



HALEWOOD  
ACADEMY

# Halewood Academy

Wade Deacon Trust

Relationships, Sex and Health Education Policy

2020 – 2021

**Version Number:** 1

**Ratified by Local Governing Body:** G.Tubey March 2021

**Next Review Due:** March 2022

**School Link:** Miss M. Catterall



WADE DEACON  
TRUST

## **Based on the DFE Guidelines**

### **Location and Dissemination**

This document is freely available on request to the entire school community. A copy of the policy can be found on The Halewood Academy website.

### **Basic Information**

This policy covers Halewood Academy's approach to Relationships, Sex and Health Education (RSHE) for Key Stage 3 and 4.

This policy statement is inspired by key school documents, statements and policies, including the DfE's guidance on RSE, Teaching and Learning, Child Protection and Confidentiality and has been developed in consultation with the Principal, Designated safeguarding leads, the Assistant Principal responsible for managing and maintaining RSHE, staff, students and parents.

### **Policy availability to parents and carers**

Parents will be informed about the policy through the school website and hardcopies will be made available on request. Translations may also be made available on request.

### **The overall school aims and objectives**

Halewood Academy is committed to promoting a safe and healthy lifestyle for all of our students. We recognise that this is only possible if students are safe and able to make safe decisions. RSHE is a vital component in preparing students to make what can be challenging decisions and to be equipped with the knowledge to make informed decisions in a variety of situations. Underpinning our teaching of RSHE are our Halewood Academy core values: Respect, Aspiration, Collaboration, Excellence, Resilience (RACER.)

### **Rationale**

We define 'relationships and sex education' as learning about the physical, moral and emotional development that students need in order to understand their own and others' sexuality. Whilst the knowledge of biology and the reproductive system is important, RSHE is concerned with attitudes and values, personal and social skills, respect for self and others, family, stable loving relationships, feelings, gender roles and decision-making. It is about the physical, emotional, social, moral and legal dimensions of human sexuality as well as factual teaching about sex, sexuality and sexual health.

We believe it is vital and integral to the students' development to address this area of the curriculum because students have a universal entitlement to learning that will enable them to live safe, fulfilled and healthy lives. Our curriculum model and the school ethos, underpinned by our core values (RACER), contribute to protecting children and young people by addressing national and local health priorities. The programme also acts to protect children and young people from concerns raised through the pastoral team within school. This is why (alongside PSHE lessons) other areas of the curriculum are also fundamental, such as Assemblies and Form Time. Additionally, other lessons form a key part of the RSHE curriculum, such as Science.

Aspects of RSHE are a statutory entitlement for young people at Key Stages 3 and 4. It provides a comprehensive body of knowledge and understanding about sexual health to manage fertility and avoid infection. As a school, we aim to ensure that all students are fully informed about such issues so that they are able to make informed life decisions whilst at school and beyond with the key aim of leading students to successful, happy and fulfilling adult lives.

### **The aims and objectives of our programme**

RSHE, as part of the PSHE education curriculum, is vital to the development of the young people in our school. The PSHE curriculum, alongside various other avenues such as form time, assemblies and student leadership initiatives are designed to help students deal with difficult moral, social and health-related issues that arise in their lives and in society. They also help them to develop the knowledge, skills and understanding they need to live confident, healthy, independent lives as individuals, parents, workers and members of society. Effective RSHE is a key component in our approach to safeguarding our pupils and various PSHE lessons ensure direct access to key information on such issues in order to best prepare our students for life after Halewood Academy and to be able to enter society as well-rounded individuals who are ready and prepared to take on the challenges of life today.

### **Potential Prior Knowledge:**

**Through the RSHE curriculum at Key Stage 1 and 2, key aims for Primary School children are to:**

- Develop the confidence to talk, listen and think about feelings and relationships
- Make and maintain friendships
- Understand the importance of respect, responsibility, love and care in relationships
- Understand and respect different types of families, including families with same sex parents
- Develop positive 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 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
- Know about human sexuality
- Discuss their concerns and correct misunderstanding they may have gained from the media and peers
- Keep safe online and offline
- Recognise when something is risky or unsafe
- Know where are how to seek information and advice when they need help

**In order to build upon prior knowledge whilst also ensuring there have been no knowledge gaps from Primary School, by the end of Key Stage 3, students will be able to:**

- Manage changing relationships and consider how to make effective connections
- Recognise the risks of personal safety in sexual behaviour and be able to make safe decisions
- Ask for help and support, particularly surrounding issues such as diversity, prejudice and bullying
- Explain the relationship between their self-esteem and how they see themselves, such as issues surrounding body image
- Develop skills of assertiveness in order to resist peer pressure and stereotyping and to be fully aware of support systems
- See the complexity of moral, social and cultural issues and be able to form a view of their own
- Develop good interpersonal skills to sustain existing relationships as they grow and change and to help them make new relationships
- Be tolerant of the diversity of personal, social and sexual preference in relationships
- Develop empathy with the core values of family life in all its forms
- Recognise the need for commitment, trust and love in meaningful relationships which may manifest themselves in a variety of forms, including marriage
- Recognise the stages of emotions in relation to loss and change caused by divorce, separation and new family members and how to manage their feelings positively

**Pupils will know and understand:**

- How to build effective connections with others such as with family, friends, romance and even 'online' interactions
- How to build an effective team/effective teamwork and collaboration
- Ways to deal with sensitive issues such as diversity, prejudice (in all its forms) and bullying
- How to ensure healthy diets and lifestyles
- Drug and Alcohol misuse and the implications of these
- How to cope with change- mentally and physically

- That fertilisation in humans is the fusion of the male and female cell
- The physical and emotional changes that take place during adolescence
- About the human reproductive system, including the menstrual cycle and fertilisation
- How the foetus develops in the uterus
- How the growth and reproduction of bacteria and the replication of viruses can affect health
- How the media influences understanding and attitudes towards sexual health
- How good relationships can promote positive mental wellbeing
- The law relating to sexual behaviour of young people
- A range of sources of advice and support clinics and how to access these

**Pupils will have considered:**

- Body image and how this can impact themselves and others
- The benefits of sexual behaviour within a committed relationship
- How self-concept affects their self-confidence and behaviour
- The importance of respecting differences in relation to gender and sexuality
- How it feels to be different and be discriminated against
- Issues such as the costs of early sexual activity
- The unacceptability of prejudice and homophobic bullying
- What rights and responsibilities mean in relationships

**By the end of Key Stage 4 Pupils will be able to:**

- Consider relationships and sex expectations, myths about sex and both the pleasures and challenges of sexual intimacy
- Consider how the media can influence sexual behaviours and relationships
- Recognise the potential impact of drugs on physical and mental health
- Recognise extremism and issues surrounding online safety
- Recognise the influences and pressures around sexual behaviour and respond appropriately and confidently seek professional health advice
- Manage emotions associated with changing relationships with parents and friends
- See both sides of an argument and express and justify a personal opinion
- Have the determination to stand up for their beliefs and values
- Make informed choices about the pattern of their lifestyle which promote wellbeing

- Have the confidence to assert themselves and challenge offending behaviour
- Develop qualities of empathy and sympathy and the ability to respond emotionally to the range and depth of feelings within close relationships
- Work co-operatively with a range of people who are different from themselves
- Recognise attributes of positive and negative relationships

**Pupils will know and understand:**

- Contraception and sexual health related issues
- Issues surrounding pregnancy, marriage and changing relationships
- What healthy and unhealthy relationships look like
- The way in which hormonal control occurs, including the effects of the sex hormones
- Some medical uses of hormones including the control and promotion of fertility
- The defence mechanisms of the body
- How sex is determined in humans
- How sexually transmitted infections affect the body and how to deal with these if one is contracted
- The risks of early sexual activity and the link with the use of alcohol
- The link between eating disorders and self-image and sexual identity
- How different forms of contraception work and where to get advice
- The role of statutory and voluntary organisations
- The law in relation to sexual activity for young people and adults
- How their own identity is influenced by their personal values, those of their family and of society
- How to respond appropriately within a range of social relationships
- The qualities of good parenting and its value to family life
- How to access the statutory and voluntary agencies which support relationships in crisis
- The benefits of marriage or a stable partnership in bringing up children
- The way different forms of relationship including marriage depend for their success on maturity and commitment

**Pupils will have considered:**

- Their developing sense of sexual identity and feel confident and comfortable with it
- How personal, family and social values influence behaviour

- The arguments around moral issues such as abortion, contraception and the age of consent
- The individual contributions made by partners in a sustained relationship and how these can be of joy or benefit to both
- The consequences of close relationships, including having children and how this will create family ties which impact on their lives and those of others.
- Gender identity and sexual orientation
- Controlling relationships, consent and 'sexting.'
- Self-Worth, relationships and peer pressure
- Issues surrounding gangs and gang exploitation
- Various relationship types such as sexual and intimate friendships, families and different types of families

**Please note some of these outcomes will be achieved through other subjects in the curriculum, particularly Science.**

### **How we will assess this learning?**

As with any learning, the assessment of young people's personal, social and emotional development is important. It provides information that indicates their progress and achievement informs the development of the programme.

Young people do not pass or fail in this area of learning but have the opportunity to reflect on their own learning and personal experiences and set personal goals and agree strategies to reach them. This process of reflective assessment has a positive impact on young people's self-awareness and self-esteem, and there are opportunities to record learning and progress in different ways.

We will assess pupil's learning through: in class question and answer, discussion, group work, peer assessment, individual presentations and self-assessment.

### **Inclusion and differentiation**

It is vital that all of our students feel comfortable and confident within the RSHE lessons and ground rules will be established in all classrooms at the start of any academic year and will be reiterated when the students begin new topics of learning. Our RSHE programmes recognise that young people will bring prior learning and real-life experiences to their learning. Our programmes respect and build on these, providing programmes that reflect both the universal and unique needs of our students. Consideration of the specific needs of students within our demographic has been carefully considered in curriculum planning. In this way, the programmes recognise and respect pupils' different abilities, levels of maturity and personal circumstances; for example, their own sexual orientation, gender identity, faith or culture (which may, depending on their age and maturity, not be something they have yet considered or may be emerging) or the sexual orientation, gender identity, faith or culture of their immediate family, close friends and wider community.

## **Pupils with additional educational needs**

As far as is appropriate, young people with special educational needs follow the same RSHE programme as all other students. Careful consideration is given concerning the level of differentiation needed, and in some cases the content or delivery will be adapted. Teaching Assistants work with individual pupils where required. It is the school's policy not to withdraw young people with special educational needs from RSHE to catch up on other national curriculum subjects, as we believe that these aspects of personal and social development are as important as academic achievement.

## **Topics covered and broadly when**

Full curriculum details are available through the school website. These will outline key content and themes covered.

## **Parent and carers involvement**

We are committed to working with parents and carers. Parents and carers are invited to contact the school directly with any queries or concerns. The resources used are also available on request. Additionally, parents were given the opportunity to feedback on the 'draft' policy before this document was finalised.

## **Key stage 3 and 4, Parental Rights**

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE up to and until three terms before the child turns sixteen. 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 and addressed to the head teacher.

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

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

If a parent or carer requests that their child be removed from sex education, the school will provide support by ensuring the child understands that if they have questions, they may still speak with a member of staff directly.

## **Teaching methods**

The RSHE programme will be taught through a range of teaching methods. Our programme recognises that young people will bring prior learning and real-life experiences to their learning. Our programme respects and builds on these, providing a programme that reflects both the universal and unique needs of our students.

The RSHE programme for all students at Halewood Academy will be delivered mainly through the PSHE programme but also other avenues which consist of the following:

Key Stage 3 and 4

- One timetabled PSHE lesson every two weeks
- Through the Science Curriculum
- Through other subjects such as IT (online safety)
- Assemblies/Form Time

## **Monitoring arrangements**

The delivery of RSHE is monitored by Miss M. Catterall (Assistant Principal) and this is done through:

Learning walks, student voice, staff voice and the quality assurance of resources which are created by the Lead Practitioners in the school. Each Lead Practitioner is responsible for the creation of resources for a specific year group.

This policy will be reviewed by Miss M. Catterall (Assistant Principal) annually. At every review, the policy will be approved by the Senior Leadership Team and the school governing board.