RSHE POLICY
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City Learning Trust
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Summary	The aims of relationships and sex education (RSE) at our Academy are to: • Provide a framework in which sensitive discussions can take place • Prepare pupils/students for puberty, and give them an understanding of sexual development and the importance of health and hygiene • Help pupils/students develop feelings of self-respect, confidence and empathy • Create a positive culture around issues of sexuality and relationships • Teach pupils/students the correct vocabulary to describe themselves and their bodies		
Associated Documents	Child Protection and Safeguarding Policy Behaviour Policy (Incl. Anti-Bullying) SEND Policy	Positive Mental Health Policy E-Safety & Information Communication Technology Policy Equality & Diversity Policy	
Target Audience	Pupils/Students, Parent/Carers, Staff members		
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United by our values, we place children and young people first in everything we do

VERSION CONTROL

Version No:	Type of change	Date	Revisions from previous version
0.1	New Document	Sept 2021	New Policy
0.2	Bi-annual Review	Sept 2023	Date and version control updated. Document owner changed Policy title - RSHE Section 2.a.vi, vii & viii - added Section 3.a.ii - date updated Section 3.c.i, ii, iii, iv, v & vi - added Section 4.a.iii & iv - updated Section 4.a.vi - added Section 8.2.a - updated Section 8.3.a - updated Section 8.3.b, c & d - added Section 11.c - updated All references to be parents/carers and pupils/students

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1. STATUS

a. Statutory

2. AIMS

a. The aims of RSHE at our Academies is to:
   i. Provide a framework in which sensitive discussions can take place
   ii. Prepare pupils/students for puberty, and give them an understanding of sexual development and the importance of health and hygiene
   iii. Help pupils/students develop feelings of self-respect, confidence and empathy
   iv. Create a positive culture around issues of sexuality and relationships
   v. Teach pupils/students the correct vocabulary to describe themselves and their bodies
   vi. To give pupils/students the knowledge they need to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy
   vii. Equipping pupils/students with the knowledge they need to make good decisions about their own health and wellbeing
   viii. To deliver a high-quality, age-appropriate and evidence-based relationships, sex and health curriculum for all our pupils/students.

3. STATUTORY REQUIREMENTS

a. At the City Learning Trust Primary Academies, we must:
   i. Provide relationships education to all pupils/students as per section 34 of the Children and Social work act 2017.
   ii. Offer all pupils/students a curriculum that is similar to the National Curriculum including requirements to teach Science which would include the elements of sex education contained in the science curriculum (2013)
   iii. In teaching RSHE, we are required by our funding agreements to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

b. At the City Learning Trust Secondary Academies, we must:
   i. Provide RSHE to all pupils/students as per section 34 of the Children and Social work act 2017.
   ii. In teaching RSHE, we are required by our funding agreements to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

c. The City Learning Trust Academies deliver RSHE as outlined in this policy. Including relevant legislation:
   i. Education Act 2023
   ii. The Relationships Education. Relationships and Sex Education and Health Education (England) Regulations 2019
   iii. Equality Act 2010
   iv. DfE (2019) "Relationships Education, Relationships and Sex Education (RSE) and Health Education"
   v. DfE (2021) "Teaching and relationships, sex and health"
   vi. DfE (2022) "Keeping children safe in education 2023" (KCSIE)

4. POLICY DEVELOPMENT

a. This policy has been developed in consultation with staff, pupils/students and Parent/Carers. The consultation and policy development process involved the following steps:
   i. Review – a member of staff pulled together all relevant information including relevant national and local guidance
   ii. Staff consultation – all Academy staff were given the opportunity to look at the policy and make recommendations
   iii. Parent/stakeholder have access to this policy and curriculum via each Academy's website and can ask for a paper copy by contacting each Academy's reception.
   iv. Pupil consultation – each academy regularly completes student voice reviews.
   v. Ratification – once amendments were made, the policy was shared with Governors and ratified

vi. This policy operates in conjunction with the following Trust policies:
- i. Safeguarding and Child Protection Policy
- ii. Behaviour Policy (Incl. Anti-Bullying)
- iii. Positive Mental Health Policy
- iv. E-Safety Policy
- v. SEND policy

5. DEFINITION

a. RSHE is about the emotional, social and cultural development of pupils/students, and involves learning about relationships, healthy lifestyles, diversity and personal identity.

b. Topics such as sexual health are covered in the Secondary Academies only.

c. RSHE involves a combination of sharing information, and exploring issues and values.

d. RSHE is not about the promotion of sexual activity

6. CURRICULUM

a. Our curriculum is set out as per Appendix A but we may need to adapt it as and when necessary.

b. The Academies have developed the curriculum in consultation with Parent/Carers, pupils/students and staff, taking into account the age, needs and feelings of pupils/students. If pupils/students ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

c. Primary sex education will focus on:
- i. Preparing boys and girls for the changes that adolescence brings
- ii. How a baby is conceived and born

7. DELIVERY

a. RSHE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSHE are taught within the science curriculum, and other aspects are included in religious education (RE).

b. Within the Primary Academies relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:
- i. Families and people who care for me
- ii. Caring friendships
- iii. Respectful relationships
- iv. Online relationships
- v. Being safe

c. Within the Secondary Academies relationships RSHE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:
- i. Families
- ii. Respectful relationships, including friendships
- iii. Online and media
- iv. Being safe
- v. Intimate and sexual relationships, including sexual health

d. These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT Parent/Carers, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

8.   ROLES AND RESPONSIBILITIES

8.1   The Local Governing Committee

a. The Local Governing Committee will acknowledge the RSHE policy, and hold the Headteacher/Principal to account for its implementation.

8.2   The Headteacher / Principal

a. The Headteacher/Principal is responsible for:
    i.   The overall implementation of this policy
    ii. Ensuring staff are suitably trained to deliver the subjects
    iii. Ensuring that Parent/Carers are fully informed of this policy
    iv. Reviewing requests from Parent/Carers to withdraw their children from the subjects
    v.   Discussing requests for withdrawal with Parent/Carers
    vi. Organising alternative education for pupils/students, where necessary, that is appropriate and pur-poseful
    vii. Reporting to the governing board on the effectiveness of this policy
    viii.Reviewing this policy on an annual basis

8.3   Staff Members

a. The RSE/ RSHE/PHSE subject leader is responsible for:
    i.   Overseeing the delivery of the subjects
    ii. Ensuring teachers are provided with adequate resources to support teaching of the subjects
    iii. Ensuring the subjects are age-appropriate and high-quality
    iv. Ensuring the school meets its statutory requirements in relation to the relationships and health cur-riculum
    v.   Ensuring the relationships and health curriculum, as well as any optional sex education, is inclusive and accessible for all pupils/students
    vi. Working with other subject leaders to ensure the relationships and health curriculum complements, but does not duplicate, the content covered in the national curriculum
    vii. Monitoring and evaluating the effectiveness of the subjects and providing reports to the headteacher

b. Teaching staff are responsible for:
    i.   Delivering a high-quality and age-appropriate relationships and health curriculum in line with statuto-ry requirements
    ii. Using a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils/students
    iii. Ensuring they do not express personal views or beliefs when delivering the programme
    iv. Modelling positive attitudes to relationships, sex and health
    v.   Responding to any safeguarding concerns in line with the Child Protection and Safeguarding Policy
    vi. Acting in accordance with planning, monitoring and assessment requirements for the subjects
    vii. Liaising with the SENCO to identify and respond to individual needs of pupils/students with SEND
    viii.Working with the RSHE subject leader to evaluate the quality of provision

c. The SENCO is responsible for:
    i.   Advising teaching staff how best to identify and support pupils/students' individual needs
    ii. Advising staff on the use of children's champions in order to meet pupils/students' individual needs

d. Safeguarding: Due to the nature of the matters discussed in PSHE, there may be a higher likelihood for safeguarding concerns to arise or be disclosed by pupils/students. In line with the school's Child Protec-tion and Safeguarding Policy, all staff will be aware of the indicators and risks of a range of safeguarding issues, including child-on-child abuse, and will follow the appropriate procedures should a safeguarding concern be disclosed.

8.4   Pupils/Students

a. Pupils/students are expected to engage fully in RSHE and, when discussing issues related to RSHE, treat others with respect and sensitivity.

9. PARENTS / CARERS RIGHT TO WITHDRAW

a. Within the Primary Academies Parent/Carers do not have the right to withdraw their children from relationships education.

b. Parent/carers have the right to withdraw their children from the non-statutory/non-science components of sex education within RSHE.

c. Requests for withdrawal should be put in writing addressed to the Headteacher / Principal.

d. Alternative work will be given to pupils/students who are withdrawn from the non-statutory components.

e. Within the Secondary Academies, Parent/Carers have the right to withdraw their children from the non-statutory/non-science components of sex education within RSHE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the Academy will arrange this.

f. Requests for withdrawal should be put in writing to the Headteacher / Principal.

10. TRAINING

a. Staff are trained on the delivery of RSHE as part of their induction and it is included in our continuing professional development offer.

b. The Headteacher / Principal will also invite visitors from outside the Academy, such as Academy nurses or other health / wellbeing professionals, to provide support and training to staff teaching RSHE.

11. MONITORING ARRANGEMENTS

a. The delivery of RSHE is monitored by the Headteacher / Principal.

b. Pupils/students' development in RSHE is monitored by class teachers as part of our internal assessment systems.

c. This policy will be reviewed by Mill Hill Principal at least bi-annually. At every review, the policy will be approved by the Trustee Board.

APPENDIX A: PRIMARY CURRICULUM

By the end of Primary Academy, pupils/students should know:

TOPIC	STUDENTS SHOULD KNOW:
Families and people who care about me	a. That families are important for children growing up because they can give love, security and stability b. The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives c. That others' families, either in Academy or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care d. That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up e. That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong f. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friend-ships	a. How important friendships are in making us feel happy and secure, and how people choose and make friends b. The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties c. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded d. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right e. How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed
Respectful rela-tionships	a. The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs b. Practical steps they can take in a range of different contexts to improve or support respectful relationships c. The conventions of courtesy and manners d. The importance of self-respect and how this links to their own happiness e. That in Academy 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 those in positions of authority f. About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help g. What a stereotype is, and how stereotypes can be unfair, negative or destructive h. The importance of permission-seeking and giving in relationships with friends, peers and adults

TOPIC	STUDENTS SHOULD KNOW:
Online relationships	a. That people sometimes behave differently online, including by pretending to be someone they are not b. That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous c. The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them d. How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met e. How information and data is shared and used online
Being safe	a. What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) b. About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe c. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact d. How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know e. How to recognise and report feelings of being unsafe or feeling bad about any adult f. How to ask for advice or help for themselves or others, and to keep trying until they are heard g. How to report concerns or abuse, and the vocabulary and confidence needed to do so h. Where to get advice e.g. family, Academy and/or other sources

APPENDIX B: SECONDARY CURRICULUM

By the end of Secondary Academy, pupils/students should know:

TOPIC	STUDENTS SHOULD KNOW
Families	a. That there are different types of committed, stable relationships b. How these relationships might contribute to human happiness and their importance for bringing up children c. 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 d. Why marriage is an important relationship choice for many couples and why it must be freely entered into e. The characteristics and legal status of other types of long-term relationships f. The roles and responsibilities of parent/Carers with respect to raising of children, including the characteristics of successful parenting g. 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	a. 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 b. Practical steps they can take in a range of different contexts to improve or support respectful relationships c. 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) d. That in Academy 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 e. About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help f. That some types of behaviour within relationships are criminal, including violent behaviour and coercive control g. What constitutes sexual harassment and sexual violence and why these are always unacceptable h. 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	STUDENTS SHOULD KNOW
Online and media	a. Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online b. 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 c. Not to provide material to others that they would not want shared further and not to share personal material which is sent to them d. What to do and where to get support to report material or manage issues online e. The impact of viewing harmful content f. 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 g. That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail h. How information and data is generated, collected, shared and used online
Being safe	a. 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 b. 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	a. 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 b. 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 c. The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women d. That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others e. That they have a choice to delay sex or to enjoy intimacy without sex f. The facts about the full range of contraceptive choices, efficacy and options available g. The facts around pregnancy including miscarriage h. 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) i. 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 j. About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment k. How the use of alcohol and drugs can lead to risky sexual behaviour l. How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment