



**Relationships, Sex and Health (RSE) & Health Education Policy**

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**Perins School**

**2020-2021**

Approved by The Perins MAT Trust Board November 2020

Signed ..... Chair of Trustees

Signed ..... Executive Headteacher

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## 1. Statement of Intent

At Perins School, we want to develop the whole child, not simply their academic ability. We aspire to provide our pupils with the skills and experiences to help them to become fully-functioning members of society upon leaving full-time education, to not simply survive in the ever-changing world, but to thrive.

Research has demonstrated not only the importance of physical health, but also emotional strength and fortitude; these skills will continue to be essential later in our pupils' lives.

The purpose of this document is to outline the policy and procedures for Relationships and Sex Education (RSE) and Health Education (HE) at Perins School.

The aims of RSE and HE at Perins are to:

- Provide a framework in which sensitive discussions can take place
- Support pupils to gaining a level of understanding about key issues to enable them to make informed decisions
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils to develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues such as mental health, sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

A fundamental aspect of the real-world learning provided at Perins School is delivered in our Life Studies lessons, which all pupils receive through timetabled lessons. Our Life Studies curriculum is designed to give pupils a wide understanding of aspects of personal development, focused both on themselves as individuals and on their place within the world around them. Life Studies also incorporates the National Curriculum provision for Citizenship, and aspects of both Careers Education, Information, Advice & Guidance and Economic & Financial Education.

## 2. Definitions

**RSE** includes the physical, social and emotional aspects of growing up, forming relationships, having sex, identifying and expressing sexuality and being aware of sexual health. Although gaining an understanding of accurate information about sex is important, it is not the sole focus of RSE. Pupils need to also be given an opportunity to identify the attributes which feature in healthy, positive relationships, and to understand the skills involved in building such relationships.

**Health Education** encompasses not only aspects of physical health, but additional areas including mental wellbeing, managing online risks, and dealing with bereavement. In line with our intent of helping pupils to become fully-functioning members of society, it is essential that pupils are given the opportunity to develop their emotional literacy and to recognise the potential consequences of risky behaviour. As with RSE, pupils also need to explore and experiment with a variety of tools to utilise in difficult situations in their lives.

### **3. Statutory Requirements**

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make RSE compulsory for all pupils receiving secondary education, and Health Education compulsory in all schools except independent schools.

In addition, as an Academy, we are required by our Funding Agreements to have regard to the guidance issued by the Secretary of State for Education as outlined in Section 403 of the Education Act 1996.

Other documents which relate to the school's RSE & Health Education Policy include the Education Act 1996, the Equality Act 2010, the Supplementary Guidance SRE for the 21st Century (2014), and Keeping Children Safe in Education 2019.

### **4. Curriculum and Delivery of RSE & Health Education**

The bulk of the statutory curriculum requirements for RSE and Health Education, as detailed in Appendices 1 and 2 respectively, will be delivered through pupils' timetabled Life Studies lessons; the planned Life Studies curriculum for the 2020-21 academic year is set out in Appendix 3.

There is, also, significant crossover between the topics taught within Life Studies and the content in other subjects. In Science, for example, pupils will learn about many biological processes which relate to content delivered in Life Studies, and the area of healthy eating is explored in subjects including Physical Education and Design and Technology. There is also significant overlap with Religious Education and enrichment subjects including Perins Values and Enterprise. In cases where pupils are learning about themes from multiple subjects – and when possible and appropriate – the school will look for opportunities to work collaboratively as staff to make links and integrate teaching.

Delivery of the RSE and Health Education content is also further developed by the tutor programme, including regular year level and House assemblies, and through inviting guests to present to Year 7 and 8 pupils as part of the Speaker's Programme.

Resources which are used to teach content within the RSE and Health Education curricula are selected on the basis that they are: age-appropriate; inform pupils to an appropriate depth of knowledge; promote positive, healthy messages; recognise a range of different home and family circumstances; and are inclusive, reflecting the diverse communities that make up the United Kingdom. 'Scare tactics' and graphic imagery has been shown as an ineffective method of educating young people, and therefore the approach and resources used within lessons will be carefully considered in advance.

The Sex Education Forum has set out twelve key principles to promote the delivery of high quality RSE, which stem from evidenced-based practice. We seek to implement each of these principles – including seeking pupils' engagement and fostering gender equality and LGBT+ equality – as thoroughly and regularly as possible. The full list of these principles is set out in Appendix 4.

Ground rules will be established with individual classes at the beginning of the academic year, and revisited when appropriate; for example, when beginning a new RSE unit of work.

Pupils will be encouraged to discuss lesson content with their parents or carers, to continue their learning and development of personal viewpoints outside of the classroom. In addition, pupils will be signposted to designated adults within the school, and agencies and organisations outside of the school, to promote further discussion for key topics taught.

## **5. Assessment, Monitoring and Training**

The emphasis within Life Studies is not simply about learning facts, rather about experiential learning and developing pupils' awareness of their own attitudes and beliefs; as such, the methods of assessment utilised will differ from methods used within other subjects. Following recommendations from the PSHE Association's guides to assessment in PSHE education, tasks such as mind-mapping, continuums, diamond 9 sorting and stimuli responses may be implemented to assess knowledge, understanding, skills, and practical strategies. Baseline tasks may also be used at the beginning of a topic or lesson to allow pupils to later reflect on what they have learnt.

Life Studies lessons will be observed by the Team Leader and members of the Senior Leadership Team during school-wide monitoring periods to promote consistency and best practice.

Teachers of Life Studies will receive training through regular departmental meetings. These meetings will provide an opportunity for teachers to improve upon their subject knowledge, learn new techniques to implement within their teaching of Life Studies, and explore issues such as how to appropriately discuss and teach about sensitive topics. Teachers will receive specific training related to teaching RSE and Health Education.

## **6. Safeguarding, Confidentiality, and Controversial Issues**

Pupils will be advised of safeguarding requirements when establishing ground rules at the beginning of the year, and again at the beginning of key lessons. Pupils will be encouraged to speak to a trusted adult about any concerns, and will be reminded that teachers are required to follow safeguarding procedures if they feel that a pupil's safety or wellbeing is potentially at risk.

The nature of the content – in RSE, in particular – may lead to the discussion of some topics which pupils may feel uncomfortable talking about within the lesson. Teachers will provide pupils, parents and carers with advance notice of sensitive or controversial topics which are being discussed, and will clarify expectations with pupils at the beginning of relevant lessons. Pupils will be given the opportunity to take time out of classrooms where needed, especially in instances where the lesson content resonates closely with the pupil's own home life or past experiences. Distancing techniques will be implemented in order to create and maintain as safe a space as possible; as part of these techniques, for example, pupils will be asked to frame their contributions to class discussions without naming individuals.

These lessons also provide an opportunity for pupils to feel free to ask questions in a safe space. In line with our aim to prepare pupils for life beyond school, teachers will consider what is and is not appropriate in a given context, including factors such as the age and maturity level of the individual pupil and others in the class. Individual staff will use their professional judgement as to answering questions which may be deemed inappropriate or explicit, though personal questions will not be answered.

Class discussions may also provide a forum for pupils to voice their opinions, which may lead to conflict. Expectations about constructive debate and discussion will be made clear to pupils, and inappropriate comments will be challenged in an appropriate manner. Inflammatory and/or offensive comments will also be documented as set out in the Behaviour Policy.

## 7. Roles and responsibilities in relation to RSE & Health Education

- a. The **Trust Board** will review and approve the RSE & Health Education Policy annually, or as necessary, to reflect statutory requirements and hold the Headteacher accountable for its implementation.
- b. **The Headteacher** is responsible for ensuring RSE & Health Education are taught consistently across the school, and for managing withdrawal requests.
- c. The **Team Leader for Life Studies** is responsible for maintaining oversight of how and where aspects of RSE and Health Education are taught within the school, and organising the curriculum within Life Studies lessons.
- d. **Life Studies Teachers** are responsible for the development, monitoring and learning of individual pupils in Life Studies lesson; teachers are also responsible for ensuring that lessons are delivered in an appropriate and sensitive way, and modelling positive attitudes within lessons.
- e. **Pupils** are expected to engage as fully in RSE and Health Education lessons as they would in any other lesson; pupils are also expected to treat others with respect, be sensitive to other pupils' views and situations, and to abide by the other ground rules established within lessons.

## 8. Parental Right to Withdrawal

Legislation introduced through the Children and Social Work Act 2017 brought important changes in relation to parental rights to withdraw children from RSE:

1. Parents **will not** be able to withdraw their children from Relationships Education and/or Health Education in primary or secondary schools.
2. At secondary school level, parents **will** be able to withdraw their child from Sex Education (other than the aspects within the Science National Curriculum); however a child will then have the right to opt *into* Sex Education from their 15th birthday (specifically, three academic terms before turning 16).

In practice, this means that parents cannot remove their child from RSE elements of Science lessons at Perins School, but do have the right to withdraw their child from **some** aspects of Life Studies lessons. The Department for Education has identified that this applies only within topics from the *'Intimate and sexual relationships, including sexual health'* section of the RSE curriculum (see Appendix 1: Statutory guidance for the provision of Relationships & Sex Education in secondary schools).

As parents are unable to withdraw their child from Relationships Education and/or Health Education, it is important to clarify which elements of the curriculum constitute Sex Education. Perins School defines the topics as purely being within Sex Education – and therefore eligible for withdrawal – as:

- a. the facts about the full range of contraceptive choices, efficacy and options available

- b. 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)
- c. how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment

If a parent wishes to withdraw their child from any or all of the Sex Education content listed, they need to write a letter to the Team Leader of Life Studies or to the Headteacher, stating the reasons for their request. Parents will be invited into school to discuss their concerns regarding the programme with the relevant members of staff, and to view the teaching materials used. The school will document this process to ensure that a record is kept.

The process is the same for pupils with SEND, however there may be exceptional circumstances where a pupil's specific needs arising from their SEND are taken into account when making this decision.

If a pupil is excused from Sex Education, it is the responsibility of the school to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

## *Appendix 1: Statutory guidance for the provision of Relationships & Sex Education in secondary schools*

### **Families**

*Pupils should know:*

- 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 – for example, 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), how to seek help or advice, including reporting concerns about others, if needed

### **Respectful relationships, including friendships**

*Pupils should know:*

- the characteristics of positive and healthy friendships, in all contexts including online, such as:
- 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 (for example, 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 others, including people in positions of authority and due tolerance of other people's beliefs
- 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**

*Pupils should know:*

- 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
- that specifically sexually explicit material, for example 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
- 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**

*Pupils should know:*

- 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
- 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**

*Pupils should know:*

- 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, for example 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
- that they have a choice to delay sex or to enjoy intimacy without sex
- 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)

### **Intimate and sexual relationships, including sexual health (cont.)**

- how the different sexually transmitted infections (STIs), including HIV and 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

### **The law**

*Pupils should be made aware of the relevant legal provisions when relevant topics are being taught, including:*

- marriage
- consent, including the age of consent
- violence against women and girls
- online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, etc.)
- pornography
- abortion
- sexuality
- gender identity
- substance misuse
- violence and exploitation by gangs
- extremism and radicalisation
- criminal exploitation (for example, through gang involvement or 'county lines' drugs operations)
- hate crime
- female genital mutilation (FGM)

## *Appendix 2: Statutory guidance for the provision of Health Education in secondary schools*

### **Mental wellbeing**

*Pupils should know:*

- how to talk about their emotions accurately and sensitively, using appropriate vocabulary
- that happiness is linked to being connected to others
- how to recognise the early signs of mental wellbeing concerns
- common types of mental ill health (e.g. anxiety and depression)
- how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health
- the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness

### **Internet safety and harms**

*Pupils should know:*

- the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online
- how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours

### **Physical health and fitness**

*Pupils should know:*

- the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress
- the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardio-vascular ill-health
- about the science relating to blood, organ and stem cell donation

### **Healthy eating**

*Pupils should know:*

- how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer

## **Drugs, alcohol and tobacco**

*Pupils should know:*

- the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions
- the law relating to the supply and possession of illegal substances
- the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood
- the physical and psychological consequences of addiction, including alcohol dependency
- awareness of the dangers of drugs which are prescribed but still present serious health risks
- the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so

## **Health and prevention**

*Pupils should know:*

- about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics
- about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist
- (late secondary) the benefits of regular self-examination and screening
- the facts and science relating to immunisation and vaccination
- the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn

## **Basic first aid**

*Pupils should know:*

- basic treatment for common injuries
- life-saving skills, including how to administer CPR
- the purpose of defibrillators and when one might be needed

## **Changing adolescent body**

*Pupils should know:*

- key facts about puberty, the changing adolescent body and menstrual wellbeing
- the main changes which take place in males and females, and the implications for emotional and physical health

Appendix 3: 2020-21 Life Studies curriculum overview

	Year 7	Year 8	Year 9	Year 10	Year 11
Autumn 1	Identity, Emotions and Self Worth (HE)	Britishness and the Commonwealth (Cz)	Equality and Influence (Cz)	Mental Health (HE)	Future Options & Mental Health (HE)
Autumn 2	Prejudice and Discrimination (Cz, RSE)	Human Rights (Cz)	Ethical Issues (Cz, RSE)	Drug and Cancer Education (HE) & Social Awareness (Cz)	Drug Education (HE) & Political Literacy (EFE, Cz)
Spring 1	Growing Up (HE, RSE)	Careers Education (CEIAG)	Ethical Issues (Cz, RSE)	My Rights and Responsibilities (Cz, RSE)	Political Literacy & International Relations (Cz)
Spring 2	Parliament and Politics (Cz)	Financial Capability (non-statutory PSHE)	Healthy Relationships and Consent (RSE)	Healthy Relationships (EFE, HE, RSE)	Attitudes to Sex and Relationships (RSE)
Summer 1	Crime and Punishment (Cz)	First Aid & Alcohol Education (HE)	Drug Education (HE)	Making a Difference (Cz, RSE)	<i>Private exam preparation</i>
Summer 2	Being Healthy (HE)	Drug Education (HE) & Social Justice (Cz)	Democracy in the UK (Cz)	Political Literacy (Cz, EFE) & Leadership (CEIAG, Cz)	<i>Exams</i>

CEIAG – Careers Education, Information, Advice & Guidance      Cz – Citizenship National Curriculum content  
 EFE – Economic & Financial Education      HE – Health Education content      RSE – Relationships & Sex Education content

**Our school is committed to relationships and sex education, which:**

- 1.** Is an identifiable part of our personal, social, health and economic (PSHE) education curriculum, which has planned, timetabled lessons across all the Key Stages
- 2.** Is taught by staff regularly trained in RSE and PSHE (with expert visitors invited in to enhance and supplement the programme where appropriate)
- 3.** Works in partnership with parents and carers, informing them about what their children will be learning and about how they can contribute at home
- 4.** Delivers lessons where pupils feel safe and encourages participation by using a variety of teaching approaches with opportunities to develop critical thinking and relationship skills
- 5.** Is based on reliable sources of information, including about the law and legal rights, and distinguishes between fact and opinion
- 6.** Promotes safe, equal, caring and enjoyable relationships and discusses real-life issues appropriate to the age and stage of pupils, including friendships, families, consent, relationship abuse, sexual exploitation and safe relationships online
- 7.** Gives a positive view of human sexuality, with honest and medically accurate information, so that pupils can learn about their bodies and sexual and reproductive health in ways that are appropriate to their age and maturity
- 8.** Gives pupils opportunities to reflect on values and influences (such as from peers, media, faith and culture) that may shape their attitudes to relationships and sex, and nurtures respect for different views
- 9.** Includes learning about how to get help and treatment from sources such as the school nurse and other health and advice services, including reliable information online
- 10.** Fosters gender equality and LGBT+ (lesbian, gay, bisexual, trans) equality and challenges all forms of discrimination in RSE lessons and in every-day school life
- 11.** Meets the needs of all pupils with their diverse experiences - including those with special educational needs and disabilities
- 12.** Seeks pupils' views about RSE so that teaching can be made relevant to their real lives and assessed and adapted as their needs change

**Notes**  
 These 12 points explain what is needed for good quality RSE. This is based on research evidence and is supported by a wide range of organisations. The purpose of RSE is to help children and young people to be safe, healthy and happy as they grow up and in their future lives. RSE must always be appropriate to pupils' age and stage of development and is an essential part of safeguarding. The law requires that, from September 2019, relationships and sex education (RSE) is taught in all secondary schools in England, and that relationships education is taught in all primary schools in England. In addition, National Curriculum Science\* (\*which is taught in maintained schools) includes some elements of sex education.

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