



Relationships, Sex and Health Education Policy

**(R.E.A.L. Education Ltd.)
(R.E.A.L. Independent Schools,
Ilkeston)
(R.E.A.L. Independent Schools,
Blidworth)
(R.E.A.L. Independent Schools,
Hinckley)
(R.E.A.L. Alternative Provision
Schools)**

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Rationale

R.E.A.L. Education Limited and R.E.A.L. Independent Schools will be hereinafter referred to as R.E.A.L. or 'the school'.

R.E.A.L. recognises the entitlement of all learners to receive Relationships and Sex Education and Health Education (RSHE), which is current, meaningful and relevant. R.E.A.L. promotes and embeds a respect for diversity, encourages a sense of compassion and understanding of others, and a deep respect for human worth and dignity.

We value and respect every member of the school and their culture, religious values, sexual orientation and gender identity. We also recognise that the advances of modern technology brings with it issues of safeguarding and we are committed to addressing on-line safety in its various forms.

We will ensure that relationship and sex education and health education is accessible for all pupils. Delivery and resources will be differentiated and personalised to meet the needs of those pupils with Special Educational Needs and Disability (SEND), in preparation for adulthood and in line with the SEND code of practice.

Statutory Guidance and Legislation

The Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance update (Sept 2021) and regulations made under sections 34 and 35 of the Children and Social Work Act 2017 make it clear that as of September 2020, the Health Education and Relationships Education for primary age children and the Relationships, Sex and Health Education aspects of PSHE education for secondary age children are now compulsory in all schools.

Definition

The Sex Education Forum defines relationships, sex and health education (RSHE) as 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.



Aims

The aims of relationships education in schools will cover 'Families and People who Care for Me', 'Caring Friendships', 'Respectful Relationships', 'Online Relationships', and 'Being Safe'.

There is widespread agreement that children and young people need to be able to recognise abusive behaviour¹ and to know how to seek help if they are worried about abuse or experience it. The new guidance states that by the end of primary school all children should know: 'how to report concerns or abuse, and the vocabulary and confidence needed to do so'.

R.E.A.L. believes that relationships education should promote equal, safe and enjoyable relationships and be taught in a way which respects lesbian, gay, bisexual, and transgender (LGBT) and gender equality, in line with the Equalities Act 2010. The new guidance is compatible with this.

The aims of Sex Education:

R.E.A.L. will provide a sex education programme tailored to the age and the physical and emotional maturity of the pupils. We determine the content of sex education and believe that sex education should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born'.

We will deliver health education as part of our PSHE curriculum. Health education will enable learners to understand puberty, the changing adolescent body, menstrual wellbeing and the menstrual cycle, how a baby is made and raise awareness of how to stay safe.

Relationships education, health education, science and sex education work together to protect children by ensuring they have knowledge of their bodies, the human life-cycle, emotions, acceptable behaviour and right and wrong.

¹ This includes child on child abuse, sexual harassment, sexual violence, online abuse and issues of consent



Delivery of the RSHE Curriculum

R.E.A.L. promotes a whole school approach to the delivery of RSHE.

Key Stage 2

During Key Stage 2 children are interested in the changing nature of friendships, the emotional and physical changes of growing up, similarities and differences between boys and girls, coping with strong emotions and how babies are made with eggs and sperm. How to look after our bodies and how to be safe and healthy are also important. Towards the end of Key Stage 2 children are beginning to show an interest in knowing about love and the different types of families, they will be curious about puberty and sexual feelings and changing body image. They will need more details about how babies develop and are born and why families are important for having babies. They will also need to know who they can talk to if they want health, advice and information about puberty and sex.

The curriculum will cover the following topics:

- Healthy living introduction
- Living a healthy, active lifestyle
- Dental hygiene
- Germs, bacteria and viruses
- Positive relationships introduction
- Disagreeing respectfully
- Family, marriage and civil partnerships
- Positive vs negative relationships
- Online relationships: Online gaming

Key Stage 3 and 4

At Key Stage 3 and 4, we will build on the curriculum content at Key Stage 2 as above. At this age, some young people will either be sexually experimental or know friends who are. They will be interested to know what they should expect of a partner and how to talk to them. They will need more information on contraception, sexual health and how to access services. They will want to know about different types of relationships. They may want to know about how to cope with strong feelings and how to cope with the pressures to have sex. They will start to ask questions about parenthood and may like to know how they can talk to their own parents or a trusted adult. They will also be interested in other influences on



sexual decision making such as the law², issues surrounding consent (and what consent is), different cultures and religious beliefs. They will need to know the dangers and impact of pornography, the media and the effects of drugs and alcohol.

The curriculum will cover the following topics:

Key Stage 3

- Maintaining a healthy lifestyle including mental health and self esteem
- Stress, social media and the fear of missing out (FOMO)
- Dangers of smoking, vaping and energy drinks
- Cancer prevention
- First aid
- Puberty and body development, how a baby is made
- Consent and the law including legal age
- Assertiveness and consent
- Friendship, respect and relationships including bullying
- The meaning of LGBT+, homophobia and transphobia
- Maintaining positive relationships
- Sexual health including STI, contraception, menstruation and hygiene
- Body confidence - male and female reproductive systems, self esteem, body image and online influences
- Sex within relationships, delaying, considerations and consequences
- Types of abuse - physical, emotional and neglect
- Grooming, online safety, child exploitation and online safety and cyberbullying
- Safety in gaming
- Gangs and knife crime
- Drugs, gang culture and county lines
- Prejudice, discrimination and the Equality Act
- Radicalisation and counter terrorism

Key Stage 4

- Technology and mental Health
- Mental health, illness and self harm
- Promoting emotional wellbeing
- Organ and blood donation
- Male and female cancers - self examination and screening
- Respect, love and relationships
- Unhealthy relationships, what abuse is, including sexual abuse, domestic abuse and sources of support

² Including age appropriate information about youth produced sexual imagery and sharing of nudes and semi-nudes and links to sexual harassment



- FGM and the law
- Sexual health - STIs, contraception, fertility, bad choices
- Pregnancy and choices
- Social media, grooming and sexting
- Online safety - live streaming and gaming
- The dangers and impact of pornography, sexualisation in the media
- Social media and self esteem
- Gangs, county lines and drugs
- Causes of knife crime
- Addiction and substance abuse
- Consent and considerations, delaying sex and responding to pressure
- Honour based violence and forced marriage
- Inclusion and diversity, extremism and radicalisation
- Sex and gender differences
- Drug, alcohol and substance misuse

Key Stage 5 (Post 16)

At this age young people are at the legal age of consent and many, but not all, will be in intimate relationships and will be interested to know about the challenges of long-term commitments and the qualities needed for successful loving relationships. They will be interested in what issues can be difficult to talk about in intimate relationships, for example sexual pleasure and contraception and how this can be addressed. They will be interested to know more about being gay, lesbian, bisexual or transgender. Young people at this age will need more information on sexual risk, pregnancy, sexual health, fertility and infertility. They will be keen to discuss gender stereotyping, sexual violence, exploitation, the law³, issues of consent and discrimination. Learning about the relationship between self esteem and body image and how to challenge negative messages from peers, the media and society is also important.

The curriculum will be developed through the following themes:

- Gender and Identity
- Miscarriage and unplanned Pregnancy
- Drugs, dangers and classification
- Date rape
- Honour based violence
- Emotional wellbeing
- Online subcultures and extremism
- Drugs, festival and parties
- STI clinics and advice

³ Including age appropriate information about youth produced sexual imagery and sharing of nudes and semi-nudes and links to sexual harassment



- Obesity and healthy eating
- Sex and media
- Sex: readiness and encounters
- Controlling relationships and power imbalance

RSE and Health Education will be taught primarily within PSHE, Science and Sport lessons. Lessons may be taught as part of a discrete unit or be embedded within other subjects such as ICT, English and Religious Education.

R.E.A.L. will offer a flexible approach to delivery where a particular need or concern is identified.

Learners also have regular access, throughout the academic year, to workshops and RSE and Health Education lessons taught by external organisations promoting positive sexual health and relationships. Previously this has included organisations such as Pintsize Theatre Company and Sexions Service.

Learners will also be signposted to appropriate support and services when required this may include internal and external counselling services, local sexual health services and school nurse.

Where appropriate pupils will have the opportunity to explore relationships and sex education through accredited pathways including such as Aim Awards.

Partnerships with parents and carers

R.E.A. L. recognises that parents and carers are crucial to the success of the RSHE programme and is committed to providing information about what is provided and accessible opportunities to comment on policy and practice.

Parents will retain the right to withdraw their child from sex education at primary and secondary school. A change brought in by the new guidance is that young people can opt into sex education from 3 terms before their 16th birthday. Parents will not have the option to withdraw their children from relationships education or health education. Schools are advised to keep a record of the process of dialogue with parents relating to requests to withdraw from sex education. If you wish to withdraw your child from sex education please speak to your Learning Manager.

Parents should also be aware that, for learners aged 13 - 19, R.E.A.L. offers access to the C-Card Scheme. The C-card scheme is a service where young people can access confidential sexual health advice and have free access to condoms. During the registration



learners will have access to information and advice around the proper use of condoms, sexually transmitted infections, unplanned pregnancy and signposting to other services. Staff have been trained and actively promote the delay of sexual activity, particularly when under the age of 16.⁴

Confidentiality, safeguarding and child protection

Everyone involved in RSHE will be clear about the boundaries of their legal and professional roles and responsibilities. Teachers will discuss confidentiality with learners through the development of a group agreement at the start of lessons, making it clear that teachers cannot offer unconditional confidentiality and will report concerns or suspicions to the Designated Safeguarding Lead as outlined in the safeguarding policy.

Assessing, recording, reporting and monitoring pupils' progress

We will ensure that assessment opportunities are built into the RSHE programme and that RSHE is assessed on skills and attributes as well as knowledge. Regular opportunities will be provided to enable learners to reflect on their work and learning.

Learner progress will be tracked by an individual's learning manager and will link with the schools' tracking of PSHE.

We will ensure that parents and carers are provided with feedback and information about pupils' learning in RSE.

The curriculum will be quality assured in a variety of ways including learning walks, safeguarding drop ins, lesson observations, planning and work scrutinies. This will be done as part of the schools' ongoing QA cycle by the SLT and PSHE Lead.

Roles and responsibilities

Learners

Learners are expected to participate at their own level of engagement in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

Alternative work, which focuses on values and self esteem will be given to pupils who are withdrawn from RSE.

Delivery staff are responsible for:

Delivering RSE and health education in a sensitive way

⁴ R.E.A.L recognise the age of consent is 16 and other sexual activity before this age may require further risk assessments and potential referrals for statutory and support services.



Differentiating and personalising delivery to the needs of the individual
Modelling positive attitudes to RSE and health education
Monitoring and tracking of progress
Responding to the needs of individual pupils and issues as they arise
Responding appropriately to pupils whose parents or carers wish them to be withdrawn from the sex education components of RSE and health education
Take responsibility to attend regular CPD to ensure they are confident and have up to date knowledge and understanding

The Head of Schools

The Head of Schools and Senior Leadership Team are responsible for ensuring that RSE and health education is taught consistently across the school, and for managing requests to withdraw pupils from sex education.

The Head of Schools and SLT will provide regular access to training and development to ensure that they are confident in their subject knowledge and delivery.

The Governing Body

The R.E.A.L. Leadership Team and Governing Body will approve the RSHE policy, and hold the Senior Leadership to account for its implementation.

Policy Review

This policy will be reviewed by SLT annually. At every review, the policy will be approved by The R.E.A.L. Leadership Team and Board of Governors.

Links to other Policies/Curriculum Intent Documents

Health and Safety
British Values on website
Safeguarding and Protection of Young People in Our Care
Preventing and Tackling Bullying
Equality & Diversity
PSHE/RSE whole school curriculum plan
Well Being Policy
PSHE, SMSC and Citizenship Policy
Management of Behaviour Policy