



**Hayes School
(Part of the Impact Multi Academy Trust)**

Policy Document

Policy Name: Relationship, Sex and Health Education Policy

Date of Last Review: Autumn 2024

Date of Next Review: Autumn 2025

SLT Responsible: Headteacher & Assistant Headteacher

Other staff:



1. Aims

The aims of Relationships and Sex Education (RSE) at our school is to:

- 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
- Help students develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach students the correct vocabulary to describe themselves and their bodies
- Prepare students to make informed decisions about their wellbeing, health and relationships
- Build their self-efficacy in order to face the challenges of creating a happy and successful adult life

2. Statutory Requirements

As secondary schools we must provide RSE and Health Education to all students under section 34 of the [Children and Social Work Act 2017](#).

In teaching RSE, we are required by our funding agreement to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

We also have regard to legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Hayes School, we teach RSE and Health Education as part of our ACTIVE (PSHE) and Personal Development programmes, as set out in this policy.

3. Policy Development

This policy has been developed in consultation with staff, students and parents/carers. The consultation and policy development process involved the following steps:

1. Review – a member of staff collated all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent / carer and stakeholder consultation – parents/carers and any interested parties were invited to attend a meeting about the policy and its implementation (sharing examples of resources)
4. Student consultation – we investigated what exactly students want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and trustees and ratified

4. Definition

RSE is about the emotional, social and cultural development of students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

Health Education involves teaching students about physical health and mental wellbeing, providing them with the information that they need to make good decisions about their own health and wellbeing.

5. Curriculum

Our curriculum is set out and published on our school website but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, students and staff, taking into account the age, needs and feelings of students. If students ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and do not feel the need to seek answers online.

For more information about our curriculum, see our curriculum maps on our school website.

6. Delivery of RSE and Health Education

RSE and Health Education are taught within the personal, social, health and economic education curriculum, which is our ACTIVE Curriculum at Hayes School. Some biological aspects of RSE are taught within the science curriculum, and some other aspects are included in religious education (/RPE) and ICT curricula. Aspects of the health curriculum may be delivered within the Science and Physical Education curricula. Some elements are delivered through main assemblies and the tutorial programme.

RSE 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

Health Education focuses on giving young people the information they need to make good decisions about their own health and wellbeing including:

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid

- Changing adolescent body
- Being safe
- Intimate and sexual relationships, including sexual health

For more information about our RSE and Health Education curriculum topics, see Appendix 2.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT+ parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

The compulsory subject content is designed to be age appropriate and developmentally appropriate. It is taught with sensitivity and inclusively, with respect to the backgrounds and beliefs of students and parents/carers while always with the aim of providing students with the knowledge they need of the law.

The overall approach to teaching about sexual matters will be to present facts in an objective, balanced and sensitive manner, and at the same time generate a classroom atmosphere within which students can ask questions and discuss sexual matters without embarrassment, guilt or anxiety. Within RSE lessons the methodology applied will vary from teacher-led instruction to student-led small group discussion. It is standard practice in PSHE lessons for students to take an active part in the learning process by leading discussions and challenging each other's ideas.

Various resources are used to support the teaching of RSE, including visits from qualified health professionals and the use of carefully selected videos. The images used in videos relating to human reproduction and contraception are almost entirely in diagrammatic form and occasionally contain a degree of explicit material [e.g. how to correctly put on a condom]. This method of presentation frequently enables sensitive issues to be approached with accuracy and clarity. Students with SEND will have the same access to the RSE curriculum as all students. During RSE lessons teachers will ensure that material is appropriately differentiated so all pupils can make progress. To further support the students with more complex SEND, regular social skills clubs, run by trained support staff, provide a safe and differentiated environment where students can develop further understanding and discuss the topics raised in the RSE curriculum.

6.1 Inclusivity

Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
 - Safe and supported
 - Able to engage with the key messages

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
 - A whole-class setting
 - Small groups or targeted sessions

- 1-to-1 discussions
- Digital formats
- Give careful consideration to the level of differentiation needed

6.2 Use of resources

We **will** consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

7 Use of external organisations and materials

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
 - Are age-appropriate
 - Are in line with pupils' developmental stage
 - Comply with:
 - This policy
 - The Teachers' Standards
 - The Equality Act 2010
 - The Human Rights Act 1998
 - The Education Act 1996

Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses

Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum

Review any case study materials and look for feedback from other people the agency has worked with

- Be clear on:
 - What they're going to say
 - Their position on the issues to be discussed

Ask to see in advance any materials that the agency may use

Know the named individuals who will be there, and follow our usual safeguarding procedures for these people

Conduct a basic online search and address anything that may be of concern to us, or to parents and carers

Check the agency's protocol for taking pictures or using any personal data they might get from a session

Remind teachers that they can say "no" or, in extreme cases, stop a session

Make sure that the teacher is in the room during any sessions with external speakers

We **won't**, under any circumstances:

Work with external agencies that take or promote extreme political positions

Use materials produced by such agencies, even if the material itself is not extreme

8.1 Governance

The governors will approve the RSE and Health Education policy, and will hold the Principal to account for its implementation.

8.2 The Headteacher

The Headteacher is responsible for ensuring that RSE and Health Education are taught consistently across the school, and for managing requests to withdraw students from non-statutory/non-science components of RSE (see section 9).

8.3 Staff

Staff are responsible for:

- Delivering RSE and Health Education in a sensitive way
- Modelling positive attitudes to RSE and Health Education
- Monitoring progress
- Responding to the needs of individual students
- Responding appropriately to students whose parents wish them to be withdrawn from the non-statutory/ non-science components of RSE

Teachers do not have the right to opt out of teaching RSE. Teachers who have concerns about teaching RSE are encouraged to discuss this with the Headteacher. Staff will receive relevant training on the delivery of sensitive RSE topics and are invited to seek support from their Achievement Coordinator if further support or guidance is needed.

In addition to teachers of Science and Religious Education, form tutors (and other assigned members of staff) are responsible for delivering the RSE and Health Education curriculum in line with the ACTIVE provision map. There will be bespoke, small group, supported provision in the delivery of

certain aspects of RSE and Health Education to students with SEN. Achievement Co-ordinators oversee the tutors/teachers in each year group, checking that the curriculum is being implemented and supporting where necessary. The Assistant Headteacher responsible for PSHE and plans and organises the RSE/Health Education curriculum, making resources available to staff.

8.4 Students

Students are expected to engage fully in RSE and Health Education and, when discussing issues, are reminded to treat others with respect and sensitivity.

9. Parents and Carers

The prime responsibility for bringing up children rests with parents/carers. Therefore, teaching on RSE will aim to be complementary to and supportive of their role.

Parents/carers have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing and addressed to the Headteacher . A copy of withdrawal requests will be placed on the student's educational record. The Headteacher will discuss the request with parents/carers and take appropriate action.

Alternative work will be given to students who are withdrawn from elements of sex education.

Parents/carers are not permitted to withdraw their children from Relationships Education or Health Education.

10. Training

Staff are trained on the delivery of RSE and Health Education as part of their induction and it is included in our continuing professional development calendar. A SharePoint page is maintained and updated for teachers to support with delivery, updating knowledge and content advice.

The Headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE and Health Education.

11. Monitoring Arrangements

The delivery of RSE and Health Education is monitored by the Assistant Headteacher responsible for Personal Development/ACTIVE through learning walks, student and staff feedback.

Students' development in RSE and Health Education is monitored by class teachers.

This policy will be reviewed by the Assistant Headteacher responsible for Personal Development/PSHE on a yearly basis. At every review, the policy will be approved by the Local Governing Body.