



Ark Evelyn Grace  
Academy

# **Relationships, Health & Sex Education Policy**

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## **Aims for RHSE at EGA:**

This policy covers Ark Evelyn Grace Academy whole school approach to Relationships Health and Sex Education (RHSE). We believe that RSE is vital for the personal, social and emotional development of our pupils. It equips children and young people with the information, skills and values they need to have safe, respectful and enjoyable relationships and empowers them to take responsibility for their sexual health and well-being. Evelyn Grace Academy & Ark Schools Trust believes that all children and young people have a right to holistic, inclusive and needs-led RSE. We believe that through providing high quality RSE, we are upholding the ethos and values of our school and its commitment to equality and celebration of difference in line with our values we hold dearly for our children at Evelyn Grace Academy Self Discipline, Excellence & Endeavour

## **RHSE Consultation:**

This policy was produced in consultation with our staff, board of governors, pupils and parents. We will ensure the policy is effectively communicated to staff and parents, including through publishing the policy on our school website. The information below complies with our statutory obligations to deliver RSE under sections 34 & 35 of the Children and Social Work Act 2017. It will have due regard for the DfE's statutory Relationships Education, Relationships and Sex Education and Health Education Guidance and other relevant guidance. We will review the policy on a regular basis to ensure that it is in line with current Government guidance and legislation and to ensure that our RSE programme continues to meet the needs of our pupils. The policy should be read in conjunction with other relevant policies on our Evelyn Grace Academy website: Safeguard & Child Protection and Our Character Development Curriculum

## **Statutory RHSE Requirements:**

As a Secondary Academy School we are duty bound to ensure all our children are provided with the appropriate knowledge and education delivered in our RHSE curriculum as per section 34 of the [Children and Social work act 2017](#).

In teaching RHSE, 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 Ark Evelyn Grace Academy we teach RHSE as set out in this policy.

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

## **Definition of RHSE**

We define relationships education as learning about the physical, social, legal and emotional aspects of human relationships including friendships, intimate, sexual and committed relationships and family life. We define sex education as learning about the physical, social, legal and emotional aspects of human sexuality and behaviour, including human reproduction. This includes conception and contraception, safer sex, sexually transmitted infections and sexual health.<sup>1</sup> We take the approach that Relationships and Sex Education are best approached in an integrated way and using a gender equity and human rights framework. We will take care to highlight lessons that contain what we define as sex education so that we can respect the wishes of parents who have withdrawn their children from this content. Simultaneously, we will seek to nurture children's curiosity about the world around them, supporting their development and their respect for themselves and each other.

## **Curriculum Outline**

To cover the curriculum content outlined in the RSHE Guidance, we will equip our pupils to build positive and respectful relationships online and offline. We seek to ensure that it gives pupils the knowledge, skills, attitudes and values that will help them to:

- Realise their health (including sexual health), wellbeing and dignity
- Build self-esteem and self-worth
- Explore and value their personal and sexual identity and the personal/sexual identities of others
- Understand family structures, committed relationships and the legal status of different types of long-term relationships
- Understand and make sense of the real-life issues they are experiencing in the world around them
- Manage and explore difficult feelings and emotions consider how their choices affect their own wellbeing and that of others
- Develop as informed and responsible citizens
- Understand and ensure the protection of their rights throughout their lives.

We believe that high quality, comprehensive RHSE does not encourage early sexual experimentation but in fact builds young people's confidence and self-esteem and helps them understand the reasons for delaying sexual activity. Evidence based research informs us that effective RHSE plays a role in behaviour change, including reducing unprotected or unwanted sex and reducing harmful behaviour, including sexual harassment and sexual violence.

## **Delivery of RHSE EGA**

The curriculum programme is developed by Character Lead in conjunction with the views of teachers, pupils and parents. In Evelyn Grace Academy we will meet the learning objectives and content outlined in the Relationships Education, Relationships & Sex Education and Health Education Guidance. All content will be delivered in a timely way and will be age and developmentally appropriate to meet the needs of our pupils, including those pupils with SEND. Delivery will include carefully planned materials delivered by form tutors in form time, as well as externally delivered workshops and assemblies by professional organisations and individuals. Our scheme of work will be taught according to each age group and key stage. The RSE Character Lead will work closely with colleagues in related curriculum areas such as; (Science, Personal, Social, Health and Economic PHSE, RE, computing, PE and citizenship) to ensure a holistic and joined up approach to what is taught in RHSE. To support EGA delivering a fantastic educational RHSE experience for our children EGA will welcome guest speakers from groups such as; Revolution Hive, Lambeth GAIGA & Brook Health, medical professionals e.g. School Nurse, practical activities & books etc.

The programme will be delivered in a non-judgemental, factual way, using the correct medical terms where appropriate (for example when teaching about external body parts). School staff will not express or be expected to express their personal views or beliefs when teaching RHSE. All staff who have responsibility for delivering RHSE will undergo training on a regular basis to ensure they are up-to-date with the RHSE policy and curriculum requirements regarding RHSE. In addition to ongoing training, CPD will also be scheduled in response to updates to our RHSE scheme of work and any new development in terms of course content. We will regularly monitor our RHSE scheme of work to ensure that the quality of teaching is consistent, that the curriculum is meeting the new national requirements under the Relationships Education, RHSE and Health Education guidance, and that learning outcomes are reflective of pupil need.

Pupil voice is central to the culture and ethos of Ark Evelyn Grace Academy. We use pupil voice to evaluate how relevant and engaging RHSE is to children's lives.

Throughout our RHSE scheme of work we embed pupil voice practices to enable students to express their views on the range of topics and issues that RHSE covers and to ensure that they listen to other opinions and evidence, reflect on their own perspectives and take a broader view. This will be supported by form time activities which actively teach students how to express and share their views in a safe, non-judgemental and respectful manner. We want to ensure that all pupil voices are heard but that those views that are hurtful, offensive or exclusionary do not dominate and are addressed. We want to ensure a culture where human rights, social justice, inclusion and diversity are promoted within our school.

Ark Evelyn Grace Academy acknowledges that RHSE is crucial for creating a culture of safeguarding within the school and for meeting our statutory obligations as outlined in [Keeping Children Safe in Education](#).

## RHSE Curriculum Map

### Appendix 1

All resources for internal delivery can be found in the following folder:  
[Personal Development](#)

Year Group	Term	Topic/Theme Details
KS3	Autumn term	<p><b>Personal health and relationships:</b></p> <ul style="list-style-type: none"> <li>• Promoting emotional wellbeing</li> <li>• Healthy and unhealthy coping strategies</li> <li>• Identifying and developing healthy relationships</li> <li>• Acceptable/unacceptable behaviour in relationships</li> <li>• Tolerating and sharing personal views</li> <li>• Personal hygiene</li> </ul>
KS3	Spring term	<p><b>Personal health and relationships:</b></p> <ul style="list-style-type: none"> <li>• Giving and understanding consent</li> <li>• E-safety</li> <li>• Equality and diversity</li> <li>• Living without prejudice</li> <li>• The legal rights and responsibilities regarding equality including LGBT+</li> <li>• Religion and beliefs</li> <li>• Drugs, alcohol and substance misuse</li> <li>• Basic first aid, CPR and using defibrillators</li> </ul> <p><b>Families:</b></p> <ul style="list-style-type: none"> <li>• Families: marriage and civil partnerships</li> <li>• Families: long-term commitment and the legal status of marriage</li> <li>• Families: parenting, the roles and responsibilities of parents and carers</li> <li>• Pregnancy and all choices related to pregnancy</li> <li>• Domestic abuse</li> </ul>
KS3	Summer term	<p><b>Respectful relationships:</b></p> <ul style="list-style-type: none"> <li>• Different types of relationships that might contribute to human happiness</li> <li>• How stereotypes can cause damage or encourage prejudice: misogyny, homophobia and gender stereotyping</li> <li>• What is discrimination and how can we challenge it?</li> <li>• Bullying, including cyber-bullying</li> <li>• Sexual harassment, sexual violence and FGM</li> <li>• A healthy lifestyle</li> <li>• Puberty and healthy personal practices</li> <li>• Organ, blood and stem cell donation</li> </ul>

Year Group	Term	Topic/Theme Details
KS4	Autumn term	<p><b>Personal health and relationships:</b></p> <ul style="list-style-type: none"> <li>• Actions that can affect emotions and behaviours</li> <li>• Attitudes to mental health</li> <li>• Promoting emotional wellbeing</li> <li>• Healthy and unhealthy coping strategies</li> </ul>

		<ul style="list-style-type: none"> <li>• Identifying and developing healthy relationships</li> <li>• Different types of relationships that might contribute to human happiness</li> <li>• Tolerating and sharing personal views</li> <li>• Personal hygiene</li> </ul>
KS4	Spring Term	<p><b>Personal health and relationships:</b></p> <ul style="list-style-type: none"> <li>• Giving and understanding consent</li> <li>• Acceptable/unacceptable behaviour in relationships</li> <li>• Physical activity and mental wellbeing</li> <li>• E-safety</li> <li>• A healthy lifestyle</li> <li>• Basic first aid, CPR and using defibrillators</li> <li>• Good quality sleep</li> <li>• Equality and diversity</li> <li>• Consent</li> <li>• Different types of relationships that might contribute to human happiness</li> <li>• Acceptable/unacceptable behaviour in relationships</li> <li>• Religion and beliefs</li> <li>• Organ, blood and stem cell donation</li> </ul> <p><b>Families:</b></p> <ul style="list-style-type: none"> <li>• Families: marriage and civil partnerships</li> <li>• Families: long-term commitment and the legal status of marriage</li> <li>• Families: parenting, the roles and responsibilities of parents and carers</li> <li>• Pregnancy and all choices related to pregnancy</li> <li>• Domestic abuse</li> </ul>

Year Group	Term	Topic/Theme Details
KS4	Summer term	<p><b>Respectful relationships:</b></p> <ul style="list-style-type: none"> <li>• How stereotypes can cause damage or encourage prejudice: misogyny, homophobia and gender stereotyping</li> <li>• What is discrimination and how can we challenge it?</li> <li>• The legal rights and responsibilities regarding equality including LGBT+</li> <li>• Bullying, including cyber-bullying</li> <li>• Sexism, sexual harassment, sexual violence, sexual exploitation and FGM</li> <li>• Living without prejudice</li> </ul> <p><b>Sex education:</b></p> <ul style="list-style-type: none"> <li>• The age of consent</li> <li>• Developing intimate relationships</li> <li>• Resisting pressure to have sex</li> <li>• Not applying pressure to have sex</li> <li>• To not encourage sexual experimentation</li> <li>• STIs, prevention, risk, safer sex, interaction between drug and alcohol use and sexual behaviour</li> </ul>

## **Parent form: withdrawal from sex education within RSE**

### **Appendix 2**

<b>TO BE COMPLETED BY PARENTS</b>			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

  

<b>TO BE COMPLETED BY THE SCHOOL</b>	
Agreed actions from discussion with parents	

## Appendix 3

*Commonly asked questions and responses that can support parents in conversation with their child*

### ***Is school the best place for discussions about relationships and sex?***

*We know from surveys of children and young people, that if they do not get the correct and accurate information about sex and relationships from a reliable source, they will find the information from other sources (friends, older siblings, website, tv) which may not be true or age appropriate. The information gathered during the Government consultation found that most children wanted this information and discussion to be provided in school with their teachers so that they could ask their questions in a safe space and have them answered in an age-appropriate way.*

### ***Will these subjects promote LGBT relationships?***

*No, these subjects do not 'promote' anything, they educate. We are teaching about equality. Our school ethos says that we are respectful of everyone. We value ourselves and all others. Pupils should be taught about the society in which they are growing up. These subjects are designed to foster respect for others and for difference and educate pupils about healthy relationships. RSE should meet the needs of all pupils, whatever their developing sexuality or identity – this should include age-appropriate teaching about different types of relationships in the context of the law.*

*We want our young people to grow up to be respectful and tolerant members of our community. As they grow up, make more friends, watch TV, go to different places, they will meet people who are gay or transgender. Some of our young people are gay or will discover that they are gay when they grow up. We want them to understand that it is okay that some people are gay. We do not want children growing up thinking something is wrong with them or with the people they recognise who are gay or transgender.*

### ***My religion says that being gay is wrong, so why are you teaching about different sexuality choices?***

*We are teaching about equality. We understand and respect all faiths. We recognise the tension that it can present. We are teaching children not to be afraid of difference but to celebrate difference. Any discussion or resources used will be to help your child be respectful and tolerant towards others. We are preparing the children for life in Britain. Britain is diverse and they are going to meet people who are different to them as they grow up.*

### ***You are confusing my child because at home they are learning that being gay is wrong but at school you are telling them that being gay is OK.***

*As a parent it is your right to talk to your child about religious beliefs. In school we build our curriculum around UK law. We are teaching children that all people and relationships are equal. We are teaching children that all families are different and your child as they grow up are going to meet people who live in different families. It is important that children learn about people who are different. They need to learn to be tolerant and respectful of people with different views. When they grow up they can make up their own minds about what is right and wrong.*

### ***Will this work prompt my children to ask challenging questions?***

*Possibly. Your child or children trust you and are likely to ask you questions or even to test your beliefs and opinions. Please do not avoid them, talk openly about diversity and equality.*

### ***Will this encourage my child to have sex too early/ outside of marriage?***

*No, we are not encouraging early sexual experimentation or activity. We are teaching young people to understand human sexuality and to respect themselves and others. This will enable young people to mature, build their confidence and self-esteem and understand the reasons for delaying sexual activity. We are supporting our young people so that they are able, throughout life, to develop safe, fulfilling and healthy sexual relationships, at the appropriate time.*