

# HAMMERSMITH ACADEMY

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

Policy Date	October 2022
Next review date	October 2023
Approved by	Curriculum Committee
Approved date	13 <sup>th</sup> October 2022
Policy Holder	AHT - Personal Development

## Table of Contents

<b>1 Aims .....</b>	<b>3</b>
<b>2 Our definitions for RSE and Health Education. ....</b>	<b>3</b>
<b>3 Statutory requirements.....</b>	<b>3</b>
<b>4 The content of the RSHE curriculum, including reference to statutory requirements. ....</b>	<b>4</b>
<b>5 Right to withdraw.....</b>	<b>5</b>
<b>6 Reviewing the RSHE programme .....</b>	<b>6</b>
<b>7 Safe and effective delivery RSHE .....</b>	<b>6</b>
<b>Appendix 1 – Statutory, relationships, sex and health education content.....</b>	<b>6</b>
<b>Appendix 2 – Department for Education- Relationships, Education, Relationships and Sex Education (RSE) and Health Education statutory guidance .....</b>	<b>11</b>

## 1 Aims

At Hammersmith Academy we believe, in accordance with the statutory guidance, that ‘to embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy.’ The aim of Relationships and Sex Education (RSE) is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what acceptable and unacceptable behaviour in relationships is. This will help pupils understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed.

## 2 Our definitions for RSE and Health Education.

Relationships and Sex Education (RSE) enables the physical, cultural, social and emotional development of students. RSE provides students with the skills to enjoy healthy, safe and fulfilling lives during their school years and beyond, as they develop an understanding of relationships, both intimate and non-intimate, healthy lifestyles and equality and diversity.

Health education refers to teaching students how to look after their physical and emotional health and students also learn about how the two are linked.

## 3 Statutory requirements

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships and Sex Education compulsory for all pupils receiving secondary education. They also make Health Education compulsory in all schools except independent schools.

PSHE and RSE delivery is designed to comply with the Equality Act 2010.

The Equality Act 2010 states: The responsible body of such a school must not discriminate against a pupil— (a) in the way it provides education for the pupil; (b) in the way it affords the pupil access to a benefit, facility or service; (c) by not providing education for the pupil; (d) by not affording the pupil access to a benefit, facility or service; (e) by excluding the pupil from the school; (f) by subjecting the pupil to any other detriment. The following characteristics are protected characteristics— · age; · disability; · gender reassignment; · marriage and civil partnership; · pregnancy and maternity; · race; · religion or belief; · sex; · sexual orientation.

#### 4 The content of the RSHE curriculum, including reference to statutory requirements.

The RSHE curriculum is delivered via five one-hour RSHE sessions across the year. Students are taught by the teaching staff during the timetabled lesson time. Aspects of RSHE may also be covered during tutor time PSHE sessions, drop-down days, assemblies, and other areas of the curriculum, for example science. All content will be delivered in an age-appropriate way.

##### RSHE Dates

- 1) 3/10/22
- 2) 13/12/22
- 3) 19/1/22
- 4) 19/4/22
- 5) 9/6/22

Year 7	Year 8	Year 9
1) Friendships 2) Body image 3) Puberty 4) Privacy/online safety 5) Equality	1) Friendships 2) Peer pressure and bullying 3) Grooming/Exploitation 4) Sexual harassment and assault 5) Human Rights and FGM	1) Friendships 2) Drugs 3) Relationships (including an introduction to sexual relationships) 4) Contraception 5) Equality

Year 10	Year 11
1) Sexual health and STIs 2) Sexual consent 3) Body image 4) Indecent images 5) Relationships	1) Medical screening and health care 2) Body Image 3) Contraception and pregnancy 4) Alcohol

## PSHE Tutor time overview

Term 1	Keeping safe online
Term 2	Keeping safe
Term 3	Life Skills
Term 4	Promoting equality and celebrating diversity
Term 5	Keeping safe/Life skills
Term 6	British citizens

\*The programme varies slightly for sixth form, as they will have an increased focus on Post 18 options and preparation. We build on their previous understanding of statutory key stage 3 and 4 content, including relationships, sex and health education. Sessions are designed with an awareness of students increased levels of maturity. Topics included also consider the feedback provided from sixth form student consultations.

The programme may be amended as and when necessary.

Sessions deliver the content outlined in the DFE's statutory RSE guidance. **See appendices 1 and 2.**

## 5 Right to withdraw

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. They also make Health Education compulsory in all schools except independent schools.

RSE is an important part of a child's education, within a broad and balanced curriculum. However, parents have the right to request that their child be excused from some or all of the sex education delivered as part of statutory RSE lessons. It is important to be aware that being excused may have a detrimental impact on your child. This may include any social and emotional effects of being excluded from the lessons, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher. If parents express a wish to excuse a child from specific sex education sessions, a meeting will be held with the RSE coordinator or a member of the senior leadership team, who will explain, in depth, the full programme and agree which lessons the student can be excused from.

In accordance with the guidance the school will respect the parents' request to excuse the child, **up to three terms before the child turns 16**. After that point, if the child wishes to receive this education rather than be excused, the school will make arrangements to provide access to the education. It is important to note **that there is no right to be excused**

from Relationships Education or Health Education in the overall curriculum. We aim at all times to work closely with our parents and ensure that children receive education that will support their personal development and future wellbeing

## 6 Reviewing the RSHE programme

Feedback from staff, students and parents will be sought throughout and used to adapt the programme where appropriate. The policy will be reviewed in line with any governmental and statutory recommendations made by the Department of Education. If parents have queries regarding any aspects of the RSHE programme they should email [info@hammersmithacademy.org](mailto:info@hammersmithacademy.org) FAO (for the attention of) Assistant Headteacher-Personal Development.

## 7 Safe and effective delivery RSHE

A safe, supportive and respectful learning environment is created by establishing clear ground rules. These rules will be explained and shared with all students before they commence RSHE sessions. Staff will receive RSHE training, with the RSE lead receiving further training. Teachers are aware that effective PSHE/RSE can lead to a disclosure of a child protection issues. All staff will be trained in how deal with disclosures and understand that in these cases they must refer to the safeguarding and child protection policy. There will always be signposting for further support for students at the end of sessions.

## Appendix 1 – Statutory, relationships, sex and health education content

By the end of secondary school pupils should know:

### Families

- 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**

- 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.

### **Online and media**

- 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**

- 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).

### **Intimate and sexual relationships, including sexual health**

- 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 and menopause.
- 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.
- 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.

### **The Law**

Pupils should be made aware of the relevant legal provisions when relevant topics are being taught, including for example:

- marriage
- consent, including the age of consent
- violence against women and girls



- online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, etc.)
- pornography
- abortion
- sexuality
- gender identity
- substance misuse
- violence and exploitation by gangs
- extremism/radicalisation
- criminal exploitation (for example, through gang involvement or 'county lines' drugs operations)
- hate crime
- female genital mutilation (FGM)

### **Mental wellbeing**

- 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.
- 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**

- 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.
- 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**

- 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, including cancer and cardio-vascular ill-health.
- about the science relating to blood, organ and stem cell donation.

### **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**

- 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.
- 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 harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.

### **Health and prevention**

- 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.
- (late secondary) 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**

- basic treatment for common injuries.
- life-saving skills, including how to administer CPR.15
- the purpose of defibrillators and when one might be needed.

### **Changing adolescent body**

- 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.



Appendix 2 – Department for Education- Relationships, Education, Relationships and Sex Education (RSE) and Health Education statutory guidance

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1090195/Relationships\\_Education\\_RSE\\_and\\_Health\\_Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1090195/Relationships_Education_RSE_and_Health_Education.pdf)