

Southend High School for Boys

Relationships Education, Relationships and Sex Education (RSE) and Health Education Policy

Academic year	Designated Person(s) with responsibility for RSE	Nominated Governor
2020/21	Edward Sainsbury Rachel Worth	John Hendry

Statutory Guidance

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 made under sections 34 and 35 of the Children and Social Work Act 2017 make Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. The regulations also make Health Education compulsory in Academies.

This policy was developed in response to, and in accordance with:

[Statutory guidance on RSE and health education: Education, Relationships and Sex Education \(RSE\) and Health Education 2019](#)

[Keeping children safe in education: for schools and colleges](#)

[Behaviour and discipline in schools: guidance for head teachers and staff](#)

[Equality Act 2010: advice for schools](#)

[Special educational needs and disability code of practice: 0 to 25 years](#)

[Mental health and behaviour in schools](#)

[Preventing and tackling bullying](#)

[Cyber bullying: advice for head teachers and school staff](#)

[Sexual violence and sexual harassment between children in schools and colleges](#)

[Promoting fundamental British values as part of SMSC in schools](#)

Introduction

Southend High School for Boys is aware that children and young people are growing up in an increasingly complex world, 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.

Aims of RSE

The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage, civil partnership or other type of committed relationship. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what acceptable and unacceptable behaviour in relationships is. This will 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.

Effective RSE does not encourage early sexual experimentation. It teaches young people to understand human sexuality 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. Effective RSE also supports people, throughout life, to develop safe, fulfilling and healthy sexual relationships, at the appropriate time.

RSE at Southend High School for Boys provides clear progression from what is taught in primary school in Relationships Education. Alongside being taught about intimate relationships, pupils will be taught about family relationships, friendships and other kinds of relationships that are an equally important part of becoming a successful and happy adult. This teaching enables pupils to distinguish between content and experiences that exemplify healthy relationships and those that are distorted or harmful.

Teaching of RSE in the school will enable students:

- to distinguish between content and experiences that exemplify healthy relationships and those that are distorted or harmful;
- to understand the benefits of healthy relationships to their mental wellbeing and self-respect and to understand that unhealthy relationships can have a lasting, negative impact on mental wellbeing;
- to believe they can achieve their goals, both academic and personal, and that in order to achieve those goals they must stick at the tasks despite the challenges they may face;
- to be taught the facts and the law about sex, sexuality, sexual health and gender identity in an age-appropriate and inclusive way;
- 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;
- to recognise risks, harmful content and contact, and how and when to report issues to keep them safe online;
- to, within the law, be well equipped to make decisions for themselves about how to live their own lives in the future, whilst respecting the right of others to make their own decisions and hold their own beliefs.
- to develop a clear understanding of what constitutes sexism and misogynistic culture and how these attitudes can impact individuals and society as a whole

Aims of Physical Health and Mental Wellbeing

The aim of teaching pupils about physical health and mental wellbeing is to give them the information that they need to make good decisions about their own health and wellbeing. It should enable them to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources. Physical health and mental wellbeing are interlinked, and it is important that pupils understand that good physical health contributes to good mental wellbeing, and vice versa.

As a school, we will promote pupils’ self-control and ability to self-regulate, and strategies for doing so. This will enable them to become confident in their ability to achieve well and persevere even when they encounter setbacks or when their goals are distant, and to respond calmly and rationally to setbacks and challenges. We view this integrated, whole-school approach to the teaching and promotion of health and wellbeing as having a hugely positive impact on both behaviour and attainment.

We also aim to reduce stigma attached to health issues, in particular, those to do with mental wellbeing. We are working to engender an atmosphere that encourages openness. This means that pupils feel they can check their understanding and seek any necessary help and advice as they gain knowledge about how to promote good health and wellbeing.

Puberty, including menstruation, will be covered in Health Education and Science according to the National Curriculum for Science. Teaching about the impact of puberty, which will have started in primary school, will continue so that pupils are able to understand the physical and emotional changes, which take place at this time and their impact on their wider health and wellbeing.

It is important that health and wellbeing education focus on enabling pupils to make well-informed, positive choices for themselves. At Southend High School for Boys, teaching will build on primary content and introduces new content to older pupils at appropriate points. This should enable pupils to understand how their bodies are changing, how they are feeling and why, to further develop the language that they use to talk about their bodies, health and emotions and to understand why terms associated with mental and physical health difficulties should not be used pejoratively. This knowledge should enable pupils to understand where normal variations in emotions and physical complaints end and health and wellbeing issues begin.

Emphasis will be given to steps pupils can take to protect and support their own health and wellbeing. They should know that there is a relationship between good physical health and good mental wellbeing and that this can influence their ability to learn. Staff 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.

Pupils will also be taught about the contribution that hobbies, interests and participation in their own communities can make to overall wellbeing. They will have an appreciation that humans are social beings and that outward-facing activity, especially one with a service focus, is beneficial for wellbeing. This can also contribute to the development of the attributes for a happy and successful adult life. Pupils will be supported to recognise what makes them feel lonely. Self-focused or isolating lifestyle choices can lead to unhappiness and being disconnected from society for those who have greater need for companionship and relationships.

Pupils will also be taught about problems and challenges and will include information about the prevalence and characteristics of more serious mental and physical health conditions, drugs, alcohol and information about effective interventions.

Staff and all Pastoral leads are aware of common 'adverse childhood experiences' (such as family breakdown, bereavement and exposure to domestic violence) and when and how these may be affecting any of their pupils and so may be influencing how they experience these subjects. The impact of time spent online, the positive aspects of online support and negotiating social media, including online forums and gaming, should be included.

Pupils are taught how to judge when they, or someone they know, needs support and where they can seek help if they have concerns. This include details on which adults in school e.g. form tutors, heads of year, directors of key stage and school nurses can help.

Delivery of the programme

The school acknowledges that high quality, evidence-based and age-appropriate teaching can help pupils prepare for the opportunities, responsibilities and experiences of adult life as well as promoting the spiritual, moral, social, cultural, mental and physical development of pupils both at school and in society.

RSE will be set in the context of a wider whole-school approach to supporting pupils to be safe, happy and prepared for life beyond school as part of the school's 20:20 Vision. The curriculum on relationships and sex will complement and be supported by, the wider policies on behaviour, inclusion, respect for equality and diversity, anti-bullying and safeguarding. RSE will sit within the context of the school's broader ethos and approach to developing pupils socially, morally, spiritually and culturally; and its pastoral care system.

The curriculum on health education will similarly complement, and be supported by, the school's education on healthy lifestyles through physical education, food technology, science and its sport, extra-curricular activity and school food.

The school will deliver the content set out in Appendix 1 in the context of a broad and balanced curriculum. Effective teaching will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme of lessons. Teaching will include sufficient well-chosen opportunities and contexts for pupils to practise applying and embedding new knowledge so that it can be used skilfully and confidently in real life situations. Within PSHE and citizenship lessons, RSE is delivered through a spiral curriculum to all year groups from seven to 11. Content and themes will be revisited throughout KS3 and KS4, building on previous ideas and knowledge to enable students to have a well-grounded baseline knowledge and understanding of the issues.

Subject teachers as part of timetabled PSHE lessons will deliver RSE. In year 7, 9 and 11 this will be one lesson every fortnight; in years 8 and 10, it will be on a rotational basis of one lesson every week.

The leader of PSHE will work closely with colleagues in related curriculum areas to ensure Relationships Education, RSE and Health Education programmes complement each other and do not duplicate, content covered in national curriculum subjects such as citizenship, science, computing and PE and to ensure consistency of messages.

As in primary, secondary Relationships Education is underpinned by a wider, deliberate cultivation and practice of resilience and character in the individual. This includes character traits such as belief in achieving goals and persevering with tasks, as well as personal attributes such as honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice again underpinned by an understanding of the importance of self-respect and self-worth. This is done by providing planned opportunities for young people to undertake social action, active citizenship and voluntary service to others locally or more widely.

Lesbian, Gay, Bisexual and Transgender (LGBTQ+)

In teaching Relationships Education and RSE, the school will ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. We must ensure that we comply with the relevant provisions of the Equality Act 2010, under which sexual orientation and gender reassignment are amongst the protected characteristics.

We will ensure that all of our teaching is sensitive and age appropriate in approach and content. At the point at which we consider it appropriate to teach their pupils about LGBTQ+, we have ensured that this content is fully integrated into our programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. It is taught in the context of relationships and preparing to live in modern Britain, such as understanding the fundamental British values of tolerance, mutual respect and individual liberty.

Pupils with special educational needs and disabilities (SEND)

Relationships Education, RSE and Health Education will be accessible for all pupils. For some pupils there may be a need to tailor content and teaching to meeting the specific needs of children at different development stages. The school and teachers will be sensitive to this requirement.

Teachers will also be mindful of preparing pupils for adulthood as set out in the SEND Policy.

The school is aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education can also be a priority for some pupils, for example, some with Social, Emotional and Mental Health Needs or learning disabilities.

Sixth Form

RSE and Health guidance is taught slightly differently in the Sixth Form and is called Personal Development. A major part of the focus is on preparing our students for life beyond schools and readiness for living alone as an adult, whether they are engaged in further fulltime study or in work.

It is delivered through dedicated, timetabled, tutor-led Personal Development lessons in both Year 12 and Year 13 which are overseen by the respective Heads of Year. This is supplemented by drop down days on driver safety, external speakers and the health and well-being programme held on Wednesday afternoons.

The topics covered in Years 12 and 13 can be found in the attached appendix.

Roles and Responsibilities

The Governing Body

As well as fulfilling their legal obligations, the governing body should also make sure that:

- all pupils make progress in achieving the expected educational outcomes;
- the subjects are well led, effectively managed and well planned;
- the quality of provision is subject to regular and effective self-evaluation;
- teaching is delivered in ways that are accessible to all pupils with SEND;
- clear information is provided for parents on the subject content and the right to request that their child is withdrawn; and,
- the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

Headteacher

The Headteacher will ensure that:

- All staff are informed of the policy and the responsibilities included within the policy. All teachers explore how new pedagogies and technology can be fully utilised to support subjects;
- The subjects are staffed and timetabled in a way to ensure the school fulfils its legal obligations;
- The teaching of RSE is monitored to ensure that it is delivered in ways that are accessible to all, including pupils with SEND;
- The school works with parents/carers when planning and delivering RSE to pupils.
- Clear information is provided to parents/carers on the subject content and the right to request that their child is withdrawn.

Staff

All staff will ensure that:

- Ground rules are negotiated with the group before embarking on lessons of a sensitive nature so that both the staff and pupils can work together in a supportive atmosphere in which all members can speak with confidence and without fear of embarrassment, anxiety or breach of confidentiality;
- All students are offered the opportunity to explore ideas, situations and feelings in an atmosphere of confidence and support;
- At all times teaching will take place in the context of an explicit moral framework;
- All points of view they may express during the course of teaching RSE are unbiased;
- The teaching of RSE is delivered in ways that are accessible to all pupils with SEND;
- The emphasis of teaching RSE will always be the importance and understanding of personal relationships and the right of the individual to make informed choices;
- Issues of stereotyping, sexual equality, harassment, rights and legislation underpin the teaching of RSE;
- Where appropriate they direct pupils to seek advice and support from an appropriate agency or individual. It is inappropriate for staff to give students personal advice on matters such as contraception;
- Where a student has embarked on a course of action likely to place them at risk, the member of staff will ensure that the student is aware of the implications of their behaviour. The member of staff should refer any potential concerns to the Designated Safeguarding Lead.

Parents/Carers

The school recognises and acknowledges the key role that parents/carers play in the development of their children's understanding about relationships. Parents are the first educators of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships.

All Parents/Carers will be:

- Given every opportunity to understand the purpose and content of Relationships Education and RSE;
- Encouraged to participate in the development of Relationships Education and RSE;
- Able to discuss any concerns directly with the school.

Right to be withdrawn from sex education

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. The school, before granting any such request, will require the Headteacher to discuss the request with the parent and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum.

Following the discussions, except in exceptional circumstances, the school will respect the parents' request to withdraw their child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school will arrange to provide the child with sex education during one of those terms.

The school will ensure that where a pupil is excused from sex education, the pupil will receive appropriate, purposeful education during the period of withdrawal.

There is no right to withdraw from either the national curriculum for science or the relationships aspect of RSE. The pertinent elements of the national curriculum for science are included below.

Year 8 Biology covers human reproduction and basic contraception (condoms and the pill), including:

- Male and female reproductive systems
- Changes in Adolescence (in the uterus and ovaries; hormones)
- Fertilisation, pregnancy and birth
- Contraception (condoms and the pill).

Year 10 Biology scheme of work includes human reproduction again, but in more detail, covering:

- Structure and function of male and female reproductive systems
- Roles of oestrogen and progesterone in the menstrual cycle
- Role of the placenta in the nutrition of the developing embryo
- Protection of developing embryo by amniotic fluid
- Roles of oestrogen and testosterone in the development of secondary sexual characteristics.

Sexually Explicit Questions

The school will:

- Allow individual staff to use their professional judgement as to answering questions in front of the whole class or individually taking into account Safeguarding Policy.
- Encourage learners to ask their parents/carers any question outside the planned programme.
- Set out clear ground rules regarding personal questions, which are agreed by staff beforehand.
- Have designated adults that learners know of to go to if they wish to talk, namely form tutors or heads of year.

What kind of language will be considered acceptable and appropriate for use in RSE lessons?

Staff will:

- Use the correct terms for all body parts
- Use clear, unequivocal language in an objective manner
- Discuss what 'slang' words mean and say that some can be seen as offensive. Staff will use their judgement in discussion depending on understanding and maturity level of learners.

Working with external agencies

The school is aware that working with external partners will enhance the delivery of RSE and will actively look to bring in specialist knowledge and implement different ways of engaging with young people.

Where the school uses external agencies, we will check the credentials of the visiting organisation and any visitors linked to the agency. The school will also ensure that the teaching delivered by the visitor fits with the planned programme and the published policy.

The school will work with external agencies to ensure that the content delivered is age-appropriate and accessible for all pupils. Any materials that are used as part of the delivery must be approved by the school in advance of the session.

The school will ensure that the visitor is aware of aspects of confidentiality and understands how safeguarding reports should be dealt with in line with the Trust's Safeguarding Policy.

Monitoring arrangements

The delivery of RSE is monitored by the leader of PSHE through a programme of learning walks, book scrutiny, lesson observations and student voice via the school council as detailed in the school calendar.

Class teachers monitor pupils' development in RSE but is not formally assessed using the 9-1 grading system used by other subject areas.

A variety of assessment techniques will be used by class teachers including discussion, work scrutiny, self and peer assessment, draw and write, group work, pair work and individual work.

Distribution of the Policy

Copies of this policy are available for parents, staff and governors; it is published on the school website.

Links with other policies

This policy should be read in conjunction with the following school policies:

- Safeguarding Policy
- Anti-Bullying Policy
- E-Safety Policy
- Equality Policy
- 2020 Vision

Appendix 1 - Relationships and Sex Education (RSE): Secondary

By the end of secondary school, the following content will have been covered:

Families

Pupils should know

- 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 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.
- 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 of 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 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

Pupils should know

- 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.
- 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 normalise 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 due respect to others, including people in positions of authority and due tolerance of other people's beliefs.
- About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how 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 reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.

Online and media

Pupils should know

- 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 would not want shared further and not to share personal material that 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 that carries severe penalties including jail.
- How information and data is generated, collected, shared and used online.

Being safe

Pupils should know

- 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.
- 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

Pupils should know

- 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 they 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 pressurising others.
- That they have a choice to delay sex or to 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 (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.

Appendix 2 - Physical health and mental wellbeing: Secondary

Mental wellbeing

Pupils should know

- How to talk about their emotions accurately and sensitively, using appropriate vocabulary.
- That happiness is linked to being connected to others.
- How to recognise the early signs of mental wellbeing concerns.
- Common types of mental ill health (e.g. anxiety and depression).
- How to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.
- The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.

Internet safety and harms

Pupils should know

- The similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image; how people may curate a specific image of their life online; over-reliance on online relationships including social media; the risks related to online gambling including the accumulation of debt; how advertising and information is targeted at them and how to be a discerning consumer of information online.
- How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.

Physical health and fitness

Pupils should know

- The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.
- The characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardio-vascular ill-health.
- About the science relating to blood, organ and stem cell donation.

Healthy eating

Pupils should know

- How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.

Drugs, alcohol and tobacco

Pupils should know

- The facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions.

- The law relating to the supply and possession of illegal substances.
- The physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.
- The physical and psychological consequences of addiction, including alcohol dependency.
- Awareness of the dangers of drugs which are prescribed but still present serious health risks.
- The facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.

Health and prevention

Pupils should know

- About personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.
- About dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.
- (Late secondary) the benefits of regular self-examination and screening.
- The facts and science relating to immunisation and vaccination.
- The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.

Basic first aid

Pupils should know

- Basic treatment for common injuries.
- Life-saving skills, including how to administer CPR.15
- The purpose of defibrillators and when one might be needed.

Changing adolescent body

Pupils should know

- Key facts about puberty, the changing adolescent body and menstrual wellbeing.
- The main changes which take place in males and females, and the implications for emotional and physical health.