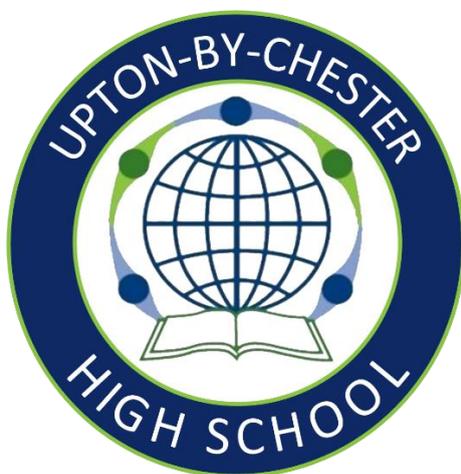


# Upton-by-Chester High School

## Relationships Education, Relationships and Sex Education (RSE) and Health Education Policy



Policy Link	
SLT	Mr J Keegan
Governor	Mr P Ivison
Statutory	Yes

To	Date
Committee	
Full Governing Body	27.03.24
Next Review	March 2025
Make available on:	Yes/ No
School website	Yes
Staff shared area	Yes

*'Learning to shape the future'*

## Contents

1. Rationale
2. Aims
3. Statutory Requirements
4. Definitions
5. Curriculum Design
6. Curriculum Provision
7. Parents' Right to Withdraw
8. Training
9. Monitoring Arrangements

## Appendices

### Core Documents underpinning this Policy

#### 1. Rationale

At Upton-by-Chester School, our aim is for all learners to flourish and to gain every opportunity to live fulfilled lives. Relationships and Sex Education (RSE) and Health

Education (HE) is a key contributor to this and will teach about healthy relationships and lifestyle choices, where young people are able to develop into young adults with an outlook on life which allows them to be independent, aspirational and wise to the world around them.

As a school, our mission statement is '***Learning to shape the future***' and enhancing academic achievements with a well taught PSHE programme within the school will encourage all learners to reach their academic potential equipped with the skills needed to live a fulfilled life.

[The Education Act 2002](#), requires all schools to teach a curriculum that is “broadly based, balanced and meets the needs of pupils” and must “promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepare pupils at the school for the opportunities, responsibilities and experiences of later life” while having a duty to “keep pupils safe.”

RSE and HE must be inclusive and meet the needs of all learners. We aim to provide RSE and HE that is suitable for learners with different needs, including learners who are particularly vulnerable or with SEND needs.

## 2. Aims

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare learners for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help learners develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach learners the correct vocabulary to describe themselves and their bodies

## 3. Statutory Requirements

As a school, we must provide RSE education for all learners as per Section 34 of the [Children and Social Work Act 2017](#). At Upton-by-Chester School we teach RSE as set out in this policy.

In teaching RSE and HE, we are required by our funding agreements to have regard to [guidance](#) issued by the Secretary of State, as outlined in section 403 of the [Education Act 1996](#). [DfE statutory guidance paragraphs 66-81](#) provide further detail on the requirements for Secondary Schools’ RSE curriculum provision and delivery.

The policy also follows the requirements set out in the [Equalities Act 2010](#).

As a school, we teach RSE as set out in the above policy.

## 4. Definitions

**RSE** (relationships and Sex Education) covers the emotional, social and cultural development of learners, and involves learning about relationships, 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.

**HE** (Health Education) is about supporting learners to make well informed choices for themselves and provides learners with recommended support to promote their health and well-being.

## **5. Curriculum Design**

The school curriculum is designed around expectations set out in Appendix 1. Adaptations to the curriculum to accommodate learners' needs have been made where necessary.

Learners follow a thematic model approach to the RSE curriculum with all year groups following the same general theme each half term (see Appendix 2). Resources are provided by accredited services as outlined by The PSHE Association.

## **6. Curriculum Provision**

The RSE and HE curriculum is delivered across the school via personal, social, health and economic (PSHE) lessons. The lessons are mainly teacher-led with additional guest speakers, assemblies or workshops on occasion. Biological aspects of the curriculum are also delivered through both Science and Religious Education lessons. PSHE healthy living and relationships content is supplemented in physical education, food science and drama lessons.

Themes covered by the PSHE curriculum include:

- Health and Well-being
- Living in the Wider World
- Relationships

The three core themes are further broken down to include:

- Financial Decision Making
- Managing Change
- Discrimination and Stereotypes
- Goal Setting
- Drugs and Alcohol
- Peer Influence and Gangs
- Mental Health
- Building for the Future
- Communication
- Families
- Employability
- Safety Online

## **7. Parents/ Carers Right to Withdraw**

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 learner turns 16. After this point, if the learner wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing on the form found in Appendix 3 of this policy, and addressed to the Headteacher.

A copy of withdrawal requests will be placed on the learner's educational file. The Headteacher will discuss the request with parents and take appropriate action.

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

## **8. Training**

Appropriate training for staff delivering or producing curriculum materials is provided and healthcare professionals are encouraged to visit the school where necessary to aid the delivery of content.

## **9. Monitoring Arrangements**

The delivery of RSE and HE is monitored by the Head PSHE through:

- Reviewing resources
- Discussions, feedback and surveys from learners
- Learning walks/lesson drop-ins

Last reviewed date: March 2024

## Appendices

**Appendix 1.** By the end of secondary school learners should know (content outlined in the Department for Education Relationships Education, Relationships and Sex Education (RSE) and Health Education, June 2019)

RSE Topic	Learners should know
Families	<p>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</p>
Respectful relationships, including friendships	<p>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 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</p>

Online and Media	<p>Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</p> <ul style="list-style-type: none"> <li>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</li> <li>Not to provide material to others that they would not want shared further and not to share personal material which is sent to them</li> <li>What to do and where to get support to report material or manage issues online</li> <li>The impact of viewing harmful content</li> <li>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</li> <li>That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</li> <li>How information and data is generated, collected, shared and used online</li> </ul>
Being safe	<p>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</p> <p>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)</p>
Intimate and sexual relationships, including sexual health	<p>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</p> <p>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</p> <p>The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</p> <p>That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</p> <p>That they have a choice to delay sex or to enjoy intimacy without sex</p> <p>The facts about the full range of contraceptive choices, efficacy and options available</p> <p>The facts around pregnancy including miscarriage</p> <p>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)</p> <p>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</p> <p>About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</p> <p>How the use of alcohol and drugs can lead to risky sexual behaviour</p>

	How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment
Mental wellbeing	<p>How to talk about their emotions accurately and sensitively, using appropriate vocabulary.</p> <p>That happiness is linked to being connected to others.</p> <p>How to recognise the early signs of mental wellbeing concerns.</p> <p>Common types of mental ill health (e.g. anxiety and depression).</p> <p>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.</p> <p>The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.</p>
Internet safety and harms	<p>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.</p> <p>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.</p>
Healthy eating	How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.
Drugs, alcohol and tobacco	<p>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.</p> <p>The law relating to the supply and possession of illegal substances.</p> <p>The physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.</p> <p>The physical and psychological consequences of addiction, including alcohol dependency.</p> <p>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.</p>
Health and prevention	<p>About personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.</p> <p>About dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.</p>

	<p>(late secondary) the benefits of regular self-examination and screening.</p> <p>The facts and science relating to immunisation and vaccination.</p> <p>The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.</p>
Basic first aid	<p>Basic treatment for common injuries.</p> <p>Life-saving skills, including how to administer CPR.</p> <p>The purpose of defibrillators and when one might be needed.</p>

**Appendix 2.** Thematic Model of PSHE curriculum for years 7 to 11.

**SECONDARY PSHE EDUCATION: LONG-TERM OVERVIEW – THEMATIC MODEL**

	Autumn 1 Health & wellbeing	Autumn 2 Living in the wider world	Spring 1 Relationships	Spring 2 Health & wellbeing	Summer 1 Relationships	Summer 2 Living in the wider world
Year 7	<b>Transition and safety</b> Transition to secondary school and personal safety in and outside school, including first aid	<b>Developing skills and aspirations</b> Careers, teamwork and enterprise skills, and raising aspirations	<b>Diversity</b> Diversity, prejudice, and bullying	<b>Health and puberty</b> Healthy routines, influences on health, puberty, unwanted contact, and FGM	<b>Building relationships</b> Self-worth, romance and friendships (including online) and relationship boundaries	<b>Financial decision making</b> Saving, borrowing, budgeting and making financial choices
Year 8	<b>Drugs and alcohol</b> Alcohol and drug misuse and pressures relating to drug use	<b>Community and careers</b> Equality of opportunity in careers and life choices, and different types and patterns of work	<b>Discrimination</b> Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia	<b>Emotional wellbeing</b> Mental health and emotional wellbeing, including body image and coping strategies	<b>Identity and relationships</b> Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception	<b>Digital literacy</b> Online safety, digital literacy, media reliability, and gambling hooks
Year 9	<b>Peer influence, substance use and gangs</b> Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation	<b>Setting goals</b> Learning strengths, career options and goal setting as part of the GCSE options process	<b>Respectful relationships</b> Families and parenting, healthy relationships, conflict resolution, and relationship changes	<b>Healthy lifestyle</b> Diet, exercise, lifestyle balance and healthy choices, and first aid	<b>Intimate relationships</b> Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography	<b>Employability skills</b> Employability and online presence
Year 10	<b>Mental health</b> Mental health and ill health, stigma, safeguarding health, including during periods of transition or change	<b>Financial decision making</b> The impact of financial decisions, debt, gambling and the impact of advertising on financial choices	<b>Healthy relationships</b> Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography	<b>Exploring influence</b> The influence and impact of drugs, gangs, role models and the media	<b>Addressing extremism and radicalisation</b> Communities, belonging and challenging extremism	<b>Work experience</b> Preparation for and evaluation of work experience and readiness for work
Year 11	<b>Building for the future</b> Self-efficacy, stress management, and future opportunities	<b>Next steps</b> Application processes, and skills for further education, employment and career progression	<b>Communication in relationships</b> Personal values, assertive communication (including in relation to contraception)	<b>Independence</b> Responsible health choices, and safety in independent contexts	<b>Families</b> Different families and parental responsibilities, pregnancy, marriage and forced marriage and	

Appendix 3. Parents right to withdraw

TO BE COMPLETED BY PARENTS			
Name of Child		Class	
Name of Parent		Date	
Reason for withdrawing from sex education within Relationships and Sex education provision			
Any other information you would like the school to consider			
Parent/			

Carer			
signature: TO BE COMPLETED BY SCHOOL			
Agreed actions from discussion with parents			
Parent/Carer signature		Date:	
		Date:	