



THE ARNEWOOD SCHOOL

11 – 19 Academy

ARN/0045

Relationships, Sex Education, and Health Education Policy

POLICIES AND PROCEDURES PROFORMA

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Persons/Committees etc. consulted whilst document in draft:	SLT
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By whom agreed:	The Arnewood School Governing Body The Eaglewood School Governing Body
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Amendments Summary:

Amend. No.	Issued	Page	Subject
1	Nov 2023		Full policy review

1.0 Scope

1.1 In accordance with DfE guidance this policy: -

- defines relationships and sex education
- sets out the subject content, how it is taught, and who is responsible for teaching it
- describes how the subject is monitored and evaluated
- includes information about a parent's right to request that their child be excused from sex education within RSE only
- confirms the date by which the policy will be reviewed.

1.2 This policy outlines the schools' approach to teaching RSE. It should be read in conjunction with school policies on safeguarding and child protection, equality and anti-bullying.

2.0 Relationships and Sex education (RSE)

2.1 RSE as just one part of a lifelong process of learning about relationships, emotions, sex, sexuality and sexual health. It involves acquiring information, for example, understanding how law applies to sexual relationships and furthermore, developing skills and forming positive beliefs, values and attitudes. Children and young people are growing up in an increasingly complex world, to give one example, living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way. RSE is given to all students in such a manner as to encourage them to have due regard to more considerations and the value of family life.

2.2 The Gryphon trust must provide RSE **and** Health Education to all students as per section 34 and 35 of the Children and Social work act 2017. Similarly, it must be delivered in line with DfE guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996. It recognises that parents and carers are the prime educators for children on many of these matters, however our aim is to complement and reinforce this role. It involves teaching children about sexuality, sexual health, relationships, consent, human rights and individual rights and responsibilities in relation to health. RSE **must not** promote early sexual activity or any particular sexual orientation.

2.3 RSE is facilitated in a manner that embraces the challenges of creating a happy and successful adult life, enabling our young people to make informed decisions about their well-being, health and relationships and to build their self-efficacy.

2.4 Our teaching of RSE will enable students to know what all healthy relationships look like, including those that are LGBTQ+. Students are explicitly taught what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. We aim to teach what is acceptable and unacceptable behaviour in relationships, to help students 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. This content is delivered in a factual and age-appropriate way.

2.5 RSE is inclusive and accessible for all students. It upholds the protected characteristics of the Equality Act 2010 which are:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex, and
- sexual orientation.

2.6 Approved outside agencies, with specialist knowledge may be utilised to assist in the delivery of current information as part of this programme. The providers have included Yellow Door, St. Giles Trust and the school's nursing team.

3.0 Curriculum – Content and Teaching

3.1 RSE does not encourage early sexual experimentation. It aims to teach young people to understand human sexuality and to respect themselves and others. It should enable young people to mature, build their confidence and self-esteem. The RSE curriculum is developed to support students in becoming resilient, reflective and outward-looking individuals. The curriculum supports our students in developing safe, fulfilling and healthy sexual and non-sexual relationships, at the appropriate time. We aim to impart knowledge about safer sex and sexual health to ensure that our students are equipped to make safe, informed and healthy choices as they progress through adult life.

3.2 The PSHE/RSE curriculum is taught in a non-judgemental, factual way. It allows scope for students to ask questions in a safe environment, with teachers equipped to respond or find answers sensitively. The curriculum is sequential so that students are able to build on their knowledge and skills in an age-appropriate way.

Please see Appendix 1 for the mapping of Curriculum Content.

3.3 FGM (Female Genital Mutilation)

Part of the statutory requirements for PSHE includes the teaching of FGM to secondary school pupils. Guidance states that schools should address the physical and emotional damage caused by FGM. Students should also know where they can find support and that it is a criminal offence to perform or assist in the performance of FGM. Furthermore, students should know that it is an offence to fail to protect a person for whom they are/ will be responsible for from FGM. The Trust ensures that FGM is taught in a sensitive and safe environment. Students are equipped with the knowledge of where to find trusted adults and how they can report their concerns or problems. Student knowledge of FGM is not only an important part of their PSHE curriculum but also a critical element in their safeguarding.

- 3.4** Where visiting speakers are invited to support delivery of certain aspects of the RSE curriculum, they will be subject to the school's usual procedures for vetting visiting speakers. In addition, the member of staff responsible for the talk will brief them in advance regarding the school's safeguarding procedures including the duty of all visitors to report safeguarding concerns through the correct channels.
- 3.5** We will ensure a safe learning environment by requiring that appropriate ground rules are established for each session and clearly understood by all those that take part. These may vary depending on the age of the students but are likely to include: A general expectation of confidentiality and/or a gentle reminder to not share sensitive information that they are not comfortable with their peers. Staffing will be timetabled to help ensure that students have a trusted adult and a place of consistency and support. Specific attention will be given to safeguarding children – see separate policy for detailed guidance.
- 3.6** We make reasonable adjustments to alleviate disadvantage and implement the SEND Code of Practice when planning for the provision of RSE and other subjects. All lessons are provided with appropriate guidance in how to adapt learning to support those with SEND. The School will refer to the SEND code of practice, where appropriate, and will also be aware that some students are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND.
- 3.7** In teaching RSE, we will ensure that the needs of all students, including those who are LGBTQ+ are appropriately met and that all students understand the importance of equality and respect. LGBTQ+ content has been specifically interwoven throughout the PSHE/RSE curriculum, it does not stand alone as a topic. All teaching will be sensitive and age appropriate, in both approach and content/time, space and support is offered to students exploring their personal identity and sexuality. For example, The Arnewood School has a safe place for LGBTQ+ students, there is a Wednesday drop-in session where designated members of staff are available to provide support. Eaglewood school students are also invited to attend.
- 3.8** Further guidance is available from Miss K. Gain, Head of PSHE at Arnewood School and Mrs C. Whitlock, Head of PSHE and Assistant Headteacher of Personal Development at Eaglewood School. The government website for RSE also provides clear insight. It can be found at: -

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/introduction-to-requirements>

4.0 Monitoring and Evaluation

- 4.1** The RSE curriculum and its delivery is monitored by the Heads of PSHE and senior line managers in line with the Teaching and Learning Policy. Staff and students are surveyed in order to evaluate the effectiveness of the delivery and impact of PSHE lessons. Lessons are adapted where appropriate, given particular needs of a given cohort. We recognise RSE can be particularly important for those with social, emotional and mental health needs or learning disabilities, and such factors will be taken into consideration when designing and teaching the RSE curriculum. In teaching RSE, we will ensure that the needs of all students are appropriately met and that all students understand the importance of equality and respect. All teaching will be sensitive and age appropriate, in both approach and content.
- 4.2** The Gryphon Trust regularly reviews and evaluates the school curriculum – its intention, implementation and impact. This process assures that we comply with the Equality Act 2010. The Gryphon Trust aims to ensure no unlawfully discrimination against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics) is permitted/We will also be conscious of issues such as everyday sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled.

5.0 Parent's/Carer's Rights

- 5.1** We recognise that parents and/or carers play a key role in teaching their children about relationships and sex. Our schools aim to work with parents and carers to support them in preparing their children for happy and fulfilled relationships in adult life.
- 5.2** Parents and carers have a right to request to withdraw their child from sex education delivered as part of RSE in secondary schools which, unless there are exceptional circumstances, we shall grant up to three terms before their child turns 16. At this point, if the child themselves wishes to receive sex education rather than be withdrawn, the school will plan for this to happen in one of the three terms before the child turns 16 - the legal age of sexual consent. Requests for withdrawals should be put in writing using the form found in the Appendix of this policy and addressed to the headteacher. Withdrawals will be considered on a case-by-case basis and in consultation with professionals. A copy of withdrawal requests will be placed in the student's educational record.
- 5.3** There is no right to withdraw from relationships education or health education at secondary school as the government maintains the contents of these subjects – such as family, respectful relationships (including friendships), safety (including online safety) – are important for all children to be taught.

6.0 Policy Review

The policy will be reviewed in accordance with the schedule published on the front page of this document.

Appendix 1 - Mapping of Curriculum Content

The principal aim of the RSE curriculum is to teach children about sexual health, relationships, consent, sexuality, human rights and individual rights and responsibilities in relation to health.

Relationships and sex education is delivered to all students in such a manner as to encourage them to have due regard for moral considerations and the value of family. RSE is underpinned by a wider, deliberate cultivation and practice of resilience and character in the individual.

Through our PSHE programme and our pastoral care we aim to foster the personal, moral, spiritual, social and cultural development of our students, as well as helping to enhance their ability to cope with life and its demands. Our curriculum is designed to celebrate diversity and foster an inclusive school environment. Students learn and understand the value of being outward looking, tolerant and understanding of others. They are aware that this is crucial to keeping each other safe. Students are aware of their duties as citizens and the legal provisions that protect them. Our relationship education demonstrates to students that there are many different types of families and relationships and they are all important to our society.

Year 7

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Health & Wellbeing	Living in the Wider World	Relationships	Living in the Wider World	Relationships	Health & Wellbeing
Topic	Transition and safety <i>Transition to secondary school and personal safety in and outside school, including first aid</i>	Developing skills and aspirations <i>Careers, teamwork and enterprise skills, and raising aspirations</i>	Diversity <i>Diversity, prejudice & bullying</i>	Financial Decision Making <i>Saving, borrowing, budgeting and making financial choices</i>	Building relationships <i>Self-worth, romance and friendships (including online) and relationship boundaries</i>	Health & Puberty <i>Healthy routines, influences on health, puberty, unwanted contact, and FGM</i>
Key Skills	Safety, self-regulation, resilience and self-reflection.	Problem-solving, communication, teamwork, leadership, risk-management and creativity	Overcoming stigma, security, safety, responsiveness, emotional wellbeing and building self-esteem.	Managing risks, borrowing, saving and safe financial choices.	Consent, building self-esteem, self-confidence and personal boundaries.	Consent, making healthy choices, managing risks, resilience and self-regulation.
Pillar	Safe, resilient and reflective	Scholarly, literate and numerate	Outward looking, tolerant and understanding of their place in the world	Scholarly, literate and numerate	Passionate about learning and ambitious with a deep-rooted desire to achieve	Independent, collaborative and creative

Year 8

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Health & Wellbeing	Living in the Wider World	Relationships	Living in the Wider World	Relationships	Health & Wellbeing
Topic	Drugs and Alcohol <i>Alcohol and drug misuse and pressures relating to drug use</i>	Community and Careers <i>Equality of opportunity in careers and life choices, and different types and patterns of work</i>	Discrimination <i>Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia</i>	Digital Literacy <i>Online safety, digital literacy, media reliability, and gambling hooks</i>	Identity and relationships <i>Self-worth, romance and friendships (including online) and relationship boundaries</i>	Emotional Wellbeing <i>Mental health and emotional wellbeing, including body image and coping strategies</i>
Key Skills	Safety, self-regulation, resilience and making healthy choices.	Problem-solving, communication, teamwork, overcoming stigma and responsiveness.	Overcoming stigma, security, safety, responsiveness, emotional wellbeing and building self-esteem.	Managing risks, critical thinking, consent and safe financial choices.	Consent, building self-esteem, self-confidence and personal boundaries.	Consent, making healthy choices, emotional wellbeing resilience, responsiveness and overcoming stigma.
Pillar	Safe, resilient and reflective	Scholarly, literate and numerate	Outward looking, tolerant and understanding of their place in the world	Scholarly, literate and numerate	Passionate about learning and ambitious with a deep-rooted desire to achieve	Independent, collaborative and creative

Year 9

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Health & Wellbeing	Relationships	Relationships	Health & Wellbeing	RS CORE	RS CORE
Topic	<p>Healthy Lifestyle</p> <p><i>Diet, exercise, lifestyle balance and healthy choices</i></p>	<p>Respectful Relationships</p> <p><i>Families and parenting, healthy relationships, conflict resolution, and relationship changes</i></p>	<p>Intimate relationships</p> <p><i>Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography</i></p>	<p>Peer influence, substance use and drugs.</p> <p><i>Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation</i></p>	<p>Problem of suffering</p> <p><i>Pupils consider various theodicies or attempts to explain how evil can be reconciled with belief in God.</i></p>	<p>Holocaust Studies</p> <p><i>Students investigate the historical origins of antisemitism and about levels of prejudice and discrimination that led to the Final Solution.</i></p>
Key Skills	Safety, self-regulation, resilience, making healthy choices and self-confidence.	Overcoming stigma, security, safety, responsiveness, emotional wellbeing, building self-esteem and conflict resolution.	Safety, self-regulation, consent, responsiveness, self-confidence, making healthy choices and risk management.	Managing risks, critical thinking, consent, resilience, making healthy choices, emotional wellbeing and safety.	Critical thinking, questioning, analysis, social understanding, empathy and communication.	Critical thinking, questioning, analysis, social understanding, empathy and communication.
Pillar	Scholarly, literate and numerate	Outward looking, tolerant and understanding of their place in the world	Independent, collaborative and creative	Scholarly, literate and numerate	Passionate about learning and ambitious with a deep-rooted desire to achieve	Safe, resilient and reflective

Year 10

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Health & Wellbeing	Relationships	Relationships	Health & Wellbeing	RS CORE	RS CORE
Topic	Exploring influence <i>The influence and impact of drugs, gangs, role models and the media</i>	Addressing extremism and radicalism <i>Communities, belonging and challenging extremism</i>	Healthy Relationships <i>Relationships and sex expectations, pleasure and challenges, including the impact of the media and pornography</i>	Mental Health <i>Mental health and ill health, stigma, safeguarding health, including during periods of transition or change</i>	Genetics and Cloning <i>Pupils will learn about techniques involved in genetic engineering and cloning to consider the ethical arguments surrounding IVF, saviour children and CRISPR.</i>	Infertility <i>Students will learn about ethical issues surrounding infertility such as artificial insemination and surrogacy.</i>
Key Skills	Managing risks, critical thinking, consent, resilience, making healthy choices, emotional wellbeing and safety.	Overcoming stigma, security, safety, responsiveness, emotional wellbeing, empathy and communication.	Safety, self-regulation, consent, responsiveness, self-confidence, making healthy choices and risk management.	Making healthy choices, emotional wellbeing, resilience, responsiveness and overcoming stigma.	Critical thinking, questioning, analysis, social understanding, empathy and communication.	Critical thinking, questioning, analysis, social understanding, empathy and communication.
Pillar	Scholarly, literate and numerate	Outward looking, tolerant and understanding of their place in the world	Independent, collaborative and creative	Scholarly, literate and numerate	Passionate about learning and ambitious with a deep-rooted desire to achieve	Safe, resilient and reflective

Year 11

	Autumn 1	Autumn 2	Spring 1	Spring 2
Theme	Health & Wellbeing	Relationships	Health & Wellbeing	Relationships
Topic	Building for future	Families	Independence	Communication in Relationships
	<i>Self-efficacy, stress management, and future opportunities</i>	<i>Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships</i>	<i>Responsible health choices, and safety in independent contexts</i>	<i>Mental health and ill health, stigma, safeguarding health, including during periods of transition or change</i>
Key Skills	Managing risks, critical thinking, resilience, making healthy choices, emotional wellbeing and personal safety.	Overcoming stigma, security, safety, responsiveness, emotional wellbeing	Safety, self-regulation, responsiveness, self-confidence, making healthy choices and risk management.	Making healthy choices, emotional wellbeing, resilience, responsiveness, overcoming stigma and effective communication.
Pillar	Scholarly, literate and numerate	Outward looking, tolerant and understanding of their place in the world	Independent, collaborative and creative	Scholarly, literate and numerate

PSHE/ RSE is part of the syllabuses for GCSE Science, Religious Education and IT. Instruction facilitates the exploration of issues relating to online safety, sexuality, sexual health, emotional relations, rights and responsibilities in relation to health advice, sexually transmitted infection and birth control. RSE in Science deals with physiological aspects of reproduction, including reference to pregnancy and hormones, the menstrual cycle, fertility drugs, chemical contraception and sexually transmitted infections. The eSafety curriculum in IT focuses on digital footprint, personal information and online grooming. In years 12-13, SRE receives further coverage in Life Skills coordinated by the Heads of Sixth Form.