



St Mary Redcliffe
and Temple School

RELATIONSHIP, HEALTH AND SEX EDUCATION POLICY (RHSE)

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1. Aims

Our school’s approach to RSHE seeks to be faith sensitive and inclusive. It is underpinned by our school values and vision that we believe that each member of our school community is created by God and our aim is to achieve our full potential (being **fully alive**). All we do is rooted in this **hope** of who we are as people and who we can become. We are particularly inspired by **Jesus’** statement ‘I have come that you might have life and life in all its fullness’ (John 10 v10) and Irenaeus’ ‘the glory of God is a human being fully alive’.

At SMRT, everyone will be treated with dignity as all people are made in the image of God and are loved equally by God. Our teaching of RSHE will be taught through the lens of our ALIVE values, recognizing that all students have a right to an education which enables them to flourish and is set in a learning community where differences of lifestyle and opinion are treated with dignity and respect.

Our school seeks to ensure that the RSHE curriculum protects, informs and nurtures all students. It clearly differentiates between factual teaching (biology, medicine, the law, marriage, different types of families) and moral teaching about relationships and values.

RSHE teaching at SMRT will:

- 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
- Help students realise the importance of their own health (including sexual health), wellbeing and dignity
- Provide understanding of family structures, committed relationships and the legal status of different types of long-term relationships
- Help students understand and make sense of the real-life issues they are experiencing in the world around them
- Help students to manage and explore difficult feelings and emotions
- Enable students to consider how their choices affect their own wellbeing and that of others
- Develop students to be informed and responsible citizens
- Enable students to understand and ensure the protection of their rights throughout their lives

2. Statutory requirements

As a Voluntary Aided secondary school, we must provide RSE to all students under the [Children and Social Work Act 2017](#)

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

We must also have regard to our 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 SMRT, we teach RHSE 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 or working group pulled together 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/stakeholder consultation – parents/carers and any interested parties were invited to attend a meeting about the Policy
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 ratified

4. Definitions

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.

Defining Relationships Education

We define relationships education as learning about the physical, social, legal and emotional aspects of human relationships including friendships, intimate, sexual and committed relationships and family life.

Defining Sex Education

We define sex education as learning about the physical, social, legal and emotional aspects of human sexuality and behaviour, including human reproduction. This includes conception and contraception, safer sex, sexually transmitted infections and sexual health.

Defining Health Education

Health education is learning about physical health and mental wellbeing so that students can make wise choices to ensure their own flourishing and that of others.

5. Curriculum

Our RHSE curriculum is set out as per Appendix 1, but we may need to adapt it as and when necessary.

We have developed the curriculum as a spiral curriculum, in consultation with parents/carers, students and staff, and taking into account the age, developmental stage, needs and feelings of our students. If students ask questions outside the scope of this Policy, teachers will respond in an appropriate manner so that students are fully informed and do not seek answers online.

As young people's use of online media increases with age, students may turn to social media to explore issues. The RSHE curriculum aims to educate and equip young people with the skills to critically evaluate the information they are presented with online. Moreover, students will be taught strategies to recognise and respond to online bullying, hate speech, extremist views or radicalisation in different online contexts and how to report online malicious communication.

In Year 12 and 13, the majority of students are from a range of secondary schools, but the assumption is made that a comparable programme has been followed in their previous school. Students in 6th Form address age-appropriate issues with a particular focus on consent and abuse within relationships, recognising and respecting diversity in sexual orientation and gender identity and with signposting towards appropriate support services in wider areas of sexual health.

We share all curriculum topics with parents and carers termly and can provide teaching materials used on request.

For more information about our curriculum, see our curriculum map in Appendix 1.

6. Delivery of RHSE

RHSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RHSE are taught within the science curriculum, and other aspects are included in Religious Education (RE).

RHSE 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
- For more information about our RSE curriculum, see Appendices 1 and 2

RSHE will be delivered as part of the ViP (Values in Practice) curriculum within Years 7-11 and through the pastoral, core and assembly programme in the 6th Form. RSHE will be delivered in a way that affords dignity and shows respect to all who make up our diverse community. It will not discriminate against any of the protected characteristics in the Equality Act (2010) and will be sensitive to all faiths and beliefs in the wider school community. It will value the importance of faithfulness as the underpinning and backdrop for relationships. It will encourage students to develop the skills needed to disagree without being disagreeable, to appreciate the lived experience of other people and to live well together.

We will ensure that RHSE is inclusive and meets the needs of all our students, including those with Special Educational Needs (SEND) through the distribution of resources to LSAs and Learning Mentors to offer extra support where required.

We will create a safe learning environment to help students share feelings, explore values and attitudes, express opinions and consider those of others, without attracting negative feedback. This will allow students to engage more objectively with the lesson content.

Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. In this instance, teachers will consult with the Designated Safeguarding Lead to report any concerns and ensure the welfare of the student is protected.

Some elements will be taught through off timetable events and with the help of external agencies and speakers. The school has had a successful relationship with outside agencies over a number of years. These agencies complement the school's programme and put on workshops only after approval from key school staff.

These areas of learning are taught within the context of family life, taking care to make sure 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 and 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).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

At SMRT, we teach RHSE as a spiral curriculum, building on topics year on year. Here is brief overview of some of the topics covered each year for further details on the topics covered each year, parents/carers can contact the Values in Practice (ViP) co-ordinator:

Year 7 – Healthy relationships, healthy bodies and a healthy community

Year 8 – The legal, social and emotional consequences of risky situations in relationships

Year 9 – The importance of building safe relationships. Understanding diversity and discrimination

Year 10 – Taking responsibility for our own mental, emotional and physical wellbeing in relationships

Year 11 – Being proactive in maintaining good physical health and positive healthy relationships in the context of different types of families

Year 12 and 13 – The majority of students are from other schools, but the assumption is made that a comparable programme has been followed in their previous school. Students in 6th Form address age-appropriate issues with a particular focus on consent and abuse within relationships, recognising and respecting diversity in sexual orientation and gender identity and with signposting towards appropriate support services in wider areas of sexual health

6.1 Inclusivity

We will teach about these topics in a manner that:

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

We will also:

- Make sure that students learn about these topics in an environment that's appropriate for them and 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 students in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our students
- 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 students' experiences and will not 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 students. 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 RHSE is balanced, and it and the resources they intend to use:
 - Are age-appropriate
 - Are in line with students' 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 are 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/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
- Share all external materials with parents/carers

We will not, 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. Roles and responsibilities

8.1 The Governing Body

The governing board will approve the RHSE Policy and hold the Headteacher to account for its implementation.

8.2 The Headteacher

The Headteacher is responsible for ensuring that RHSE is taught consistently across the school, for sharing resources and materials with parents/carers, and for managing requests to withdraw students from [non-statutory/non-science] components of RHSE (see section 9) working with the Deputy Headteacher (Curriculum).

8.3 Staff

Staff are responsible for:

- Delivering RHSE in a sensitive way
- Modelling positive attitudes to RHSE
- Monitoring progress
- Responding to the needs of individual students
- Responding appropriately to students whose parents/carers wish them to be withdrawn from the [non-statutory/non-science] components of RHSE

Staff do not have the right to opt out of teaching RHSE. Staff who have concerns about teaching RHSE are encouraged to discuss this with the Headteacher.

Development and implementation of the RSHE programme in ViP will be co-ordinated by the ViP Co-ordinator, with support and oversight from the Designated Safeguarding Lead. Members of staff delivering the RSHE programme will have a sound knowledge of sex and relationship issues, and will be confident in their skills to teach sex education and discuss sex and relationships.

8.4 Students

Students are expected to engage fully in RHSE and, when discussing issues related to RHSE, treat others with respect and sensitivity.

9. Parents'/Carers' right to withdraw

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

Requests for withdrawal should be put in writing via email and addressed to Head@smrt.bristol.sch.uk.

A copy of withdrawal requests will be placed in the student's educational record. The Headteacher will discuss the request with parents/carers and take appropriate action.

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

10. Training

Staff are trained on the delivery of RHSE as part of their induction and it is included in our continuing professional development calendar.

School leaders will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RHSE.

11. Monitoring arrangements

The delivery of RHSE is monitored by the Head of VIP through:

- Students' development in RHSE is monitored by class teachers as part of our internal assessment systems
- This Policy will be reviewed by the Designated Safeguarding Lead annually. At every review, the Policy will be approved by the Headteacher and the Governing Body

Appendix 1: Curriculum map

Relationships and sex education curriculum map

	Y7	Y8	Y9
Term 1	<u>Community: belonging and extremism</u> <ol style="list-style-type: none"> 1. ALIVE values & joining secondary school (mental health tips) 2. Anti-bullying 3. Stereotypes 4. Extremism 	<u>Careers & finance</u> <ol style="list-style-type: none"> 1. Jobs 2. Minimum wage & apprenticeships 3. Bank accounts 	<u>Justice</u> <ol style="list-style-type: none"> 1. Crimes and punishments in the UK 2. Anti-social behaviour & restorative justice 3. Cybercrime
Term 2	<u>Healthy Self</u> <ol style="list-style-type: none"> 1. Sleep 2. Vaping 3. Dental health 	<u>Finance</u> <ol style="list-style-type: none"> 1. Fraud 2. Money & mental health 3. Budgeting 	<u>Keeping safe online</u> <ol style="list-style-type: none"> 1. Protecting personal information online 2. Managing devices & accounts 3. Identifying scams and seeking support 4. Politics in England
Term 3	<u>Healthy Self continued</u> <ol style="list-style-type: none"> 1. Medicine safety 2. Legal and illegal drugs 3. Resisting pressure to drugs 	<u>Mental health</u> <ol style="list-style-type: none"> 1. Emotional wellbeing 2. Resilience & failure 3. Depression & anxiety 	<u>Choosing GCSE options</u> <ol style="list-style-type: none"> 1. GCSE options at SMRT 2. Bristol labour market information
Term 4	<u>Healthy self, continued</u> <ol style="list-style-type: none"> 1. Vaping 2. Grief 	<u>Mental health, continued</u> <ol style="list-style-type: none"> 1. Eating disorders 2. Self-harm 	<u>Diversity & discrimination</u> <ol style="list-style-type: none"> 1. What is a hate crime? 2. Ableism
Term 5	<u>Relationships</u> <ol style="list-style-type: none"> 1. Puberty 2. Types of relationships 3. Roles and responsibilities within families 	<u>Sex and relationships</u> <ol style="list-style-type: none"> 1. Introduction to consent 2. Sharing nudes 3. Sexual harassment 4. HPV vaccination 	<u>Sex and relationships</u> <ol style="list-style-type: none"> 1. Healthy relationships 2. Online sexual harassment 3. Dangers of pornography 4. Consent 5. Teen pregnancy
Term 6	<u>Relationships continued</u> <ol style="list-style-type: none"> 1. Consent 2. Sexual harassment 3. Hurtful behaviour 4. Healthy online friendships 	<u>Drugs</u> <ol style="list-style-type: none"> 1. Caffeine 2. Tobacco 3. Alcohol 	<u>Drugs</u> <ol style="list-style-type: none"> 6. Attitudes to drugs 7. Alcohol & cannabis 8. Drugs & the law 9. Managing influence

	Y10	Y11
Term 1	<u>Mental health</u> <ol style="list-style-type: none"> 1. Transitions and mental health 2. Reframing negative thinking 3. Recognising mental ill health 4. Emotional wellbeing 5. Sleep and wellbeing 6. Unconscious bias & microaggressions 7. Accent bias and discrimination 	<u>The next move life post Y11</u> <ol style="list-style-type: none"> 1. Post-16 options 2. Writing a CV 3. Preparing for interviews
Term 2	<u>Personal finance</u> <ol style="list-style-type: none"> 1. Gambling 2. Debt 3. Homelessness 4. Tax 5. Insurance 6. Pensions 7. Pay slips 	<u>Keeping healthy & happy</u> <ol style="list-style-type: none"> 1. Organ donation 2. Fertility 3. Pregnancy options 4. Abortion 5. Self-examination for breast & testicular cancer 6. Skin cancer risks 7. Tattoos, piercing & body modifications
Term 3	<u>Relationships</u> <ol style="list-style-type: none"> 1. Consent 2. Pornography 3. Coercion and consent 4. STIs 5. HIV 6. Forced marriage 	<u>Sexual harassment & identities</u> <ol style="list-style-type: none"> 1. Harassment 2. Feminism 3. Intersectionality 4. Coercive control 5. Coping strategies for good mental health
Term 4	<u>Relationships, continued</u> <ol style="list-style-type: none"> 7. Marriage & civil partnerships 8. Parenting 9. Loss and bereavement 	<u>Living in the wider world</u> <ol style="list-style-type: none"> 1. Voting 2. Fake news 3. Extremism
Term 5	<u>Drugs</u> <ol style="list-style-type: none"> 1. County lines 2. Substances & risk 3. Managing influence 	
Term 6	<u>Drugs</u> <ol style="list-style-type: none"> 1. Sources of support 2. Festival drugs 	

Appendix 2: By the end of secondary school students should know

TOPIC	STUDENTS SHOULD KNOW
Families	<ul style="list-style-type: none"> • That there are different types of committed, stable relationships • How these relationships might contribute to human happiness and their importance for bringing up children • What marriage is, including their legal status, e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony • Why marriage is an important relationship choice for many couples and why it must be freely entered into • The characteristics and legal status of other types of long-term relationships • The roles and responsibilities of parents/carers with respect to raising of children, including the characteristics of successful parenting • How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed
Respectful relationships, including friendships	<ul style="list-style-type: none"> • The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship • Practical steps they can take in a range of different contexts to improve or support respectful relationships • How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice) • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to 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

TOPIC	STUDENTS SHOULD KNOW
Online and media	<ul style="list-style-type: none"> • Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online • About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online • Not to provide material to others that they would not want shared further and not to share personal material which is sent to them • What to do and where to get support to report material or manage issues online • The impact of viewing harmful content • 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 (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	<ul style="list-style-type: none"> • The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships • 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)

TOPIC	STUDENTS SHOULD KNOW
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> • How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship • That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing • The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women • 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) • How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing • About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment • How the use of alcohol and drugs can lead to risky sexual behaviour • How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.

