



South East Cornwall Multi Academy Regional Trust

Relationships & Health Education Policy

Saltash Community School

Date	Changes

Adopted Date: 23rd October 2024

Review Date: 1st October 2026

Status: Approved

Contents

Rationale and ethos	3
Relationships and Sex Education	3
Physical health and mental wellbeing	3
Legislation	4
Curriculum design	4
Learning Outcomes for Key Stage 3	5
Learning Outcomes for Key Stage 4	5
Safeguarding	6
Healthy Lifestyles	6
Risk	6
Relationships	6
Diversity	6
Our RSE programme	6
Lessons	6
Expectations	7
Delivery	7
Engaging stakeholders	7
Monitoring, reporting and evaluation	8
RHSE Policy review date	8

Rationale and ethos

The Health education and Relationships and sex education aspects of PSHE education will be compulsory in all secondary schools from September 2020. We want all children within our school to grow up healthy, happy, safe and able to manage the challenges and opportunities of modern Britain. This covers broad areas of particular relevance and concern to children and young people today. It should ensure that every pupil is guaranteed a PSHE education that covers mental health and wellbeing; physical health (including healthy lifestyles and first aid); learning about safe, healthy relationships and sex (including understanding consent, negotiating life online, intimate relationships). These subjects are designed to equip children with knowledge to make informed decisions about their wellbeing, health and relationships as well as preparing them for a successful adult life. As a school we wholly believe that a well taught RSHE programme is a crucial and integral part of our students' Curriculum and development, which links into our school TEAM ethos and our belief in ensuring that our students are prepared for the 21st century with the skills and information they need to thrive as young people.

This policy was produced by Head of PSHE Emma Gue through consultation with governors, senior leaders and parents as we feel that the partnership of home and school is vital in ensuring that students know how to keep themselves safe, complementing each other in their approaches.

Relationships and Sex Education

It is lifelong learning about physical, moral and emotional development. It is about understanding the importance of family life; stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health. It is not about the promotion of sexual activity but, as part of our policy on inclusion, we teach all students to respect each other and we do our very best to ensure that homophobic attitudes and bullying, which are deemed unacceptable, do not go unchallenged. This will help pupils understand the positive effects that good relationships have on their mental wellbeing, identified when relationships are not right and understand how such situations can be managed.

By the end of secondary school, pupils will have been taught content on families, respectful relationships including friendships, online media, being safe and intimate and sexual relationships including sexual health.

Physical health and mental wellbeing

The aim of teaching pupils about physical health and mental wellbeing is to give students the information that they need to make good decisions about their own health and wellbeing. It is important as a school that we promote pupils' self-control and ability to self-regulate, and strategies for doing so. This will enable them to become confident in our students' ability to achieve well and persevere even when they encounter setbacks and to teach them how to respond calmly and rationally to setbacks and challenges. Although

as a school the majority of the content will be covered through discrete Personal Development delivered by specialist teachers. However, the aim is for it to be part of an integrated whole school approach to the teaching and promotion of health and wellbeing has a potential positive impact on behaviour and attainment.

By the end of secondary school pupils will have been taught content on mental wellbeing, internet safety and harms, physical health and fitness, healthy eating, drugs, alcohol and tobacco, health and prevention, basic first aid and changing adolescent body.

Legislation

Revised department for Education statutory guidance states that from September 2020, all schools must deliver relationships and sex education which we will deliver through PSHE and the wider curriculum. If for whatever reason you do not wish your child to take part in sex education lessons you have the right to withdraw by sending this request to the Head Teacher who will discuss this request with parents and in all but exceptional circumstances, up until three school terms before your child turns 16 the Head Teacher will grant this. All students will be taught the Health Education and the relationship education elements of Relationships and Sex Education as it is important that all pupils receive this content, covering topics such as friendships and how to stay safe. If you do not want your child to take part in some or all of the Sex Education lessons delivered, you can ask that they are withdrawn. The science curriculum also includes content on human development and will cover many elements of the curriculum, including reproduction, which there is no right to withdraw from.

Curriculum design

Our RSE programme is an integral part of our whole school PSHE education provision and will cover:

- factual knowledge about the physical aspects of human reproduction and sexual behaviour in a sensitive, non-sensational manner;
- the concepts of, and laws relating to, sexual consent, sexual exploitations, 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;
- information about HIV / AIDS and other sexually transmitted infections;
- encouragement to take personal responsibility and to be aware of the consequences of their actions, especially in relation to contraception and safe sex;
- that all aspects of health can be affected by choices they make in sex and relationships positively or negatively;

- arguments for delaying sexual activity and how to resist unwanted pressure;
- an awareness of differing moral, cultural and religious values;
- an awareness of the differing views and attitudes on abortion;
- an understanding of the range of attitudes, values, beliefs and behaviours in society. Promotion of tolerance towards those who are different or with whom we disagree;
- the meaning of 'love';
- the importance of loving and caring relationships, whilst recognising that students in our care are from a variety of home backgrounds, thus some may have limited experience of such relationships;
- strategies on forming healthy, safe & respectful relationships;
- preparation for the problems associated with puberty and adolescence;
- preparation for their future role as adults and potential parents; the nature of marriage and the value of a secure home environment for bringing up children;
- how to deal with a breakdown in relationships and the effects of loss and bereavement;
- online and the media including what pornography is & the law relating to it, challenging fantasy v reality, its impact on relationships and self-esteem, body image, sexual decision-making, etc.
- how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.

Learning Outcomes for Key Stage 3

By the end of key stage 3, students will be tolerant of the diversity of personal, social and sexual preference in relationships and will have considered the importance of respecting difference in relation to gender and sexuality and the unacceptability of prejudice and homophobic bullying. All students will have an understanding of the nature of relationships and what 'love' means. They will be able to explain the main forms of contraception and have some knowledge of the reliability of each.

Learning Outcomes for Key Stage 4

By the end of key stage 4, students will have considered their developing sexual identity and feel confident and comfortable with it. They will also have considered the issues surrounding pregnancy, including abortion, and the importance of bringing up children within a stable and loving relationship. All students will have had the opportunity to discuss the prevalence & influence of pornography in society today, where so much can be accessed instantly & with relative ease on mobile devices.

Safeguarding

Healthy Lifestyles

Students learn about the need to make informed decisions about behaviours and consider the short- and long-term consequences of their actions on themselves and others.

Risk

Risk is an important part of everyday life. The ability to recognise, assess and manage risk is essential to physical safety and emotional well-being. The concept of risk is closely linked with that of healthy lifestyles

Relationships

The ability to develop relationships with a wide range of people is essential to being healthy, staying safe, enjoying and achieving, being able to make a positive contribution and to achieving economic well-being. The concept of relationships links with all the other concepts and is a constant theme through all of personal well-being.

Diversity

Learning to empathise with others helps students accommodate difference in their lives and accept their responsibility to challenge prejudice and discrimination.

Our RSE programme

Our RSE programme is inclusive and is accessible for all students, this is particularly important as a fully inclusive school when planning teaching for pupils with special educational needs. Monitoring and the use of the most up to date varied resources and high quality differentiated inclusive teaching will ensure that the curriculum is accessible for all and personalised to meet individual student need regardless of their starting point. Lessons are planned to ensure that pupils of differing abilities, including the most able, are suitably challenged by task, responsibility and outcomes. Under the provisions of the Equality Act, schools must not discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment or sexual orientation. As a school we will make adjustments to alleviate disadvantage and ensure that the Curriculum and delivery is inclusive and supportive for all, regardless of their background.

Lessons

RSE lessons will be taught in designated teaching rooms and by a small team of specialised staff members all using the same planned and varied resources. Selected resources, such as textbooks, research pieces, appropriate worksheets, online resources and film clips, will be used which support and promote understanding within the content of our school values and preparing our students for an ever changing world. Using a well-planned spiral Curriculum, including a range of teaching methods and interactive opportunities, students will be given the chance to express their opinions and views, as well as the opportunity to hear and empathise with guest speakers who either talk from previous experience or with

specific expertise. Teaching materials are selected from a wide range of recommended resources from the PSHE association and other relevant sources.

Expectations

We have the same high expectation of the quality of pupils' work in PSHE as within other school subjects and our spiral curriculum will build on the knowledge pupils have previously acquired, with regular feedback on pupil progress. Whilst there is no formal examined assessments, in order to ensure that the provision is of the highest quality assessment in RSE will take the same approach as all other PSHE topics capturing progress by self-evaluation. Students will complete a knowledge audit at the start of each topic area and will complete one at the end, along with ongoing teacher assessment by questioning, peer assessment and the use of ongoing plenaries.

Delivery

RSE is delivered in a relaxed, secure environment where students feel confident to ask questions and discuss issues freely. Students learn to work in groups, discuss sensitive issues and develop respect for each other's opinions, values and beliefs, differences and diversity. The programme complements the important role played by parents/carers but recognises that some parents do not feel able to discuss such matters with their children.

The Heads of PSHE, RE and Science are responsible for ensuring that the provision, delivery and necessary revisions of the programme of SRE are in accordance with the agreed policy.

It is recognised that those involved with the delivery of SRE should be willing and confident to do so. Where appropriate, experienced and qualified representatives from other agencies are invited into school to deliver aspects of the programme. When that is the case, teachers will remain in lessons and will work with the visitor on planned content, style and suitable approaches. Staff involved in the delivery of the programme will receive training appropriate to their needs, as the opportunity arises.

Engaging stakeholders

This is an incredibly important part of this process as there are many stakeholders including teachers, students, parents and external providers involved in the delivery of effective RSE, in order to ensure that our students can make effective choices for themselves. Parents will be informed about the policy through letters that will be sent home at the start of each year, along with other whole school information outlining the provision and signposting of the school policy and other relevant documentation on our website, in addition further reminders will be sent out year group specific prior to the delivery of any RSE topic. Initially to outline the changes we will invite parents as part of the working consultation party to feedback on both the policy and the programme. We work closely with parents and carers to ensure that they are fully aware of what is being taught and we will provide additional resources and appropriate links to ensure that there is a joined up approach between the education they receive at home and what they receive in school. As part of our whole school approach to RSE, parent information sessions and opportunities for parents to view the materials and resources used will be available at each parent surgery for each year group.

Monitoring, reporting and evaluation

Teachers will critically reflect on their work in delivering RSE through attending appropriate training, researching and using updated resources, using the planned schemes of work and session plans and ensuring they meet the needs of their classes, ensuring that their classrooms are safe spaces that allow students to exercise our core values of Tenacity, Empathy, Aspiration and Motivation. Pupils will have opportunities to review and reflect on their learning during lessons by self-evaluation, pair and group work, well managed, inclusive and effective questioning. Pupil voice will be influential in adapting and amending planned learning activities and inclusion of learning topics within the curriculum, using their feedback to inform future planning.

RHE Policy review date

The policy will be reviewed on October 1st 2025.

It will be reviewed by PSHE lead, governors and senior teachers to ensure that it continues to meet the needs of pupils, staff and parents and that it is in line with current Department of Education advice and guidance.