



ERASMUS DARWIN ACADEMY

Policy Title:	Relationship, Sex and Health Education Policy
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Member of Staff Responsible:	Assistant Headteacher (Personal Development)
Status:	Statutory
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Change Record

Version:	Date	Description
1.1	4 December 2014 (FGB)	Updates to Sections 2, 3, 5 and 8
1.2	29 November 2016 (FGB)	Updates to Sections 1 - 6
1.3	11 December 2018	Updates to all Sections
1.4	October 2020	Updates to all Sections – Renamed RSHE policy.
1.5	January 2023	Update to all Sections

“Erasmus Darwin Academy promotes the safeguarding and welfare of children in its care; all policies support the “Safeguarding Policy”.

RSHE Policy

Schools maintain a statutory obligation under the Children Act (2004) to promote their pupils' wellbeing, and under the Education Act (1996) to prepare children and young people for the challenges, opportunities and responsibilities of adult life. The teaching of Relationships and Sex Education has now been incorporated into the National Curriculum with mandatory teaching in secondary schools from September 2020. A comprehensive approach to RSHE has a positive impact on pupils' health and wellbeing and their ability to achieve, and can play a crucial part in meeting these obligations.

1. Rationale

- 1.1 The Children Act 1989 places a duty on professionals to talk about relationships and sex with young people in order to help them acquire knowledge and information about their bodies, sex and sexual health, and to develop relevant skills.
- 1.2 The Learning and Skills Act 2000 requires that: young people learn about the nature of marriage and its importance for family life and bringing up children. It also requires that young people are protected from teaching and materials which are inappropriate, having regard to the age and the religious and cultural background of the pupils concerned. It also takes note that parents have the right to withdraw their child from all or part of RSHE provided outside national curriculum science, in accordance with UK law.
- 1.3 All RSHE content will be in compliance with the Equalities Act 2010.

All RSHE content taught at Erasmus Darwin Academy complies with the additional content required under the National Curriculum framework, published in 2020.

- 1.4 Effective RSHE is key in supporting young people through both physical and emotional development, enabling them to make informed life choices confidently, and furthering their respect for themselves and others as they move through life. It prepares young people for the physical and emotional changes that will take place at puberty and helps develop positive attitudes, values and self-esteem and challenges negative attitudes and prejudices. Furthermore, it helps promote equality in relationships. It helps make sense of misinformation in the media and from peers. Furthermore, it provides an opportunity to talk about feelings and relationships. It protects young people from risk and harm in relationships, including violence and sexual exploitation and inappropriate online content and communication. It helps deal appropriately with social and cultural pressures as a result of being exposed to distorted or inaccurate view of sex and relationships in the media. It helps to reduce early sexual activity, prevent teenage conceptions, STIs, child sexual exploitation and abuse (including sexual harassment and sexual violence), domestic violence and FGM.

2. Objectives

The RSHE delivered at Erasmus Darwin Academy has three main elements, in accordance with DfE guidelines:

- 2.1 **Knowledge and Understanding** including; emotional, social and physical development, body image, human sexuality, gender identity different types of families, different types of relationships, healthy and unhealthy relationships, sex, consent, rights and responsibilities to others,

reproduction, sexual health, contraception, the range of local and national sexual health services, reasons and benefits for delaying sexual activity, law about sexual activity and the use of technology and social media, misuse of drugs and alcohol and sexual activity, sexual exploitation and violence in all types of relationships, including personal and family relationships, the impact of pornography on relationships, FGM, being safe including online.

2.2 **Personal and Social Skills** including; managing emotions and relationships, developing self respect and empathy for others, resilience to cope with change, how to make choices and understanding the consequences of choices, managing conflict, dealing with peer pressure, recognising and avoiding exploitation and abuse, communicating respectfully, making responsible and safe decisions, how to identify, assess and manage risk, ask for help and access advice and services.

2.3 **Attitudes and Values** including; understand a range of views about relationships and sex in society, respect in relationships, the importance of stable and loving relationships including marriage (both heterosexual and same sex) and civil partnerships, respect, love and care, rights and respect for rights in relationships, value of family life, gender equality, acceptance of difference and diversity. Understanding that violence, coercion and sexual exploitation in relationships is unacceptable, including forced marriage, understanding that discrimination based on gender, gender identity, sexual orientation, disability, ethnicity, culture, age, faith is unacceptable, promoting equality and challenging inequality.

3. Roles and Responsibilities for RSHE provision at Erasmus Darwin Academy

3.1 The Headteacher and Senior Leadership Team, alongside Governors, will oversee the effective implementation of the policy and ensure staff have access to training which helps to implement the policy.

3.2 The Assistant Headteacher with strategic responsibility for Personal Development will be responsible for ensuring that the curriculum provision at Erasmus Darwin Academy regarding RSHE is applied as per the policy through line management of the Careers Leader and Personal Development Subject Leader. They will also keep up to date with any development affecting the policy or actions arising from it.

3.3 Academy staff will be made fully aware of the RSHE Policy and how it relates to them. They will be informed that they should adhere to the policy in line with teacher standards and expected to act in accordance with it and express any queries or training requirements. The curriculum provision for the teaching of RSHE will be monitored and led by the Subject Lead for PSHE.

3.4 Students will be expected to actively support the policy and informed of Academy expectations to act in accordance with it.

3.5 Parents will be encouraged to actively support the policy. They will also be informed of any incident related to this policy which could directly affect their child.

3.6 The Governing Body is responsible for monitoring and evaluating the success and effectiveness of the Policy.

4. Implementation of RSHE curriculum provision at Erasmus Darwin Academy

4.1.1 Implementation of RHSE at Erasmus Darwin Academy falls within our Wider Personal Development offer ('CARE curriculum'). This means that RSHE will be delivered in both Personal Development lessons (as part of the scheme of learning) or additional enrichment activities.

4.1.2 The purpose of our implementation is as follows:

- Delivering a quality relationships and sex education programme to students which is appropriate to their needs and meets national standards;
- Working in partnership with parents, families, appropriate external agencies and the wider community to promote positive relationships and provide effective support for young people;
- To deliver relationships and sex education through both subject specific and a whole-school approach to PSHE education across each year group, appropriate to the age group;
- To help support young people through spiritual, physical, emotional and moral development;
- To provide CPD training for staff so that they know how to signpost effectively with regards to young people on personal relationship and sexual health issues.
- To ensure that our pupils know how to stay safe, including staying safe online and recognising safe and unsafe behaviour in relationships.
- To understand the vast array of relationships that students may encounter in both their present and future life.

4.2 Our teaching of RSHE is both culturally sensitive and inclusive; for example, taking into account the range of religious and cultural views regarding sexual behaviour whilst still ensuring that students have access to the learning they need to stay safe, healthy and understand their rights as individuals. Our RSHE provision is inclusive to the Equality Act, with due consideration to the Nine Protected Characteristics. For the majority of RSHE teaching, students are taught in mixed gender groups in a classroom as part of a timetabled lesson. The rationale for this in our context is for all students to have the same curriculum experience, knowledge and understanding. Where appropriate, different groups (including targeted single sex groups) may be assembled to discuss RSHE learning. This will also extend to occasions where SEND needs are addressed in 1:1 or small groups work regarding RSHE learning.

4.3 Our delivery takes place in Personal Development timetabled lessons for Years 7-11. In addition to this, assemblies, bespoke year group gatherings and other subjects may also teach statutory elements of RSHE if it is both timely and relevant to their respective curriculum delivery. Our Sixth Form provision is delivered as part of our Tutorial programme.

5. Statutory Elements of the RSHE Curriculum

5.1.1 Sex Education is a mandatory element of the National Curriculum in Science. The elements of RSHE cover anatomy, puberty, biological aspects of sexual reproduction and use of hormones to control and promote fertility. These are taught to all students at Erasmus Darwin Academy.

5.1.2 Relationships Education is a mandatory element of Secondary Education and is delivered with a holistic and inclusive approach. This has been the case since 2020.

5.2 Erasmus Darwin Academy encourages students to talk to their parents/carers openly about RSHE issues and informing students of other avenues of support. We notify parents of upcoming discussion points that are sensitive in nature to prepare parents/carers for such conversations.

6. Curriculum Delivery

- 6.1 The Academy is committed to the learning that takes place within RSHE, and therefore expects staff to set clear boundaries for the asking of questions, with emphasis on using pedagogy that ensure all students receive the same provision in all classes. Support for this is given in half termly Staff CPD for teachers of Personal Development.
- 6.2.1 When staff are delivering RSHE content, staff will continue to adhere to the Academy Safeguarding Policy and follow procedures should concerns arise.
- 6.2.2 Teachers are required as part of RSHE provision to deliver topics of a sensitive nature, whilst at the same time avoiding bias, political/personal opinions and prejudice. Staff should be aware that they may be dealing with students who are affected by any sensitive issues, including Protected Characteristics as defined in the Equality Act or indirectly be linked with others who are. The promotion of Fundamental British values should underpin any discussion of RSHE, with all RSHE being delivered with the intention of preparing students for life in Modern Britain.

7. Parents and RSHE (including the right to withdraw a child from certain aspects of RSHE)

- 7.1 Parents/Carers play a key role in the healthy promotion of RSHE learning. In order for the partnership between parents and school to be effective, the Academy will provide parental information as to when RSHE lessons are being delivered via Curriculum Overviews on the Academy website and timely correspondence when sensitive topics are being considered. This way parents are able to contribute to the overall education of the child at the time that they are learning about RSHE in their studies. We actively encourage parents to have discussions about their child's learning in all subjects, including RSHE.
 - 7.1.1 Those with parental responsibility have the right to withdraw their children from teaching about certain aspects of sex education, which are listed in Appendix 1, within the curriculum in Personal Development lessons. Any such request should be directed to the Assistant Headteacher strategically responsible for Personal Development who will advise of next steps.
 - 7.2.1 Students where such a request has been made to withdraw from the 'sex education' element of RSHE will still be taught elements of reproduction in line with the National Curriculum. These elements of RSHE cover anatomy, puberty, biological aspects of sexual reproduction and use of hormones to control and promote fertility. It is not possible for a student to be withdrawn from the Relationships element of RSHE (this includes the teaching on different types of relationships).
 - 7.1.2 Should a request be made for a student to withdraw from the Sex Education element of the curriculum by persons with parental responsibility, this will be reviewed three terms before the child's 16th birthday. This is when the decision will lay with the student. In the event a student opts to include themselves in the Sex Education' element of RSHE, all efforts will be made to ensure that they are sufficiently educated in all aspects of the curriculum prior to the end of their secondary education.

Appendix 1: Expectations of secondary school RSHE (as taken from RSHE and Health Education DFE 2019 for 2020 implementation)

Families	<p>Pupils should know</p> <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.
Respectful relationships (including friendships)	<p>Pupils should know</p> <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

	<p>others, including people in positions of authority and due tolerance of other people's beliefs.</p> <ul style="list-style-type: none"> • 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.
Online and media	<p>Pupils should know</p> <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. • <i>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.</i> • 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	<p>pupils should know</p> <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.

	<ul style="list-style-type: none"> • 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).
Intimate and sexual relationships, including sexual health	<p>Pupils should know</p> <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 and menopause. • that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others. • <i>that they have a choice to delay sex or to enjoy intimacy without sex.</i> • 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.

- *- Italicised elements are considered withdrawable elements of 'sex education' and, in line with our procedures, these are the aspects that a person with parental responsibility would have a right to withdraw their child from if all persons with parental responsibility are in agreement. Discussions about staying safe and healthy, which may include elements of discussion about objective sex education may still be included as part of wider relationships education.*

Appendix 2: Compulsory element of RSHE Curriculum Map Provision at Erasmus Darwin Academy
2022/23

RSHE Mapping 2022-23

	Personal Development Curriculum	Safeguarding Assemblies	Wider Academy subjects
Year 7	Respectful relationships, including friendships Families Healthy eating Health and prevention Being Safe Mental wellbeing Healthy eating Basic first aid	Being safe- 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.	Online Relationships- ICT Online and media- ICT Respectful relationships including friendships- ICT and PE Mental Wellbeing- English Physical health and fitness- PE and Food Tech Healthy eating- Food Tech and Science Changing adolescent body- Science Intimate and sexual relationships, including sexual health- Science Drugs, alcohol and tobacco- Science
Year 8	Respectful relationships, including friendships Being safe Health and prevention Intimate and sexual relationships, including sexual health Mental wellbeing Drugs, alcohol and tobacco Changing adolescent body	Being safe- 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.	Internet safety and harms- ICT Online and media- ICT Physical health and fitness- PE Respectful Relationships including friendships- PE Mental Wellbeing- English Changing adolescent body- Science
Year 9	Respectful relationships, including friendships Being Safe Intimate and sexual relationships, including sexual health	Being safe- 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.	Respectful Relationships including friendships- PE and English Physical health and fitness- PE and Science Online and media- ICT Internet safety and harms- ICT

Year 10	Healthy and Unhealthy Relationships The Age of Consent and the law Contraception	Being safe- 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.	Families- RE and English Respectful relationships, including friendships- English Health and prevention- Science Intimate and sexual relationships, including sexual health- Science
Year 11	Sexually Transmitted Infections Access to healthcare professionals – C-Card.	Being safe- 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.	Online and media- ICT

Summary of changes from 2020 policy:

- Change of strategic responsibilities to SLT (Headteacher and Assistant Headteacher i/c PD)
- Implementation now predominantly takes place in curriculum time as a result of changes to PD provision.
- Emphasis on staff CPD for RSHE content, with half termly CPD sessions led by PD team.
- Commitment to Fundamental British Values and Equality Act
- Right to withdraw should be met with positive dialogue (this was placed in our policy at the request of our parent consultation).
- Explicit signposting as to where what is being taught when can be found on our website.