

***Relationships, Sex and
Health Education
(RSHE) Policy
March 2022***



1. Introduction

- 1.1 The JCB Academy is committed to helping its learners to develop loving and respectful relationships and seeks to foster responsible attitudes to relationships, intimacy and sex. The programme for relationships, sex and health education (RSHE) aim to take into account the expressed needs of its learners.
- 1.2 RSHE is about the emotional, social and cultural development of learners, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.
- 1.3 RSHE involves a combination of sharing information, and exploring issues and values.
- 1.4 RSHE is *not* about the promotion of sexual activity to young people.

2. Aims

- To provide a framework in which sensitive discussions can take place.
- To prepare learners for puberty and give them an understanding of sexual development and the importance of health and hygiene.
- To help learners develop feelings of self-respect, confidence and empathy.
- To create a positive culture and safe environment around issues of sexuality and relationships.
- To teach learners the correct vocabulary to describe themselves, their bodies and their feelings.
- To empower learners to make informed and appropriate decisions that feel right for them and are within the legal context of sexual relationships, such as those relating to age and consent.
- To minimise the risk taking behaviour of learners within a sexual context.
- To help learners to understand their feelings and emotions regarding friendship, relationships and sexual contact.



3. Statutory duty

- 3.1 As a secondary academy, RSHE must be provided to all learners in line with section 34 of the Children and Social Work Act 2017.
- 3.2 In teaching RSHE, the academy is required by its funding agreement to have regard to guidance issued by the Secretary of State as outlined in section 403 of the Education Act 1996.

4. Programme of study

- 4.1 RSHE is taught within the personal, social, health and economic (PSHE) education curriculum.
- 4.2 Biological aspects of RSHE are taught within the science curriculum.
- 4.3 Learners also receive stand-alone sessions delivered by professionals from external agencies.
- 4.4 RSHE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:
- Family relationships.
 - Respectful relationships, including friendships.
 - Online and media, known as virtual relationships.
 - Staying safe.
 - Intimate and sexual relationships, including sexual health.
- 4.5 Further information regarding the academy's RSHE curriculum can be found at Appendix 1.
- 4.6 These areas of learning are taught within the context of family life, taking care to ensure there is no stigmatisation of children based on their home circumstances. The term 'family' includes single parent¹ families, LGBT parented families, families headed by grandparents, adoptive parents and foster parents amongst other structures. The academy also aims to reflect sensitively that some learners may have a different structure of support around them, for example looked after children or young carers.

¹ Within this document, the term *parent* refers to those with parental responsibility for a learner



5. Pastoral support

- 5.1 Sexuality is an important part of living, but it may present some learners with worries and tension at certain times of their lives. The quality of support available for individual learners worried or disturbed by some aspects of their development, relationships or environment is of prime importance.
- 5.2 Academy staff must take care in counselling and advising learners, particularly with regard to their sexual behaviour, and must not trespass on the proper exercise of parental rights and responsibilities. Equally, advice must be taken at all times if a member of staff feels that a learner may have disclosed an issue that could potentially be a child protection matter. If in doubt, an appropriate third party (such as a member of the academy's safeguarding team) must be consulted and, if necessary, the learner should be referred to another professional for advice and support. The safeguarding policy should be followed if required.

6. Contraception

- 6.1 Academy staff must not give personal, individual advice on contraception to those under 16 years for whom sexual intercourse is unlawful. Members of staff must advise learners to seek the advice of parents, GPs or family planning centres local to the learner's home.
- 6.2 Information and advice pertaining to different types of contraceptive methods will be dealt with by the appropriately qualified professional.

7. Roles and responsibilities

- 7.1 The Board of Trustees is responsible for approving the RSHE Policy and holding the Principal to account for its implementation.
- 7.2 The Principal is responsible for ensuring that RSHE is taught consistently across the academy and for managing requests to withdraw learners from non-statutory/non-science components of RSHE (see paragraph 8).
- 7.3 Staff are responsible for:
- Delivering RSHE in a safe and sensitive way.
 - Modelling positive attitudes to RSHE.
 - Monitoring and responding to levels of understanding.
 - Responding to the needs of individual learners.
 - Responding appropriately to learners whose parents wish them to be withdrawn from the non-statutory/non-science components of RSHE.



- 7.4 Staff do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching RSHE are encouraged to discuss this with the Principal.
- 7.5 All teaching staff are involved in the delivery of the RSHE through the academy's PSHE education programmes
- 7.6 Learners are expected to engage fully in RSHE and, when discussing issues related to RSHE, treat their peers with respect and sensitivity.
- 7.7 Appropriately qualified visitors will be used to help enhance the RSHE programme. Where they are used they will be required to conform to this policy statement. Health professionals are bound by their professional codes of conduct in a one-to-one situation with individual learners.

8. Parents' right to withdraw

- 8.1 Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSHE up to and until three terms before the learner turns 16. After this point, if the learner wishes to receive sex education rather than being withdrawn, the academy will arrange this.
- 8.2 Requests for withdrawal should be put in writing using the form found at Appendix 2 of this policy and addressed to the Principal. The Principal will discuss the request with parents and take appropriate action.
- 8.3 Alternative school work will be given to learners who are withdrawn from sex education.
- 8.4 A copy of withdrawal requests will be placed in the learner's educational record.

9. Aspects of sexual behaviour raised outside the relationships and sex education programme

- 9.1 The teaching of apparently unrelated topics may occasionally lead to discussion of aspects of sexual behaviour. Provided that such a discussion is relatively limited and set within the context of the other subject concerned, it will not necessarily form part of the academy's RSHE programme.



9.2 In such cases, particularly as they may involve learners whose parents have withdrawn them from RSHE, staff need to balance the need to give proper attention to relevant issues with the need to respect learners' and parents' views and sensibilities.

10. Policy development

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

1. Staff consultation (relevant academy staff are given the opportunity to review the policy and make recommendations).
2. Parent consultation (the policy is available on the academy's website and parents' views and feedback are welcomed).
3. Ratification (the policy is reviewed by Safeguarding & Learner Welfare Link Trustees and ratified by the Board of Trustees).
4. Learner consultation (learners will be given the opportunity to provide feedback post-PSHE sessions on how the sessions worked, if their needs were met and how the sessions could be improved).

Related policies/procedures:
Safeguarding and Child Protection Policy

Date of approval by Governing Body:	15 June 2010
Reviewed and reapproved:	7 June 2020
Reviewed and reapproved:	9 March 2022



By the end of secondary school pupils should know

TOPIC	LEARNERS 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 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	LEARNERS 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	LEARNERS 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

Withdrawal from Sex Education within RSHE

TO BE COMPLETED BY THE PARENT/CARER			
Name of learner		House & Year	
Name of parent/carer		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the academy to consider			
Parent/carer signature:			
TO BE COMPLETED BY THE ACADEMY			
Agreed actions from discussion with parents	Include notes from discussions with parents and agreed actions taken.		
Staff Member			