



Policy/Author: RHSE
L Goldie

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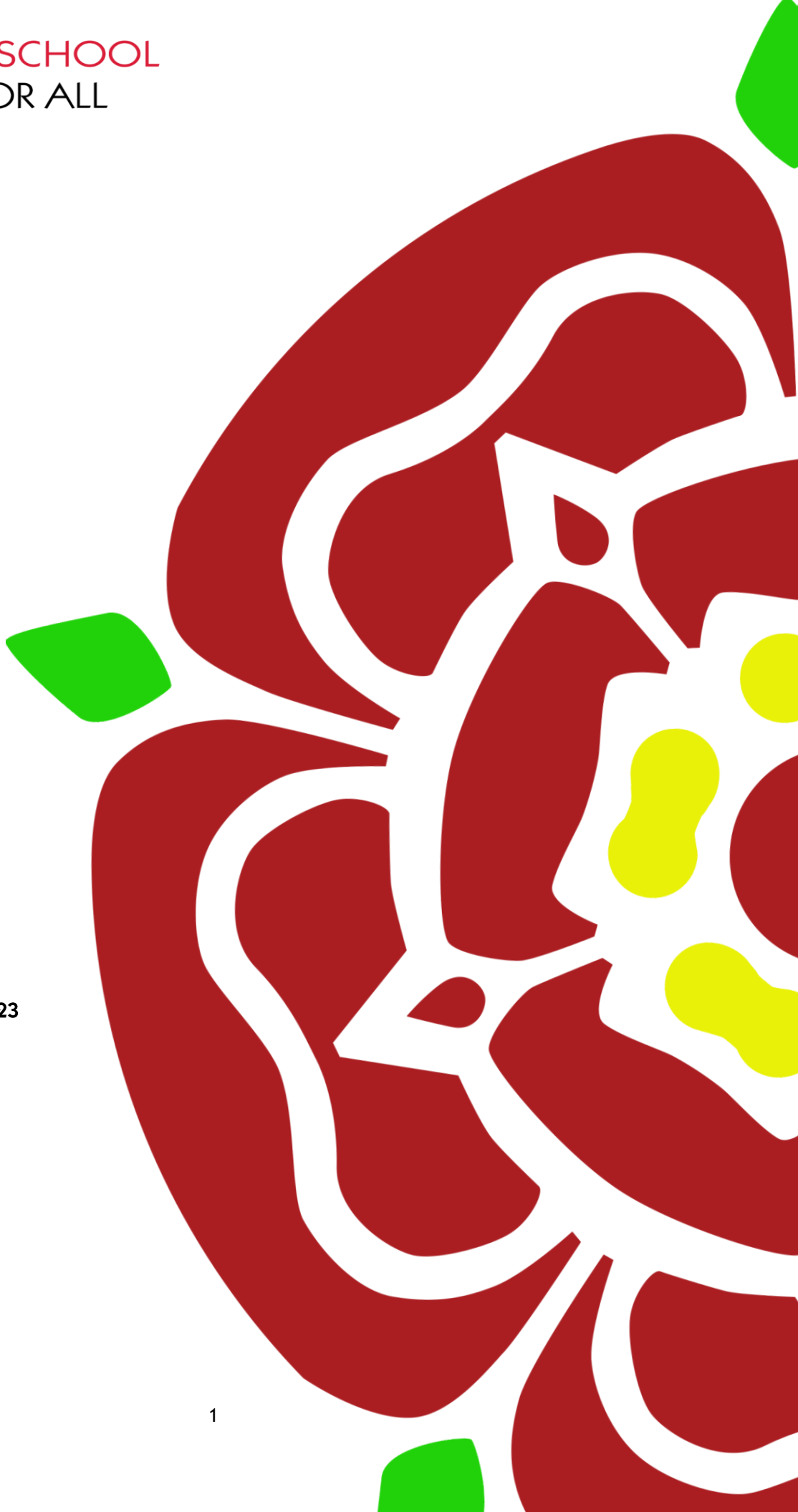
Date: June 2023

Review Date: May 2025

Principal

Ratified by Trust on: June 2023

Chair of Trustees





| Current version | Previous version | Summary of changes made |
|-----------------|------------------|--|
| 2 | | RSHE policy is a new policy as previous Sex Ed and Drug Ed policies no longer sufficient under law. Based off Government and PSHEE Association Guidance and examples used in other local schools incl ESSA and Nationally. Tailored to Smithills delivery. |
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This policy is in conjunction with The Relationships Education, Relationships and Sex Education, and Health Education (England) Regulations 2019 which are made under sections 34 and 35 of the Children and Social Work Act 2017. The new subjects of Relationships Education and RSE must be taught in all maintained schools, academies and independent schools. To give effect to the duty in section 34 of the 2017 Act and the power in section 35 of that Act, the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 amend existing provisions in the Education Act 1996 and the Education Act 2002 and insert new provisions into the education of young people. The new provisions include a requirement for the Secretary of State to publish guidance on Relationships Education, RSE, and Health Education; require schools to have regard to that guidance; require schools to make a statement of policy on their provision of Relationships Education and RSE; and set out the circumstances in which a student is to be excused from RSE.

Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. At Smithills children will be educated to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.

Relationships and Health Education is now compulsory in both primary and secondary schools. Our guiding principles at Smithills are that all of the compulsory subject content must be age appropriate and developmentally appropriate.

It will be taught sensitively and inclusively, with respect to the backgrounds and beliefs of students and parents, while always with the aim of providing students with the knowledge they need of the law.

We are clear that parents and carers are the prime educators for children on many of these matters. Smithills complements and reinforces this role and have made it clear that Smithills see building on what students may learn at home and access through wider reading as an important part of delivering a good education.

All Religious Education teachers teach aspects of Relationships, Sex and Health Education and in Personal Development curriculum time, which can be viewed on the curriculum map and some elements are covered within the Science Curriculum with some topics being reviewed and recapped at other times as part of wider discussions where appropriately linked in subjects such as GCSE RE, PE and Computing such as drug use in sport, fertilisation and careful use of the internet. All Form Tutors teach aspects of financial education within Session Zero, for which they have received appropriate training and support.



Government guidance

This policy runs alongside the statutory guidance from the Department of Education issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996. The new government guidance, which was implemented at Smithills as part of the Early Adopter scheme and will replace the Sex and Relationship

Education guidance (2000), and will be reviewed every three years from 2020.

The guidance should be read in conjunction with:

- Keeping Children Safe in Education (statutory guidance)
- Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline)
- Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between students)
- Equality Act 2010 and EFAT's Safeguarding Policy
- SEND code of practice: 0 to 25 years (statutory guidance)
- Alternative Provision (statutory guidance)
- Mental Health and Behaviour in Schools (advice for schools)
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)
- Sexual violence and sexual harassment between children in schools (advice for schools)
- The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)
- Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on
- Promoting basic important British values as part of students' spiritual, moral, social and cultural) (SMSC education)



At Smithills our delivery of a topics is split between PSHE in Session Zero. Whilst covering RSHE within PD (Personal Development) and statutory Science content.

- The teaching about mental and physical wellbeing is central to these subjects, especially as a priority for parents is their children's happiness. Young people are increasingly experiencing challenges and are at particular risk of feeling lonely as such, both the Session 0 and PD curriculums helps to foster student wellbeing and develop resilience and character that are fundamental to students being happy, successful, and productive members of society. The Session 0 and PD curriculum also includes curriculum content on financial education and careers.
- In teaching RSHE, Smithills ensure that the needs of all students are appropriately met, and that all students understand the importance of equality and respect. Schools must ensure that they comply with the relevant provisions of the Equality Act 2010, (please see The Equality Act 2010 and schools: departmental advice), under which sexual orientation and gender reassignment are amongst the protected characteristics. The curriculum at Smithills considers when it is appropriate to teach the students about LGBTQ and same-sex relationships and ensures that this content is fully integrated into programmes of study, which is planned by the RSHE Lead teacher (Mrs Louise Goldie). Sexual orientation and gender identity will be explored in the Relationships aspect of the curriculum at a timely point and in a clear, sensitive, and respectful manner. This will be integrated appropriately into the RSHE programme, rather than addressed separately.
- At Smithills there will be an emphasis on how students can take steps to protect and support their own health and wellbeing. Students should know there is a relationship between good physical health and good physical and mental wellbeing and that this can also influence their ability to learn.
- The Smithills curriculum will cover self-care, the benefits of physical activity and time spent outdoors. This will be linked to information on the benefits of sufficient sleep, good nutrition and strategies for building resilience. The focus of the Session 0 curriculum is to establish mental health wellbeing, and this is further supported by the RSHE lessons.
- In teaching Sex Education, students will be taught the facts and the law about sex, sexuality, and sexual health in an age-appropriate and inclusive way. This is covered both in RSHE and in Science as appropriate to the curriculum requirements.
- Grooming, sexual exploitation and domestic abuse, including coercive and controlling behaviour, will also be addressed sensitively and clearly. Smithills address the physical and emotional damage caused by female genital mutilation (FGM). Students will also be taught where to find support and that it is a criminal offence to perform or assist in the performance of FGM or fail to protect a person for whom you are responsible from FGM.



- As well as addressing this in the context of the law in these areas, students may also need support to recognise when relationships (including family relationships) are unhealthy or abusive (including the unacceptability of neglect, emotional, sexual and physical abuse and violence, including honour-based violence and forced marriage) and strategies to manage this or access support for themselves or others at risk, lessons, when age appropriate will cover these strategies.
- Smithills delivery of RSHE will be mindful that for students who are or have experienced unhealthy or unsafe relationships at home or socially, that school may have a particularly important role in being a place of consistency and safety, where students can easily speak to trusted adults, report problems and find support. As lessons are always challenging to deliver, they always commence with our KIND rules reminding pupils to speak out if help and support is needed including a space to leave the room, when a particularly challenging subject is due to be tackled teachers warn pupils in advance of the next lesson so pupils can approach if needed. Staff would then follow the appropriate safeguarding procedures or deal with any concerns.
- The onset of menstruation can be confusing or even alarming for girls if they are not prepared. Students will be taught key facts about the menstrual cycle, including what is an average period, the range of menstrual products and the implications for emotional and physical health. In addition to curriculum content, we teach this at the start of year 7 and it is further covered in the science curriculum. Students also have access to menstrual products.
- We will also incorporate internet safety into the curriculum starting in Year 7. Students will be taught the rules and principles for keeping safe online. This will include how to recognise risks, harmful content and contact, and how and to whom to report issues. Students will have a strong understanding of how data is generated, collected, shared and used online: for example, how personal data is captured on social media; or understanding the way that businesses may exploit the data available to them. This is delivered in Session Zero, IT and RSHE in different manners to ensure depth and breadth of complexity on this complex issue.
- Some students are also exposed to harmful behaviours online and via other forms of media, which may normalise violent sexual behaviours. A focus on healthy relationships and broader relationships education can help young people understand acceptable behaviours in relationships from year 8 onwards.

Effective RSHE does not encourage early sexual experimentation. At Smithills we teach young people to understand sexuality, equality and to respect themselves and others. It enables young people to mature, build their confidence and self-esteem and understand the reasons for delaying sexual activity.



SMITHILLS SCHOOL

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Knowledge about safer sex and sexual health remains important, to ensure that young people are equipped to make safe, informed and healthy choices as they progress through adult life. This will be delivered in a non-judgemental, factual way and will allow scope for young people to ask questions in a safe environment.

There continues to be no right of withdrawal from any part of the national curriculum connected to Relationships and Health Education which, creates an opportunity to enable students to be taught about positive emotional, physical and mental wellbeing, including how friendships and good relationships can support mental wellbeing.

However, the right to withdraw from lessons connected to specific to Sex Education continues to exist. A parent may request withdrawal from lessons that are not covered by the science curriculum. If you are considering the right to withdraw, please contact Mrs Goldie for a meeting.

The content of the curriculum is available to parents via the website and is timetabled for students as both Session 0 and PD (Personal Development) Smithills continues to be open to discussions about the content of the curriculum with parents please get in touch with Mrs Goldie if you have any questions about the Session 0 or PD curriculum.