



PSA RELATIONSHIP, SEX AND HEALTH EDUCATION POLICY

Date reviewed: September 2024
Date of next review: September 2025

PSA RELATIONSHIPS, SEX AND HEALTH EDUCATION (RSHE) POLICY

1. Aims of the RSHE policy

- Give information to staff, parents and carers, governors, pupils and outside visitors about the content, organisation and approach to teaching RSHE.
- Enable parents and carers to support their children in learning about RSHE.
- Give a clear statement on what the school aims to achieve from RSHE, the values underpinning it and why it is important for secondary school pupils.
- Set out how the school meets its legal requirements in respect of RSHE.

2. Statutory requirements

- As a secondary academy school we must provide RSHE to all pupils.
- In teaching RSHE, we are required by our funding agreements to have regard to the Relationships Education, Relationships, Sex and Health Education (RSHE) statutory guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.
- At PSA, we teach RSHE as set out in this policy.

3. Links to other policies

- This policy links to the Safeguarding Policy, the Anti-bullying and Referral System, Equality Objectives, and the Behaviour Policy.
- Our provision of RSHE is part of our approach to support the health and well-being of children.

4. What is RSHE?

RSHE stands for relationships, sex and health education. Relationships education has been compulsory for pupils in [primary education](#) since September 2020. For [secondary pupils](#), relationships and sex education (RSE) must be taught. Health education is now compulsory in all [schools](#) too.

- In [primary schools](#), the subjects should put in place the key building blocks for healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy.
- At [secondary school](#), teaching builds on this and develops pupils' understanding of health, with an increased focus on risk areas such as drugs and alcohol, as well as introducing knowledge about intimate relationships and sex and how to have positive and healthy sexual relationships.

Definition of RSHE

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; it is not about the promotion of sexual activity.

5. Can parents see what is being taught in rshe lessons?

Parents should be able to see what their children are being taught and we expect schools to respond positively where parents request to see teaching materials. We are clear that schools must make sure all content they use is factual and age-appropriate and talk to parents, so they are aware of what their children are being taught.

Schools have a duty to share all materials with parents. Copyright does not prevent schools. Schools should avoid working with providers that do not agree to share materials with parents.

6. Can I ask for my child to be removed from these lessons?

Parents have a right to request that their child is withdrawn from sex education, but not from relationships education. Parents can ask their school for their child to be withdrawn from some or all of sex education lessons.

7. Does my child's school have to teach RSHE?

It is mandatory for RSHE to be taught in all schools. We expect all schools to teach the full RSHE curriculum to secondary age pupils and relationships and health education to primary age pupils.

Primary schools may also teach sex education where appropriate. The teaching of RSHE is reviewed by Ofsted at inspection. Schools should also ensure that the policy meets the needs of pupils and parents and reflects the community they serve.

8. Aims for RSHE

- Develop the confidence to talk, listen and think about feelings and relationships
- Develop skills to make and maintain positive and healthy relationships
- Understand the importance of respect, responsibility, love and care in relationships
- Understand and respect different types of relationships, including friendships, family relationships (including families with same sex parents), dealing with strangers and intimate relationships
- Recognise, understand and build healthy relationships
- Recognise unhealthy relationships
- Understand about human sexuality, sexual orientation (heterosexual, gay, lesbian, bisexual), gender identity and transgender issues.
- Know about the law in relation to consent, sex, online communication and sharing sexual images and FGM
- Understand the impact of pornography on relationships
- Develop positive and healthy attitudes about growing up
- Explore their own and other people's attitudes and values
- Challenge and prevent discrimination based on sexual orientation and gender
- Prevent sexist, sexual, homophobic, biphobic and transphobic language and bullying

- Challenge gender stereotypes and inequality and promote equality and respect in relationships
- Know the correct biological names for the parts of the body, including the male and female reproductive parts
- Know and understand about emotional, social and physical changes at puberty
- Know and understand about reproduction
- Discuss their concerns and correct misunderstanding they may have gained from the media and peers
- Know how to keep safe online and offline and understand about the consequences of using inappropriate communication and images online
- Recognise when something is risky or unsafe and make healthy and safe choices
- Know where and how to seek information and advice when they need help, including for mental health issues
- Know about contraception and the main types of contraceptives, how to prevent STIs and teenage pregnancy.
- Understand that 'colourism' is an aspect of racism where children put down other children based on the tone of skin.

We have developed the curriculum considering the age and needs of pupils.

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
- 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).

9. Relationships, Sex and Health Education provision at PSA:

RSHE Framework	Where is this covered in the school curriculum?
1. Relationships, Sex and Health Education (RSHE): Secondary	
Families <i>Pupils should know:</i>	
<ul style="list-style-type: none"> that there are different types of committed, stable relationships. 	PD.
<ul style="list-style-type: none"> how these relationships might contribute to human happiness and their importance for bringing up children. 	PD, RS, Psychology (KS5).
<ul style="list-style-type: none"> 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. 	PD, RS.
<ul style="list-style-type: none"> why marriage is an important relationship choice for many couples and why it must be freely entered into. 	PD, RS, English.
<ul style="list-style-type: none"> the characteristics and legal status of other types of long-term relationships. 	PD, Business (KS5).
<ul style="list-style-type: none"> the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting. 	PD, Psychology (KS5).
<ul style="list-style-type: none"> 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. 	Assemblies, Tutor Periods, PD.
Respectful relationships, including friendships. <i>Pupils should know:</i>	
<ul style="list-style-type: none"> 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. 	Assemblies, Tutor Periods, PD.
<ul style="list-style-type: none"> practical steps they can take in a range of different contexts to improve or support respectful relationships. 	Assemblies, Tutor Periods, PD.
<ul style="list-style-type: none"> 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). 	Assemblies, Tutor Periods, PD, RS.

<ul style="list-style-type: none"> 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. 	Assemblies, Tutor Periods, PD, History, Biology (KS5).
<ul style="list-style-type: none"> about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help. 	Assemblies, Tutor Periods, PD
<ul style="list-style-type: none"> that some types of behaviour within relationships are criminal, including violent behaviour and coercive control. 	Assemblies, Tutor Periods, PD.
<ul style="list-style-type: none"> what constitutes sexual harassment and sexual violence and why these are always unacceptable. 	PD.
<ul style="list-style-type: none"> 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. 	Assemblies, Tutor Periods, PD, RS, History.
Online and media. <i>Pupils should know:</i>	
<ul style="list-style-type: none"> their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. 	Assemblies, Tutor Periods, PD, ICT.
<ul style="list-style-type: none"> 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. 	Assemblies, Tutor Periods, PD, ICT.
<ul style="list-style-type: none"> not to provide material to others that they would not want shared further and not to share personal material which is sent to them. 	Assemblies, Tutor Periods, PD, ICT.
<ul style="list-style-type: none"> what to do and where to get support to report material or manage issues online. 	Assemblies, Tutor Periods, PD, ICT
<ul style="list-style-type: none"> the impact of viewing harmful content. 	Assemblies, Tutor Periods, PD, ICT.
<ul style="list-style-type: none"> 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. 	Assemblies, Tutor Periods, PD, ICT.
<ul style="list-style-type: none"> that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail. 	Assemblies, Tutor Periods, PD.
<ul style="list-style-type: none"> how information and data is generated, collected, shared and used online. 	PD, ICT.
Being safe. <i>Pupils should know:</i>	

<ul style="list-style-type: none"> 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. 	Assemblies, Tutor Periods, PD.
<ul style="list-style-type: none"> 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). 	Assemblies, Tutor Periods, PD.
Intimate and sexual relationships, including sexual health. <i>Pupils should know:</i>	
<ul style="list-style-type: none"> 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. 	Assemblies, Tutor Periods, PD.
<ul style="list-style-type: none"> 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. 	PD, Science.
<ul style="list-style-type: none"> the facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women and menopause. 	PD, Science, Biology.
<ul style="list-style-type: none"> that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others. 	PD.
<ul style="list-style-type: none"> that they have a choice to delay sex or to enjoy intimacy without sex. 	PD.
<ul style="list-style-type: none"> the facts about the full range of contraceptive choices, efficacy and options available. 	PD, Science.
<ul style="list-style-type: none"> the facts around pregnancy including miscarriage. 	PD, Science.
<ul style="list-style-type: none"> 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). 	PD, RS.
<ul style="list-style-type: none"> 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. 	PD, Science, Biology.
<ul style="list-style-type: none"> about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment. 	PD, Science, Biology.
<ul style="list-style-type: none"> how the use of alcohol and drugs can lead to risky sexual behaviour. 	Assemblies, Tutor Periods, PD.
<ul style="list-style-type: none"> how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment. 	PD.

2. Physical health and mental wellbeing: Secondary.	
Mental wellbeing.	
<i>Pupils should know:</i>	
<ul style="list-style-type: none"> • how to talk about their emotions accurately and sensitively, using appropriate vocabulary. 	Assemblies, Tutor Periods, PD.
<ul style="list-style-type: none"> • that happiness is linked to being connected to others. 	Assemblies, Tutor Periods, PD, Spanish.
<ul style="list-style-type: none"> • how to recognise the early signs of mental wellbeing concerns. 	Assemblies, Tutor Periods, PD.
<ul style="list-style-type: none"> • common types of mental ill health (e.g. anxiety and depression). 	PD.
<ul style="list-style-type: none"> • 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. 	Assemblies, Tutor Periods, PD.
<ul style="list-style-type: none"> • the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness. 	Assemblies, Tutor Periods, PD, PE.
Internet safety and harms.	
<i>Pupils should know:</i>	
<ul style="list-style-type: none"> • 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. 	Assemblies, Tutor Periods, Workshops, PD, IT.
<ul style="list-style-type: none"> • 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. 	Assemblies, Tutor Periods, PD, IT.
Physical health and fitness.	
<i>Pupils should know:</i>	
<ul style="list-style-type: none"> • the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress. 	Assemblies, Tutor Periods, PD.
<ul style="list-style-type: none"> • 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. 	Assemblies, Tutor Periods, PD, Science.
<ul style="list-style-type: none"> • about the science relating to blood, organ and stem cell donation. 	Science, PD, Biology (KS5).

Healthy eating. <i>Pupils should know:</i>	
<ul style="list-style-type: none"> how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer. 	Assemblies, Tutor Periods, PD, Science, Biology.
Drugs, alcohol and tobacco. <i>Pupils should know:</i>	
<ul style="list-style-type: none"> 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. 	PD, Science.
<ul style="list-style-type: none"> the law relating to the supply and possession of illegal substances. 	PD.
<ul style="list-style-type: none"> the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood. 	Science.
<ul style="list-style-type: none"> the physical and psychological consequences of addiction, including alcohol dependency. 	PD, Science.
<ul style="list-style-type: none"> awareness of the dangers of drugs which are prescribed but still present serious health risks. 	PD, Science.
<ul style="list-style-type: none"> 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. 	PD, Science, Spanish.
Health and prevention. <i>Pupils should know:</i>	
<ul style="list-style-type: none"> about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics. 	PD, Science, Biology.
<ul style="list-style-type: none"> about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist. 	PD, Science
<ul style="list-style-type: none"> (late secondary) the benefits of regular self-examination and screening. 	PD.
<ul style="list-style-type: none"> the facts and science relating to immunisation and vaccination. 	Assemblies, Tutor Periods, Science.
<ul style="list-style-type: none"> the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn. 	Assemblies, Tutor Periods, PD.
Basic first aid. <i>Pupils should know:</i>	
<ul style="list-style-type: none"> basic treatment for common injuries. 	PD, workshop.
<ul style="list-style-type: none"> life-saving skills, including how to administer CPR. (15: Cardio pulmonary resuscitation is usually best taught after 12 years old) 	
<ul style="list-style-type: none"> the purpose of defibrillators and when one might be 	

needed.	
Changing adolescent body. <i>Pupils should know:</i>	
<ul style="list-style-type: none"> key facts about puberty, the changing adolescent body and menstrual wellbeing. 	PD, Science, and single sex assemblies.
<ul style="list-style-type: none"> the main changes which take place in males and females, and the implications for emotional and physical health. 	PD, Science.

10. Delivery of RSHE

RSHE is taught by PD teachers (in the curriculum) in PD lessons, by tutors, by Heads of Year via assemblies and by specialists and external providers. All teachers have been provided with resources and training to ensure that the content can be delivered effectively to all students. The PD teachers teach the more complex aspects of PD (Teachers complete training on such as peer on peer abuse).

Biological aspects of topics within the RSHE curriculum RSHE are taught by specialist teachers within the science curriculum, and other aspects are taught by teachers within the religious studies (RS), and ICT curricula.

Pupils' progress in learning in RSHE is assessed as peer assessment, self-assessment or teacher assessment.

11. Confidentiality, safeguarding and child protection

Although RSHE is not about personal disclosures and personal issues, it is possible that a pupil may disclose personal information. Staff understand that they cannot promise pupils absolute confidentiality, and pupils know this too. Although teachers cannot offer unconditional confidentiality, pupils are reassured that their best interests will be maintained. They will be reminded that, if confidentiality has to be broken, they will be informed first, if possible, and then supported as appropriate. Students are encouraged to talk to their parents or carers and are provided with support to do so.

If teachers are concerned in any way that a pupil is at risk of sexual or any other kind of abuse, they will talk to the Designated Safeguarding Lead and follow the school's Child Protection Procedures.

The school upholds the right of any health professional to work within their professional code of conduct. However, when professionals are delivering aspects of RSHE in the classroom they are bound by the school's RSHE policy.

12. Monitoring and evaluation

A senior leader monitors teachers' delivery and work with the Head of Year to monitor delivery and quality of PD in tutor time, assemblies and dedicated PD lessons. The leader does this by:

- Observations of assemblies
- Observations of PD lessons
- Observations of delivery of RSHE in tutor times
- Student questionnaires
- Student evaluations of outside speakers

Data will be collected through these methods at three points throughout the year during reviews. An annual report will be produced for the local governing body indicating the effectiveness of RSHE provision. The policy will be reviewed and updated by the Governors and the Leadership Team annually.

Parents have the right to withdraw their children from the non-statutory components of sex education within RSHE up to one year 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. Parents who have concerns regarding their child's participation in the non-statutory components of sex education should write to the Headteacher.

13. Notes on consultation

DfE: Review of RSHE Statutory Guidance: The consultation ran from **10:30am on 16 May 2024 to 11:59pm on 11 July 2024**. Banner above consultation states that this was published under the 2022 to 2024 Sunak Conservative government. The summary is as follows:

- a. The Department for Education has published updated guidance that will ensure content is factual, appropriate and that children have the capacity to fully understand everything they are being taught.
- b. Children will be protected from inappropriate teaching on sensitive topics in new proposals from the government. New age limits will be introduced so that children are not introduced to content they may not have the maturity to understand.
- c. Parents will have the right to see the resources that are being used to teach their children about relationships, health and sex in all circumstances. Schools should ensure that RSHE teaching materials are available to parents and that parents are aware of what is being taught.
- d. This guidance supports schools with how and when to teach often difficult and sensitive topics, leaving no doubt about what is appropriate to teach pupils at every stage of school.
- e. Sex education will not be taught before Year 5, and at that point from a purely scientific standpoint.

- f. Children in year 7 can be taught about concepts and laws around sexual harassment, revenge porn, grooming, stalking and forced marriage.
- g. Domestic violence, coercive control and sexual violence should not be discussed in detail until year 9 (age 13). The year 9 age limit applies for discussions about pornography.
- h. At secondary school pupils will learn about legally 'protected' characteristics, such as sexual orientation and gender reassignment, but the updated guidance is clear that schools should not teach about the concept of gender identity.
- i. The Cass Review, highlights that it is important that schools take a cautious approach to teaching about gender identity, and do not use any materials that present contested views as fact, including the view that gender is a spectrum.
- j. The guidance has also been strengthened to help young people to understand the benefits of rationing time spent online and the impact on their wellbeing, and the serious risks of viewing content that promotes self-harm and suicide.
- k. Following reports of schools seeing rising levels of harmful misogynistic behaviour, the guidance now includes a dedicated section on sexual harassment and sexual violence, which covers some specific types of abusive behaviour that were not explicitly discussed previously, such as stalking, as well how to address misogynistic online influencers.
- l. This guidance includes the impact of addictive gambling products and the link to mental health harms and suicide. The guidance aims to break down the shame that can make it hard to ask for help and, crucially, places an emphasis on safe ways of coping.
- m. There is also consultation on new content on: Loneliness, gambling, deepfakes, antimicrobial resistance, healthy behaviours during pregnancy, illegal online behaviours – drug and knife supply, vaping, menstrual and gynaecological health including endometriosis, polycystic ovary syndrome, heavy menstrual bleeding, parenting and early years brain development, virginity testing and hymenoplasty and bereavement.