David Ross Education Trust

Broadening Horizons

Relationship Education, Relationship and Sex Education and Health Education Policy

Humberston Academy

Document Management Information

Applicable to:	All staff in Humberston Academy including individuals employed by the Trust, contractors, and agency staff.
Development and Consultation:	The policy has been developed in consultation with parents and pupils and in discussion with members of the ASC at the academy.
Dissemination:	The policy will be available to staff, via the Trust's Policy Centre and each academy will have its own contextualised version.
Implementation:	The policy will be used by all leaders and teachers in DRET academies.

Training:	On-going training will be provided to all staff responsible for the planning, delivery, and assessment of all elements of RSE. This will be carried out at regular intervals throughout the year as part of the academy's CPD calendar as well as in preparation for scheduled Theme Days and other school-wide events.
Review Frequency:	The policy will be reviewed every three years or earlier if needed in the light of new evidence/legislation/guidance.
Policy Author:	Andy Mundell
Executive Policy Owner:	Mark Neild and Simon Rose
Approval by:	The Education Committee
Approval Date:	20 – 05 – 2024
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Revision History

Document version	Description of Revision	Date Approved
Eg 0.1	[Guide: Draft document]	
Eg 1.0	[Guide: Approved document]	
Eg 1.1	[Guide: New version of an approved document with minor amends]	
Eg 2.0	[Guide: New version of a document with major amends]	

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1. Introduction

1.1. From September 2020, new government guidance introduced statutory elements within the curriculum including Relationship Education, Relationship and sex education and health education. Although it is an identifiable part of the PSHE curriculum for all key stages, it is also integrated in a whole academy approach to pupils' personal development. The David Ross Education Trust respects every pupils' entitlement to relationship education, relationship and sex education and health education and ensures that it compliments all aspects of the curriculum. The policy will be fully integrated with other procedures to promote pupils' welfare including safeguarding, on-line safety and whole school approaches to health and wellbeing.

2. Policy Scope

2.1. This policy applies to all academies in the Trust. Relationship Education is a mandatory requirement for all primary academies; Relationship and Sex Education is a mandatory requirement for all secondary academies and Health Education is required in all schools.

2.2. In primary academies, the curriculum will provide the building blocks of 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, teaching will build on the knowledge acquired at primary and develop further 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.

2.3. It is the responsibility of all individuals in the Trust to familiarise themselves with this policy and comply with its provisions.

3. Legal and Regulatory Framework

3.1. This Policy takes its legal framework from the following legislation and statutory guidance:

3.1.1. Relationship education, sex and relationship education and health education 2020.

3.1.2. Keeping children safe in education 2019

3.1.3. Behaviour and discipline in schools

3.1.4. Mental health and behaviour in schools

3.1.5. Sexual violence and sexual harassment between children in schools

3.1.6. The SEN Code of Practice 2015

3.1.7. The Equality Act 2010

4. Definitions

4.1. A commentary and list of key definitions are provided below:

4.1.1. **Trust** means all Academies within the David Ross Education Trust, as well as Head Office and central services operations.

4.1.2. **Executive Leadership Team** means the Chief Executive Officer ("CEO") and the direct line management reports of the CEO (the "Directors").

4.1.3. **Relationships and sex education (RSE)** is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It should equip children and

young people with the information, skills and positive values to have safe, fulfilling relationships, to enjoy their sexuality and to take responsibility for their sexual health and well-being.

5. The Trust's policy on Relationships Education, Sex and Relationships Education and Health Education

5.1. All academies in the Trust will:

5.1.1. Create a safe environment where pupils are able to discuss personal and sensitive issues. Relationships *and sex* education often draws on pupils' own experiences; pupils who indicate that they may be at risk will be supported in accordance with the Safeguarding and Child Protection policy and the academy appendix.

5.1.2. Work closely with parents as the primary educators in their children's development. Parents will be supported to discuss issues at home, including to recognise their child's developing needs for privacy, independence and their sexuality.

5.1.3. Establish a clear process that allows parents to withdraw their child from some or all of the sex education delivered as part of the statutory part of RSE until three terms before the child's 16 birthday. Please complete the link before if you wish to withdraw https://forms.gle/XXGAfp8Xaj9pxsGm9

5.1.4. Comply with the provisions of the Equality Act regarding faith and religion. Planning will account for the religious backgrounds of all pupils when planning teaching and may teach about religious perspectives. Teaching will reflect the law as it applies to relationships so that pupils clearly understand what the law allows and does not allow.

5.2. Pupils are entitled to the curriculum which will:

5.2.1. Be accurate and factual, covering a comprehensive range of information about sex, relationships, the law and sexual health, in order to make informed choices. In schools this should be part of compulsory curriculum provision;

5.2.2. Be inclusive in terms of gender, sexual orientation, disability, ethnicity, culture, age, religion or belief or other life-experience particularly HIV status and pregnancy;

5.2.3. Include the development of skills to support healthy and safe relationships and ensure good communication about these issues;

5.2.4. Promote a critical awareness of the different attitudes and views on sex and relationships within society such as peer norms and those portrayed in the media;

5.2.5. Provide opportunities for reflection in order to nurture personal values based on mutual respect and care;

5.2.6. Be part of lifelong learning, starting early in childhood and continuing throughout life. It should reflect the age and level of the learner;

5.2.7. Ensure children and young people are clearly informed of their rights such as how they can access confidential advice and health services within the boundaries of safeguarding;

5.2.8. Be relevant and meet the needs of children and young people, and actively involve them as participants, advocates and evaluators in developing good quality provision;

5.2.9. Be delivered by competent and confident educators;

5.2.10. Be provided within a learning environment which is safe for the children, young people and adults involved and based on the principle that prejudice, discrimination and bullying are harmful and unacceptable.

5.3. Teaching

5.3.1. Teaching will be based on the DRET principles of high quality teaching. Plans will be flexible and respond to pupils' current level of knowledge and skills. Time with pupils will enable them to revisit, recap and extend the knowledge and skills over time. Teaching will involve a range of practical activities and resources that allow pupils to ask questions and talk about key issues of personal and private behaviours, consent and positive relationships. Leaders will adjust groupings so that they are conducive to discussing these issues.

5.3.2. The curriculum will be accessible for all students. Teaching will be differentiated and personalised, preparing pupils for adulthood outcomes. The Trust is aware that pupils with SEND can be more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. The curriculum will be covered at a pace of the pupils and in ways that suit their understanding.

6. Roles and Responsibilities

6.1. The principal is responsible for:

6.1.1. appointing a designated member of staff to oversee the delivery of this aspect of the curriculum;

6.1.2. implementing adequate planning and subsequent monitoring to secure the pupils' curriculum entitlement.

6.1.3. ensuring teachers have adequate time and training to develop the skills required for effective teaching, as well as access to materials that enable them to meet the needs of the pupils;

6.1.4. establishing a process parents should follow if they wish to withdraw their child from the sex education element of the curriculum.

7. Procedures

7.1 Humberston Academy offers a broad, balanced, inclusive and age appropriate RSE curriculum which is planned collaboratively between related subjects and staff. The curriculum considers the views and perspectives of the local and wider community and welcomes input from families, parents, guardians, carers, and students. The Humberston Academy RSE curriculum is planned, delivered,

assessed, and reviewed in- line with the Equality Act 2010 along with the guidance set out by The Department for Education and PSHE Association and is fully integrated into the school curriculum and ethos.

The Humberston Academy RSE curriculum is designed in order *to 'give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships.'* Therefore, statutory topics covered within the RSE framework include but are not limited to:

Year group:	**Topics Covered:**	**Delivered by:**	**When is this taught?**	**How is this taught?**

Year 7	**PSHE:** Self-Concept Forming & Maintaining Positive Relationships Drugs, alcohol and tobacco Learning Skills Bullying, abuse and discrimination Media Literacy and Digital Resilience (links to Prevent) **RSE:** Families Respectful relationships including friendships Online & Media Being Safe Intimate and sexual relationships, including sexual health **Physical health and mental wellbeing** Mental Wellbeing Internet Safety & Harms Physical Health & Fitness Healthy Eating Drugs, alcohol & tobacco Health & Prevention Basic First Aid The Changing Adolescent Body	Form tutors Teaching & support staff School nurse Visiting organizations and health-care professionals Stevenson Training and Interventions	RSHE lessons Tutorials Assemblies Safeguarding Day Careers Day Key stage three science.	Visualisation through high quality IT resources (Microsoft Office) Retrieval tasks. Responsive teaching methods. Recall tasks. Class discussion and teamwork. Independent thought and challenge. Viewing. Listening. Teacher modelling. Self assessment and reflection. Student teachers and learning ambassadors. Artistry and creativity. Analysis. Evaluation. Presentation.

	Terminology, reproductive organs, consent and the law. **Science:** **Puberty and the menstrual cycle.** **Reproduction.** **Fertilisation** **Ovulation.** **Menstruation.**			

Year 8	**PSHE** Mental Health and Emotional Wellbeing Relationship Values Choices and Pathways Healthy Lifestyles Social Influences Financial Choices **RSE:** Families Respectful relationships including friendships Online & Media Being Safe Intimate and sexual relationships, including sexual health **Physical health and mental wellbeing** Mental Wellbeing Internet Safety & Harms Physical Health & Fitness Healthy Eating	Form tutors Teaching & support staff School nurse Visiting organizations and health-care professionals. Stevenson Training and Interventions	RSHE lessons Tutorials Assemblies Safeguarding Day Careers Day	Visualisation through high quality IT resources (Microsoft Office) Retrieval tasks. Responsive teaching methods. Recall tasks. Class discussion and teamwork. Independent thought and challenge. Viewing. Listening. Teacher modelling. Self assessment and reflection. Student teachers and learning ambassadors. Artistry and creativity. Analysis.

	Drugs, alcohol & tobacco Health & Prevention Basic First Aid The Changing Adolescent Body Pregnancy and childbirth.			Evaluation. Presentation.

Year 9	**PSHE:** Self-Concept Forming & Maintaining Positive Relationships Drugs, alcohol and tobacco Learning Skills Bullying, abuse and discrimination Media Literacy and Digital Resilience (links to Prevent) RSE: Families Respectful relationships including friendships Online & Media Being Safe Intimate and sexual relationships, including sexual health Physical health and mental wellbeing Mental Wellbeing Internet Safety & Harms Physical Health & Fitness Healthy Eating Drugs, alcohol & tobacco Health & Prevention Basic First Aid The Changing Adolescent Body	Form tutors Teaching & support staff School nurse Visiting organizations and health-care professionals. Stevenson Training and Interventions	RSHE lessons Tutorials Assemblies Safeguarding Day Careers Day Key stage four science	Visualisation through high quality IT resources (Microsoft Office) Retrieval tasks. Responsive teaching methods. Recall tasks. Class discussion and teamwork. Independent thought and challenge. Viewing. Listening. Teacher modelling. Self assessment and reflection. Student teachers and learning ambassadors. Artistry and creativity. Analysis. Evaluation. Presentation.

	Sexual health and modern media.			

	Including sexting, self produces indecent images, CSE, pornography and the law **Science:** **Bacterial infections e.g. Gonorrhoea (including symptoms)** **HIV & AIDS**			

Year 10	**PSHE** Mental Health and Emotional Wellbeing Relationship Values Choices and Pathways Healthy Lifestyles Social Influences Financial Choices **RSE:** Families Respectful relationships including friendships Online & Media Being Safe Intimate and sexual relationships, including sexual health **Physical health and mental wellbeing** Mental Wellbeing Internet Safety & Harms Physical Health & Fitness Healthy Eating Drugs, alcohol & tobacco Health & Prevention Basic First Aid The Changing Adolescent Body STIs and signposting to services **Science:**	Form tutors Teaching & support staff School nurse Visiting organizations and health-care professionals. Stevenson Training and Interventions	RSHE lessons Tutorials Assemblies Safeguarding Day Careers Day Key stage four science	Visualisation through high quality IT resources (Microsoft Office) Retrieval tasks. Responsive teaching methods. Recall tasks. Class discussion and teamwork. Independent thought and challenge. Viewing. Listening. Teacher modelling. Self assessment and reflection. Student teachers and learning ambassadors. Artistry and creativity. Analysis. Evaluation. Presentation.

	Fertility and infertility			

	Hormone injections & IVF **The emotional & physical impacts** **Hormonal and nonhormonal contraception.**			

Year 11	**PSHE** Self-Concept Forming & Maintaining Positive Relationships Drugs, alcohol and tobacco Learning Skills Bullying, abuse and discrimination Media Literacy and Digital Resilience (links to Prevent) Mental Health and Emotional Wellbeing Relationship Values Choices and Pathways Healthy Lifestyles Social Influences Financial Choices **RSE:** Families Respectful relationships including friendships Online & Media Being Safe Intimate and sexual relationships, including sexual health **Physical health and mental wellbeing** Mental Wellbeing Internet Safety & Harms Physical Health &	Form tutors Teaching & support staff School nurse Visiting organizations and health-care professionals. Stevenson Training and Interventions	RSHE lessons Tutorials Assemblies Safeguarding Day Careers Day	Visualisation through high quality IT resources (Microsoft Office) Retrieval tasks. Responsive teaching methods. Recall tasks. Class discussion and teamwork. Independent thought and challenge. Viewing. Listening. Teacher modelling. Self assessment and reflection. Student teachers and learning ambassadors. Artistry and creativity. Analysis. Evaluation. Presentation.

	Fitness			

	Healthy Eating Drugs, alcohol & tobacco Health & Prevention Basic First Aid The Changing Adolescent Body Consent, sexual offences and the law.			

7.2 The Humberston Academy RSE framework is embedded into the wider school curriculum and is delivered as an integral part of the school's RSHE provision. This takes the form of a one-hour per week session and is delivered by form tutors and class teachers. The academy also currently operates three drop-down style Theme Days in which statutory topics are delivered by class teachers along with visitors and representatives from local and national organizations, charities, health providers, and emergency service groups.

7.3 This RSE policy has been produced in-line with guidance provided by The Department for Education and The PSHE Association as well as through interaction, collaboration and discussions with school leaders, teachers, support staff, students, parents, guardians, carers and outside providers. The policy is reviewed on a yearly basis following a series of consultations with students, parents and academy staff members. Specifically, parents are invited into the academy to attend either a Key Stage Three or Key Stage Four RSE/PSHE event in which new national guidelines, initiatives, schemes, topics and resources are shared as a means of gaining parental input, insights and opinions. Google-surveys and other questionnaire-style documents are shared with parents, guardians, students, and staff in order to attain feedback and collaboration. This RSE policy is also made available to all parents via the Humberston Academy website.

7.4 It is essential that the Humberston Academy RSE curriculum meets the needs of and is accessible to all students, including those with SEND. In order to fulfil the requirements of the Equality Act 2010 all 'reasonable adjustments' are made, on an anticipatory basis, to 'alleviate' or prevent disadvantage and to ensure that a rich, inspirational and inclusive curriculum is provided to every student. This may include the use of assistive technology, supporting colleagues, note-takers and one-to-one and/or small-group learning along with differentiated and high-quality classroom and teaching resources. Further to this, Humberston Academy provides a learning environment which actively encourages *'healthy and respectful peer-to-peer communication and behaviour between boys and girls'* and therefore champions a sense of collaboration among all students and not just gender-specific or friendship groups.

7.5 Parents have the right to request that their child be withdrawn from some or all of sex education (but not relationships or health education) delivered as part of statutory RSE.

7.6 Students are required to learn about *Sexual violence and sexual harassment between children in schools and colleges* in-line with guidance set out by The Department for Education. This is carried

out on a half-termly basis and is delivered to learners via: the Humberston Academy RSHE curriculum, whole-year- group assembly sessions, visiting professional services and during the scheduled academy 'Safeguarding Day'

8. Reporting and Consequences of Non-Compliance

8.1. Compliance will be monitored through curriculum audit procedures and reported in the Principal's report to the Director of Secondary Education.

9. Policy Status

9.1. This policy does not form part of any employee's contract of employment.

10. Related Policies

10.1. This policy is related to the following other Trust policies:

- The Academy Safeguarding and Child Protection policy
- The DRET Behaviour and ethos policy
- The DRET Anti-bullying policy
- The DRET Peer on Peer abuse policy
- The DRET SEND policy
- The Academy PSHE policy