health and Well Being:</p> <ul style="list-style-type: none"> ★ Online branding ★ Social Media and Sub Cultures ★ Dark Web ★ Fake News and Fake Lives on social media ★ Trolling <p>Study of belief: Christianity</p> <ul style="list-style-type: none"> ★ Beliefs about God ★ The Trinity ★ Jesus in the Trinity ★ Jesus role and guidance ★ Beliefs on the afterlife 	<p>Study of belief: Judaism:</p> <ul style="list-style-type: none"> ★ Beliefs about God ★ Covenants ★ Creation Story ★ Messiah ★ Beliefs on the 'World to Come' <p>Relationships and Sex Education: (RSE)</p> <ul style="list-style-type: none"> ★ Self- Examination and Cancer ★ Bereavement and Loss ★ First Aid

Year 11	<p>Relationships and Sex Education (RSE):</p> <ul style="list-style-type: none"> ★ Coercive relationships ★ Why enter into a sexual relationship? Exploring positive and negative relationship. ★ Consent and the law ★ FGM ★ Child Exploitation ★ Relationships and Partners <p>Wider World Issues:</p> <ul style="list-style-type: none"> ★ Feminism ★ Youth discrimination ★ Racism ★ Human Rights in the UK ★ Democracy Vs Dictatorship ★ UNICEF 	<p>Health and Well-being:</p> <ul style="list-style-type: none"> ★ Privacy Online ★ Scamming ★ Positives of using online ★ Plagiarism <p>Ultimate Questions:</p> <ul style="list-style-type: none"> ★ Is there such thing as life after death? ★ Does God exist? ★ Is there a soul? ★ Should we test on animals? ★ Should we be allowed clone? ★ Should GE be allowed? 	<p>Revision and exam support.</p>
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