



# **HAILEY HALL SCHOOL**

**Believe | Strive | Achieve**

## **Relationships, Sex and Health Education policy (from 2020)**

**Board of Trustees approved:**

**Date last reviewed: Summer Term 2025**

**Review Date: Summer Term 2026**

**Responsible Committee: Board of Trustees**

**Responsible person: Paul Foster**

## CONTENT

### Page No.

1. Aims.....	3
2. Statutory requirements .....	3
3. Policy development.....	3
4. Definition.....	4
5. Curriculum .....	4
6. Delivery of RSHE.....	4
7. Roles and responsibilities .....	5
8. Parents' right to withdraw .....	6
9. Training.....	6
10. Monitoring arrangements.....	6
Appendix 1: By the end of secondary school pupils should know.....	7
Appendix 2: Parent / Carer form: withdrawal from sex education within RSHE .....	9

## 1. Aims

The aims of Relationships, Sex and Health Education (RSHE) at our school are to:

- Provide a learning environment in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Our ethos is to educate and create well rounded young people, who are equipped to function and contribute to modern day Britain. RSHE is a vital part of our curriculum that is integral to achieve this, as it teaches the essential morals and values needed to form healthy relationships with others
- We are committed to safeguarding our pupils both on and offline.

## 2. Statutory requirements

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

In teaching RSHE, we are required by our funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Hailey Hall we teach RSHE as set out in this policy.

Please refer to our funding agreement and articles of association for further information.

## 3. Policy development

This policy has been developed in consultation with staff, pupils and parents / carers. The consultation and policy development process involves the following steps:

1. Review – a member of staff pulled together all relevant information, including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent / stakeholder consultation – parents / carers and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSHE

5. Ratification – once amendments were made, the policy was shared with trustees and ratified.

#### **4. Definition**

RSHE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSHE involves a combination of sharing information, and exploring issues and values.

RSHE is not about the promotion of sexual activity and is underpinned by British values and the law.

#### **5. Curriculum**

We have developed the curriculum in consultation with parents / carers, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed to reduce the risk of seeking answers online from inappropriate sources.

#### **6. Delivery of RSHE**

RSHE is taught within the PSHCE curriculum, which all pupils receive as a timetabled lesson twice a week at Key Stage 3 and once weekly at Key Stage 4, underpinned by an employability lesson at Key Stage 4 weekly, resulting in a city and guilds qualification. Biological aspects of RSHE are taught within the science curriculum, and other aspects are included in other subject areas.

Pupils also receive stand-alone sex education sessions delivered by our specialist member of staff.

For more information about our RSHE curriculum, see Appendix 1.

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.

For more information about our RSHE curriculum, see Appendix 1.

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).

All lessons will be delivered with due respect to the Equalities act. Teaching is fully inclusive and reflects all protected characteristics.

## **7. Roles and responsibilities**

### **7.1 The Board of Trustees**

The Trustees will approve the RSHE policy, and hold the Headteacher to account for its implementation.

### **7.2 The Headteacher**

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

### **7.3 Staff**

Staff are responsible for:

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

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

All staff are responsible for the delivery of RSHE at Hailey Hall School.

### **7.4 Pupils**

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

## **8. Parents / Carers right to withdraw**

Parents / Carers have the right to withdraw their children from the non-statutory components of sex education within RSHE only (all pupils must access all other statutory areas of the curriculum - identified in Appendix 1) up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing, addressed to the Headteacher, using the form found in Appendix 2 of this policy.

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

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

## **9. Training**

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

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

We have a programme of topics which provide cross curricular links involving specialist staff. Quality assurance is also provided through visits from Herts for Learning

## **10. Monitoring arrangements**

The delivery of RSHE is monitored by Mr Paul Foster through:

- Scheme of work scrutiny, RSHE delivery support and staff INSET.
- The School have access to HfL specialist teachers and have undertaken external scrutiny, and taken on recommendations, forming a development plan for RSHE.
- Pupils' development in RSHE is monitored by class teachers as part of our internal assessment systems.
- This policy will be reviewed by Mr Paul Foster annually. At every review, the policy will be approved by the Headteacher. This policy will be reviewed and updated in line with the expected revised RSHE guidance due to be published by the Department for Education in late 2025.

## Appendix 1: By the end of secondary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families	<ul style="list-style-type: none"> <li>• That there are different types of committed, stable relationships</li> <li>• How these relationships might contribute to human happiness and their importance for bringing up children</li> <li>• What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony</li> <li>• Why marriage is an important relationship choice for many couples and why it must be freely entered into</li> <li>• The characteristics and legal status of other types of long-term relationships</li> <li>• The roles and responsibilities of parents with respect to the raising of children, including the characteristics of successful parenting</li> <li>• How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.</li> </ul>
Respectful relationships, including friendships	<ul style="list-style-type: none"> <li>• The characteristics of positive and healthy friendships (in all contexts, including online) 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</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice)</li> <li>• That in school and in the 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 peoples' beliefs</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</li> <li>• That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</li> <li>• What constitutes sexual harassment and sexual violence and why these are always unacceptable</li> <li>• The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Online and media	<ul style="list-style-type: none"> <li>• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</li> <li>• About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online</li> <li>• Not to provide material to others that they would not want shared further and not to share personal material which is sent to them</li> <li>• What to do and where to get support to report material or manage issues online</li> <li>• The impact of viewing harmful content</li> <li>• That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners</li> <li>• That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</li> <li>• How information and data is generated, collected, shared and used online.</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>• The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships</li> <li>• How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).</li> </ul>
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> <li>• How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship</li> <li>• That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing</li> <li>• The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</li> <li>• That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</li> <li>• That they have a choice to delay sex or to enjoy intimacy without sex</li> <li>• The facts about the full range of contraceptive choices, efficacy and options available</li> <li>• The facts around pregnancy including miscarriage</li> <li>• 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)</li> <li>• 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</li> <li>• About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</li> <li>• How the use of alcohol and drugs can lead to risky sexual behaviour</li> <li>• How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.</li> </ul>

## Appendix 2: Parent / Carer form: withdrawal from sex education within RSHE

TO BE COMPLETED BY PARENT / CARER			
Name of child		Form Group	
Name of parent / carer		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent / Carer signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parent / carer	Include notes from discussions with parent / carer and agreed actions taken. eg: <i>Joe Bloggs will be taking part in all relationships lessons and during the sex education lessons, he will be working independently on a project in the Year 5 classroom.</i>