



# Relationships & Health Education Policy (Secondary)

SCHOOL POLICY & PROCEDURE

Document Revised:	August 2023
Ratified by Trustees:	September 2023
Next Review Date:	September 2024

# Relationships and Health Education (Secondary)

## Contents

### Statement of Intent

1. Legal Framework
2. Roles and Responsibilities
3. Organisation of the Curriculum
4. Consultation with Parents
5. Relationships Education Overview
6. Relationships Education per Year Group
7. Health Education Overview
8. Health Education per Year Group
9. Delivery of the Curriculum
10. Working with External Experts
11. Equality and Accessibility
12. Curriculum Links
13. Withdrawing from the Subjects
14. Staff Training
15. Confidentiality
16. Monitoring Quality
17. Monitoring and Review

# Relationships and Health Education (Secondary)

## Statement of Intent

At Talbot House Children's Charity, we understand the importance of educating pupils about sex, relationships and their health, for them to make responsible and well-informed decisions in their lives.

The teaching of RSE and health education can help to prepare pupils for the opportunities, responsibilities and experiences of adult life. It allows us to promote the spiritual, moral, social, cultural, mental and physical development of pupils at school and in the wider society.

We have an obligation to provide pupils with high-quality, evidence and age-appropriate teaching of these subjects. This policy outlines how the school's RSE and health education curriculum will be organised and delivered, to ensure it meets the needs of all pupils.

*Please note that the DfE's 'Relationships Education, Relationships and Sex Education, and Health Education in England' and The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 will be statutory from 1 September 2020. Schools are encouraged to adopt the new curriculum from September 2019 but are not obliged to do so. Schools that adopt the new curriculum early will still need to meet the requirements outlined in the current 'Sex and Relationship Education Guidance' until the new guidance comes into effect.*

# Relationships and Health Education (Secondary)

## 1. Legal Framework

This policy has due regard to legislation and statutory guidance including, but not limited to, the following:

- Section 80A of the Education Act 2002
- Children and Social Work Act 2017
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Equality Act 2010
- DfE (2019) 'Relationships, Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2013) 'Science programmes of study: key stages 1 and 2'

1.1 This policy operates in conjunction with the following school policies:

- Child Protection and Safeguarding Policy
- Behaviour management Policy
- SEND Policy
- Equal Opportunities Policy

## 2. Roles and Responsibilities

2.1 The governing board is responsible for:

- Ensuring all pupils make progress in achieving the expected educational outcomes.
- Ensuring the curriculum is well led, effectively managed and well planned.
- Evaluating the quality of provision through regular and effective self-evaluation.
- Ensuring teaching is delivered in ways that are accessible to all pupils with SEND.
- Providing clear information for parents on subject content and their rights to request that their children are withdrawn.
- Making sure the subjects are resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.

2.2 The Head Teacher is responsible for:

- The overall implementation of this policy.
- Ensuring staff are suitably trained to deliver the subjects.
- Ensuring that parents are fully informed of this policy.
- Reviewing requests from parents to withdraw their children from the subjects.
- Discussing requests for withdrawal with parents.
- Organising alternative education for pupils, where necessary, that is appropriate and purposeful.

# Relationships and Health Education (Secondary)

- Reporting to the governing board on the effectiveness of this policy.
- Reviewing this policy on an annual basis.

2.3 The relationships, sex and health education subject leader is responsible for:

- Overseeing the delivery of the subjects.
- Ensuring the subjects are age-appropriate and high-quality.
- Ensuring teachers are provided with adequate resources to support teaching of the subjects.
- Ensuring the school meets its statutory requirements in relation to the relationships, sex and health curriculum.
- Ensuring the relationships, sex and health curriculum is inclusive and accessible for all pupils.
- Working with other subject leaders to ensure the relationships, sex and health curriculum complements, but does not duplicate, the content covered in the national curriculum.
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the Head Teacher.

2.4 The SENDco is responsible for:

- Advising teaching staff on how best to identify and support pupils' individual needs.

### 3. Organisation of the Curriculum

All schools providing secondary education are required to deliver statutory RSE and health education.

- For the purpose of this policy, “relationships and sex education” is defined as teaching pupils about healthy, respectful relationships, focussing on family and friendships, in all contexts, including online, as well as developing an understanding of human sexuality.
- For the purpose of this policy, “health education” is defined as teaching pupils about physical health and mental wellbeing, focussing on recognising the link between the two and being able to make healthy lifestyle choices.
- The delivery of the relationships education and health education coincide with one another and will be delivered as part of the school’s PSHE curriculum.
- The relationships and health curriculum has been organised in line with the statutory requirements outlined in the DfE (2019) ‘Relationships, Education, Relationships and Sex Education (RSE) and Health Education’ guidance.
- The relationships and health curriculum takes into account the views of teachers, pupils and parents. We are dedicated to ensuring our curriculum meets the needs of the whole school community.

# Relationships and Health Education (Secondary)

- The relationships and health curriculum is informed by issues in the school and wider community to ensure it is tailored to pupils' needs.
- The school has organised a curriculum that is age-appropriate for pupils within each year group, based on the views of teachers, parents and pupils.
- When organising the curriculum, the religious backgrounds of all pupils will be considered, so that the topics that are covered are taught appropriately.

## 4. Consultation with Parents

The school understands the important role parents play in enhancing their children's understanding of relationships, sex and health. Similarly, we also understand how important parents' views are in shaping the curriculum. The school is open to communication and all parents are welcome to contribute to provide their views at any time.

### 4.1 Parents can request the following information:

- The content of the relationships, sex and health curriculum.
- The delivery of the relationships, sex and health curriculum, including what is taught in each year group.
- The legalities surrounding withdrawing their child from the subjects.

The school aims to build positive relationships with parents therefore parents are welcome to come into school to discuss what will be taught, address any concerns and help parents in managing conversations with their children on the issues covered by the curriculum.

## 5. Relationships Education Overview

An overview can be seen in Appendix A.

## 6. Relationships Education per Year Group

- The school is free to determine, within the statutory curriculum what pupils are taught during each year group.
- The school always considers the age and development of pupils when deciding what will be taught in each year group.
- The school plans a progressive curriculum, such that topics are built upon prior knowledge taught in previous years as they progress through school.

## 7. Health Education Overview

An overview can be seen in Appendix B.

## 8. Health Education per Year Group

The school is free to determine, within the statutory curriculum content what pupils are taught during each year group.

# Relationships and Health Education (Secondary)

- The school always considers the age and development of pupils when deciding what will be taught in each year group.
- The school plans a progressive curriculum, such that topics are built upon prior knowledge taught in previous years as they progress through school to provide a smooth transition to secondary school.

## 9. Delivery of the Curriculum

The relationships, sex and health curriculum will be delivered as part of our PSHE curriculum.

- 9.1 Through effective organisation and delivery of the subject, we will ensure that:
- Core knowledge is sectioned into units of manageable size.
  - The required content is communicated to pupils clearly, in a carefully sequenced way, within a planned scheme of work.
  - Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real-life situations.
  - The curriculum is delivered proactively, such that it addresses issues in a timely way in line with current evidence on children's physical, emotional and sexual development.
  - Teaching of the curriculum reflects requirements set out in law, particularly the Equality Act 2010, so that pupils understand what the law does and does not allow, and the wider legal implications of the decisions they make.
  - At the point we consider it appropriate to teach pupils about LGBTQ+, we will ensure that this content is fully integrated into the relationships, sex and health curriculum, rather than delivered as a standalone unit or lesson.
  - Schools are free to determine when it is appropriate to teach pupils about LGBTQ+ the school will integrate LGBTQ+ content into the RSE curriculum – this content will be taught as part of the overall curriculum, rather than a standalone topic or lesson. LGBTQ+ content will be approached in a sensitive, age-appropriate and factual way that allows pupils to explore the features of stable and healthy same-sex relationships.
  - The school ensures that all teaching and materials are appropriate for the ages of the pupils, their religious backgrounds, their developmental stages and any additional needs, such as SENDco.
  - Lesson plans will provide appropriate challenges for pupils and be differentiated for pupils' needs.
  - Classes may be taught in gender-segregated groups, dependent upon the nature of the topic being delivered at the time, and the cultural background of pupils where it is only appropriate to discuss the body in single gender groups.

## Relationships and Health Education (Secondary)

- Throughout every year group, appropriate diagrams, videos, books, games, discussion and practical activities will be used to assist learning.
- Inappropriate images, videos, etc., will not be used, and resources will be selected with sensitivity given to the age, developmental stage and cultural background of pupils.
- Pupils will be prevented from accessing inappropriate materials on the internet when using such to assist with their learning. The prevention measures taken to ensure this are outlined in the school's E-safety Policy.
- Teachers will establish what is appropriate for one-to-one and whole class settings and alter their teaching of the programme accordingly.
- Teachers will ensure that pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriately to the pupil's age.
- The programme will be designed to focus on boys as much as girls and activities will be planned to ensure both are actively involved, matching their different learning styles.
- Teachers will focus heavily on the importance of marriage and healthy relationships, though sensitivity will always be given as to not stigmatise pupils based on their home circumstances.
- Teachers will ensure that lesson plans are centred around reducing stigma, particularly in relation to mental wellbeing, and encouraging openness through discussion activities and group work.
- Teachers will ensure lesson plans focus on challenging the perceived views of pupils based on protected characteristics, through exploration of, and developing mutual respect for, those different to themselves.
- Any resources or materials used to support learning will be formally assessed by the relationships, sex and health education subject leader before use to ensure they are appropriate for the age and maturity of pupils and sensitive to their needs.
- In teaching the curriculum, teachers will be aware that pupils may raise topics such as self-harm and suicide. When talking about these topics in lessons, teachers will be aware of the risks of encouraging these behaviours and will avoid any resources or material that appear as instructive rather than preventative.
- At all points of delivery of this programme, parents will be consulted, and their views will be valued. What will be taught and how, will be planned in conjunction with parents.
- Whilst there are no formal examinations for the relationships, sex and health curriculum, the school will undertake informal assessments to determine pupil progress.



# Relationships and Health Education (Secondary)

## 10. Working with external experts

- External experts may be invited to assist from time-to-time with the delivery of the programme and will be expected to comply with the provisions of this policy.
- The school will ensure all visitor credentials are checked before they are able to participate in delivery of the curriculum, in line with the Visitor Policy.
- The school will ensure that the teaching delivered by the external expert fits with the planned curriculum and this policy.
- Before delivering the session, the school will discuss the details of the expert's lesson plan and ensure that the content is age-appropriate and accessible for the pupils.
- The school will also ask to see the materials the expert intends to use, as well as a copy of the lesson plan, to ensure it meets all pupils' needs, including those with SEND.
- The school will agree with the expert on the procedures for confidentiality, ensuring that the expert understands how safeguarding reports should be dealt with in line with the Child Protection and Safeguarding Policy.
- The intended use of external experts is to enhance the curriculum delivered by teachers, rather than as a replacement for teachers.

## 11. Equality and accessibility

- The school understands its responsibilities in relation to the Equality Act 2010, specifically that it must not unlawfully discriminate against any pupil because of their:
  - Age
  - Sex or sexual orientation
  - Race
  - Disability
  - Religion or belief
  - Gender reassignment
  - Pregnancy or maternity
  - Marriage or civil partnership
- The school is committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum.
- The school understands that pupils with SEND or other needs (such as those with social, emotional or mental health needs) are entitled to learn about relationships, sex and health education, and the programme will be designed to be inclusive of all pupils.
- In order to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls, the school implements a robust **Behavioural Management Policy**, as well as a **Child Protection and Safeguarding Policy**, which sets out expectations of pupils.

# Relationships and Health Education (Secondary)

## 12. Curriculum Links

The school seeks opportunities to draw links between relationships, sex and health education and other curriculum subjects wherever possible to enhance pupils' learning.

12.1 Relationships, sex and health education will be linked to the following subjects in particular:

- **Science** – pupils learn about the main external parts of the body and changes to the body as it grows from birth to old age, including puberty.
- **ICT** – pupils learn about e-safety, including how to use technology safely, responsibly, respectfully and securely, how to keep personal information private and how to access help and support.
- **PE** – pupils explore various physical activities, are physically active for sustained periods of time, engage in competitive sports and understand how exercise can lead to healthier lifestyles.
- **Citizenship** – pupils learn about the requirements of the law, their responsibilities and the possible consequences of their actions.
- **PSHE** – pupils learn about respect and difference, values and characteristics of individuals.

## 13. Withdrawing from the Subjects

Relationships and health education are statutory at secondary and parents **do not** have the right to withdraw their child from the subjects.

- The head teacher will automatically grant withdrawal requests however, the head teacher will discuss the request with the parent and, if appropriate, their child, to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum.
- The head teacher will discuss with the parent, the benefits of receiving this important education and any adverse effects that withdrawal may have on the pupil – this could include, for example, social and emotional effects of being excluded.
- The head teacher will keep a record of the discussion between themselves, the pupil and the parent.
- The head teacher will grant a parent's request to withdraw their child from sex education, other than the content that must be taught as part of the science curriculum.
- The parent will be informed in writing of the head teacher's decision.
- Where a pupil is withdrawn from sex education, the head teacher will ensure that the pupil receives appropriate alternative education.

## 14. Staff training

The member of staff responsible for teaching the subject will attend training when available to ensure they are fully equipped to teach the subjects effectively. Training of staff will also be scheduled around any updated guidance on the

# Relationships and Health Education (Secondary)

programme and any new developments, such as 'sexting', which may need to be addressed in relation to the programme.

## 15. Confidentiality

Confidentiality within the classroom is an important component of relationships, sex and health education, and teachers are expected to respect the confidentiality of their pupils as far as possible.

- Teachers will alert the head teacher about any suspicions of inappropriate behaviour or potential abuse as per the school's **Child Protection and Safeguarding Policy**.
- Pupils will be fully informed of the school's responsibilities in terms of confidentiality and will be aware of what action may be taken if they choose to report a concern or make a disclosure.
- Any reports made during lessons, or as a result of the content taught through the curriculum, will be reported to a DSL/DDSL and handled in accordance with the **Child Protection and Safeguarding Policy**.

## 16. Monitoring quality

The relationships, sex and health education teacher is responsible for monitoring the quality of teaching and learning for the subjects.

16.1 The relationships, sex and health education teacher will conduct subject assessments, which will include a mixture of the following:

- Topic feedback
- Work scrutiny

The relationships, sex and health education subject leader will work regularly and consistently with the head teacher and RSE link governor, to evaluate the effectiveness of the subjects and implement any changes.

## 17. Monitoring and review

This policy will be reviewed on an annual basis by the relationships, sex and health education subject leader and head teacher. This policy will be reviewed in light of any changes to statutory guidance, feedback from parents, staff or pupils, and issues in the school or local area that may need addressing. The governing board is responsible for approving this policy. Any changes made to this policy will be communicated to all staff, parents and, where necessary, pupils.

# Relationships and Health Education (Secondary)

## Appendix A

### RSE Subject Overview

RSE will continue to develop pupils' knowledge on the topics taught at a primary level, in addition to the content outlined in this section.

### Families

By the end of secondary school, pupils will 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, 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 children, including the characteristics of successful parenting.

Pupils will also know 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 recognise this in others' relationships.
- How to seek help or advice if needed, including reporting concerns about others.

### Respectful Relationships, Including Friendships

By the end of secondary school, pupils will know:

- 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 relationships.
- Practical steps they can take in a range of different contexts to improve or support respectful relationships.
- How stereotypes, particularly those based on sex, gender, race, religion, sexual orientation or disability, can cause damage, e.g. how they might normalise non-consensual behaviour.

# Relationships and Health Education (Secondary)

- That in school and 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 have 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 seek help.
- The types of behaviour in relationships that can be criminal, including violent behaviour and coercive control.
- What constitutes sexual harassment and violence and why these are always unacceptable?
- The legal rights and responsibilities regarding equality, with reference to the protected characteristics defined in the Equality Act 2010, and that everyone is unique and equal.

## Online and Media

By the end of secondary school, pupils will know:

- Their rights, responsibilities and opportunities online, and the same expectations of behaviour apply in all contexts.
- About online risks, including that material shared with another person 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 to be shared further and not to share personal material which they receive.
- 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, 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.
- That sharing and viewing indecent images of children is a criminal offence which carries severe penalties, including jail.
- How information and data is generated, collected, shared and used online.

## Being Safe

By the end of secondary school, pupils will 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 – this includes online.

# Relationships and Health Education (Secondary)

## Intimate and Sexual Relationships, including Sexual Health

By the end of secondary school, pupils will 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 and 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 both men and women.
- The 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 enjoy intimacy without sex.
- The facts about the full range of contraceptive choices, their effectiveness and options available.
- The facts around pregnancy including miscarriage.
- That there are choices in relation to pregnancy, with legally and medically 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) are transmitted, how risk can be reduced through safer sex and the importance of 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.

## Appendix B

### Health Education Subject Overview

The physical health and mental wellbeing curriculum will continue to develop pupils' knowledge of the topics taught at a primary level, in addition to the content outlined in this section.

### Mental Wellbeing

By the end of secondary school, pupils will 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.

# Relationships and Health Education (Secondary)

- 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

By the end of secondary school, pupils will know:

- The similarities and differences between the online world and the physical world, including the impact of unhealthy or obsessive comparison with others online, over-reliance on online relationships, the risks related to online gambling, how 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

By the end of secondary school, pupils will 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.
- About the science relating to blood, organ and stem cell donation.

## Healthy Eating

By the end of secondary school, pupils will 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

By the end of secondary school, pupils will know:

- The facts about legal and illegal drugs and their associated risks, including the link between drug use and 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 harm from smoking tobacco, the benefits of quitting and how to access the support to do so.

## Health and Prevention

By the end of secondary school, pupils will know:

## Relationships and Health Education (Secondary)

- 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.
- This should be taught to pupils in the later years of late secondary school, e.g. at KS4. 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

By the end of secondary school, pupils will know:

- Basic treatments for common injuries.
- CPR is best taught from Year 8 onwards Life-saving skills, including how to administer CPR.
- The purpose of defibrillators and when one might be needed.

### Changing Adolescent Body

By the end of secondary school, pupils will 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.