



# **Archbishop Holgate's School**

**A Church of England Academy**

## **RELATIONSHIPS AND SEX EDUCATION POLICY**

*This policy explains how we deliver Sex and Relationships education, provides a framework for sensitive discussions and help our students to develop*

Approval Date: September 2021

Next Review Date: September 2022

Member of staff responsible: Md – Deputy Head

Governing sub-committee: Curriculum

Archbishop Holgate's School is committed to developing to the full, the potential of each member of the school community, within the context set by its mission, its strategic aims, and its Christian values as a Church of England Academy

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### Vision and Values of Archbishop Holgate's School

As a Church of England school we strive to ensure that all of our young people are cared for, given every opportunity to develop through academic study, to grow personally and spiritually and to live into being those Values we hold dear in our community and in wider society. Our role as a Church school is to help nurture both academic excellence and to help shape young people who can make a significant contribution to the community they serve. Key to this is a clear recognition that all students have individual gifts and talents and with support every young person can flourish.

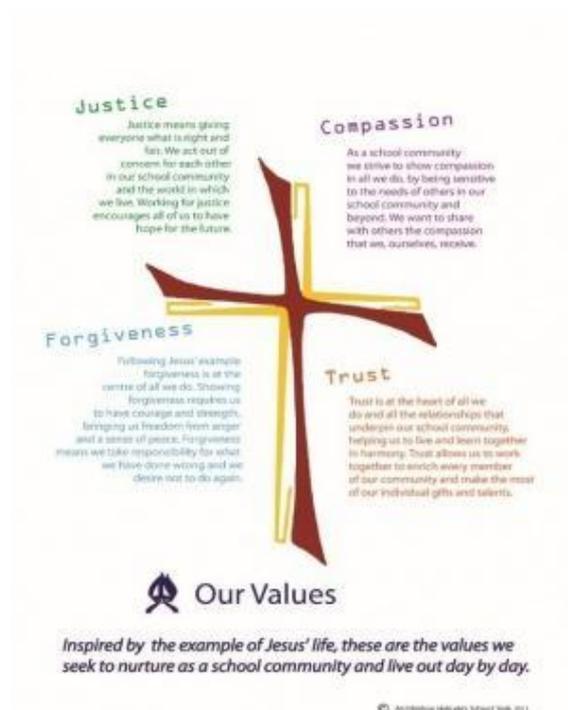
Archbishop Holgate's School is distinctive and effective as a Church of England school because our Christian vision and values are very explicit and drive all areas of school life. Our Vision is one which combines Values, Care and Achievement.

#### **"A threefold cord is not easily broken." Ecclesiastes 4:12**

Through this vision we seek to be a Church of England School which is deeply Christian. As such, the three themes of our vision, Values, Care and Achievement are deliberately expressed in that order, our distinct Christian Values help ensure that every child is cared for as an individual and this in turn will help them to succeed academically.

Our school values of **Justice, Compassion, Forgiveness** and **Trust** have been embedded across our school community and permeate all areas of school life.

This policy is to complement our vision and values and to enable the school to allow all members of Archbishop Holgate's community to live them into being every day.



## 1. Aims

The aims of relationships, sex and health education (RSHE) at our school are to:

- Deliver Relationships, Health and Sex Education in a way that is underpinned by our school values of compassion, forgiveness, justice and trust
- Provide a framework in which sensitive discussions can take place, under the guidance of expert teaching
- Ensure RSHE promotes healthy, meaningful, loving relationships
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships, in line with our school values
- Teach pupils the correct vocabulary to describe themselves and their bodies

## Equality and Social Justice

We believe that RSHE is a key vehicle for promoting equality, inclusion, and social justice. Our RSHE curriculum is designed to promote gender equality through challenging gender stereotypes and sexism and sexual harassment in schools. We take these issues seriously and ensure that we embed content on gender equality throughout the curriculum. We are also committed to an RSHE that makes every pupil feel valued and included and is relevant to them. This means we are committed to an LGBT+ inclusive and SEND

inclusive curriculum and are mindful of the SEND Code of Practice 2014 when planning for this subject. We will also ensure that we consider the religious and cultural background of all pupils when teaching RSHE. An inclusive RSHE curriculum at School will seek to challenge all forms of discrimination and prejudice between pupils and promote understanding and respect as outlined under the Equality Act 2010.

## 2. Statutory requirements

As a secondary academy, we must provide RSHE to all pupils as per section 34 of the [Children and Social work act 2017](#).

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](#).

At Archbishop Holgate's School we teach RSHE as set out in this policy.

All maintained secondary schools must provide relationship and sex education (including education about sexually transmitted disease such as HIV and AIDS and child protection issues such as FGM and child sexual exploitation) and must teach human growth and reproduction as set out in the national curriculum. This is a statutory requirement.

Documents that inform the school's RSHE policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010),
- Supplementary Guidance SRE for the 21st century (2014)
- SEND Code of Practice (2014)
- Keeping children safe in education – Statutory safeguarding guidance (2019)
- Children and Social Work Act (2017)
- Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers © Crown copyright 2019

## 3. Definition

RSHE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSHE involves a combination of sharing information, and exploring issues and values. RSHE is not about the promotion of sexual activity. Through our RSHE programme we aim to provide young people with:

- Information about where to seek help and advice;
- Information about positive emotional health;
- Relationship skills (including good communication skills and positive relationship skills);
- Opportunities to explore their own values and moral frameworks;
- Opportunities to understand and accept difference and diversity;
- An understanding of their own bodies;
- An awareness of the right and choices they have over their own body;
- The skills to make positive informed choices (therefore, reducing risk);

- The ability to take responsibility for and accept the consequences of their own actions;
- The ability to respect the right of others to hold opinions that differ from their own as long as these views do not impact on the rights of others\*;
- The ability to understand the risks to health and well-being, associated with teenage conception.

#### **4. Curriculum**

The delivery of RSHE is fully mapped across each key stage and year group, ensuring that the appropriate content is taught at the appropriate time, with time to return to important issues and content repeatedly throughout a child's time in school. We have developed the curriculum in consultation, considering the age, needs and feelings of pupils. If pupils 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.

#### **5. Delivery of RSHE**

RSHE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE), History lesson, IT lessons and English lessons. Year 9 students access Character and Culture lessons covering a range of associated issues. RSHE is also delivered through extended form time PSHE sessions once a half term, through 'drop down' days delivered by local service providers and through Acts of Collective Worship. The Acts of Collective Worship for all year groups are mapped along the following key strands:

- Social Skills
- Promoting Inclusion and Tolerance
- Anti-Bullying
- Democracy and the Rule of Law
- LGBT and Identity
- E-safety
- Racism
- Careers
- The 'Prevent' agenda
- Mental Health & Wellbeing
- Healthy Lifestyles and Healthy choices
- SEND and Young Carers

RSHE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe

- Puberty and personal hygiene
- Intimate and sexual relationships, including sexual health

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 parents, 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).

## **6. Roles and responsibilities**

### **The governing body**

The governing body has delegated the approval of this policy to the Curriculum Committee of the LGB and will hold the Headteacher to account for delivering this policy.

### **The headteacher**

The headteacher is responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE (see section 8).

### **Staff**

Staff are responsible for:

- Delivering RSHE in a sensitive way
- Modelling positive attitudes to RSHE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science components of RSHE

Staff do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching RSHE are encouraged to discuss this with the headteacher.

The responsibility for the delivery of RSHE will fall to the following members of staff:

- PSHE team, led by Mr J Hepplestone
- RE team, led by Miss K Hollinger
- IT team, led by Mr K Appleyard
- Science team, led by Mr J Evans
- Form tutors, led by Heads of Year

Staff are guided by the Fraser Guidelines\*, which provide guidance for health and education professionals and details of these are provided in the DfE Relationships and Sex Education (2019) guidance.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/805781/Relationships\\_Education\\_\\_Relationships\\_and\\_Sex\\_Education\\_\\_RSE\\_\\_and\\_Health\\_Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education__Relationships_and_Sex_Education__RSE__and_Health_Education.pdf)

We make it clear to pupils what our procedures are about confidentiality. Similarly, if questions are asked in class or in assembly adults will follow agreed practice based on DfE guidance 2019. Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. In the instance of a disclosure, staff will consult with the designated safeguarding lead: Gaynor Stainsby and in their absence the deputy safeguarding lead: Sam Stead or Dan Furniss.

## **Pupils**

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

## **7. Working with Parents and Carers**

Successful delivery and teaching of RSHE involves parents, carers and schools working together. Parents and carers also play an important role in the RSHE of their children through exploring discussions at home that have taken place in school. Our RSHE policy and curriculum has been developed through consulting and involving parents and carers. We will work with parents and carers to ensure that they are aware of what we teach and when through informing parent and carers by letters giving information about when RSHE will be delivered and when certain classes (including classes that involve sex education) will take place letter, and by publishing information on the school website. Termly parent voice surveys will be included in the Headteacher newsletter. In addition, any issues can be raised during parent consultation evenings, and visits to the school.

If parents and carers do have any concerns or special circumstances the school should be aware of, or if they would like any further information about the curriculum, we will identify time for them to visit the school. Some of the key resources we use with parents/carers to reassure them of the content and to enable them to continue the conversations started in class at home.

## **8. Pupils and Pupil Voice**

We want all pupils to be able to access the RSHE provision, and to do so in a way that supports their lifelong learning about physical, moral, and emotional development. We use pupil voice to evaluate how relevant and engaging RSHE is to children's lives throughout our RSHE programme. We enable students to express their views on the range of topics and issues that RSHE covers and to ensure that they listen to other opinions and evidence, reflect on their own perspectives, and take a broader view. We want to ensure that all pupil voices are heard but that those views that are hurtful, offensive, or exclusionary do not dominate and are addressed. We want to ensure a culture where human rights, social justice, inclusion, and diversity are promoted.

## **7. Parents' right to withdraw**

Parents 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 school will arrange this.

Requests for withdrawal should be put in writing using the form found at the end of this policy and addressed to the headteacher.

A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action.

Alternative work will be given to pupils who are withdrawn from sex education.

## 8. Training

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

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSHE.

## 9. Monitoring arrangements

The delivery of RSHE is monitored by Miss P McDermott (Deputy Head) through:

- Weekly MTYT meetings with the Head of RE
- Termly audits of RSHE provision against statutory requirements

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

This policy will be reviewed by Miss P McDermott each year. At every review, the policy will be approved by the Curriculum Committee.

*From September 2020, relationships and sex education will become statutory in all secondary schools in England. At AHS, this content will be delivered through assemblies; Personal, Social, Health and Citizenship (PSHCE) lesson; the IT curriculum; the English curriculum; the History curriculum; the RE curriculum; through extended form times; through 'drop down' days and through 'Character and Culture' lessons in Year 9.*

***Below are the things we must teach in secondary schools:***

### **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 its 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 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 relationships is unsafe (and to recognise this in others' relationships)
- 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, the management of conflict and 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 normalize 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 respect to others, including people in positions of authority, and tolerance of other people's beliefs
- About different types of bullying (including cyber-bullying), the impact of bullying, responsibilities of bystanders to report bullying 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 references 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 wouldn't 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 female genital mutilation, 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 the 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
- That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressuring others
- That they have a choice to delay sex or 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, including HIV/AIDs are transmitted, how risk can be reduced through safer sex (including 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 and advice and treatment

By the end of secondary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families	<ul style="list-style-type: none"> <li>● That there are different types of committed, stable relationships</li> <li>● How these relationships might contribute to human happiness and their importance for bringing up children</li> <li>● 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</li> <li>● Why marriage is an important relationship choice for many couples and why it must be freely entered into</li> <li>● The characteristics and legal status of other types of long-term relationships</li> <li>● The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting</li> <li>● 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</li> </ul>
Respectful relationships, including friendships	<ul style="list-style-type: none"> <li>● The characteristics of positive and healthy friendships (in all contexts, including online), 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</li> <li>● Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>● 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)</li> <li>● 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</li> <li>● About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</li> <li>● That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</li> <li>● What constitutes sexual harassment and sexual violence and why these are always unacceptable</li> <li>● 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</li> </ul>

<p>Online and media</p>	<ul style="list-style-type: none"> <li>● Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</li> <li>● 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</li> <li>● Not to provide material to others that they would not want shared further and not to share personal material which is sent to them</li> <li>● What to do and where to get support to report material or manage issues online</li> <li>● The impact of viewing harmful content</li> <li>● 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</li> <li>● That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</li> <li>● How information and data is generated, collected, shared and used online</li> </ul>
<p>Being safe</p>	<ul style="list-style-type: none"> <li>● 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</li> <li>● 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)</li> </ul>
<p>Intimate and sexual relationships, including sexual health</p>	<ul style="list-style-type: none"> <li>● 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</li> <li>● 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</li> <li>● The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</li> <li>● That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressuring others</li> <li>● That they have a choice to delay sex or to enjoy intimacy without sex</li> <li>● The facts about the full range of contraceptive choices, efficacy and options available</li> </ul>

- 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

**Parent form: withdrawal from sex education within RSHE**

TO BE COMPLETED BY PARENTS			
Name of child		Form	
Name of parent		Date	
Reason for withdrawing from sex education within relationship, sex education and health education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	