

# Relationships, Sex and Health Education Policy



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# 1. Aims

The aims of relationships, sex and health education (RSHE) at Unity College are to:

- Provide a framework in which sensitive discussions can take place
- Prepare students for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help students develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach students the correct vocabulary to describe themselves and their bodies

# 2. Statutory Requirements

As a maintained secondary school, we must provide RSHE to all students under the [Children and Social Work Act 2017](#).

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

We must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Unity College, we teach RSHE as set out in this policy.

# 3. Definition

RSHE is about the emotional, social and cultural development of students, 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.

# 4. Curriculum

Our RSHE curriculum lies within the iD Curriculum, per Appendix 1. The curriculum is reviewed regularly and contextual issues are discussed where appropriate.

We have developed the curriculum in consultation with parents, students and staff, and considering the age, developmental stage, the needs and feelings of our students. If students ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that students are fully informed and do not seek answers online.

# 5. Delivery of RSHE

RSHE is taught within the iD curriculum. Biological aspects of RSHE are taught within the science curriculum, and other aspects are included in religious education (RE).

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

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBTQ parents, families headed by grandparents, adoptive parents and foster parents/carers, amongst other structures), along with reflecting sensitively that some students may have a different structure of support around them (for example, looked-after children or young carers).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

## 5.1 Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of students will relate to them for example students from different faith backgrounds
- Is sensitive to all students' experiences
- During lessons, makes students feel:
  - Safe and supported
  - Able to engage with the key messages

We will also:

- Make sure that students learn about these topics in an environment that's appropriate for them, for example in:
  - A whole-class setting
  - Small groups or targeted sessions
  - 1-to-1 discussions
  - Digital formats
- Give careful consideration to the level of differentiation and scaffolding needed

## 5.2 Use of Resources

We will consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSHE guidance
- Would support students in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our students
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to students' experiences and won't provoke distress

## 6. Use of Visitors

Visitors are a valuable resource. They can bring new knowledge, expertise and experiences to the classroom. They can also offer real scenarios for the students to engage with values clarification and problem solving. Visitors are used to enhance and enrich classroom sessions, but the overall lead remains with the teacher. We currently have strong links with a wide variety of outside agencies that support and enhance learning in the classroom and look to develop this aspect of our work further.

## 7. Roles and Responsibilities

### 7.1 The Governing Body

The governing body 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 College, and for managing requests to withdraw students from non-statutory/non-science components of RSHE (see Section 9). At Unity College, authority for managing requests to withdraw students is delegated to the Director of Personal Development.

### 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 students
- Responding appropriately to students whose parents wish them to be withdrawn from the [non-statutory/non-science] components of RSHE

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

### 7.4 Students

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

## 8. Parent and Carer Involvement

We are committed to working with parents and carers. Parents and carers are invited to contact the College directly with any queries or concerns. The resources used are also available on request.

Parents and carers have the right to withdraw their child from the Sex Education delivered as part of RSHE in secondary schools which, unless there are exceptional circumstances, will be granted up to three terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the College will arrange this.

There is no right to withdraw from Relationships Education at secondary school as we believe the contents of these subjects – such as family, friendship, safety (including online safety) - are important for all children to be taught. There is also no right to withdraw from the Science curriculum or the wider iD (PSHE) education curriculum.

Any requests for withdrawal must be made directly to the Director of Personal Development, Mrs S Hudson ([s.hudson@unity.lancs.sch.uk](mailto:s.hudson@unity.lancs.sch.uk))

## 9. Training

Staff teaching iD are offered training on the delivery of RSHE as part of their induction and ongoing professional development.

The Director of Personal Development will also invite visitors from outside the College, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSHE, where necessary.

## 10. Monitoring Arrangements

The delivery of RSE is monitored by the Director of Personal Development through:

- Learning walks
- Work scrutiny
- Student voice

This policy will be reviewed by the Director of Personal Development annually. At every review, the policy will be approved by the governing body.

# Appendix 1: The iD Curriculum

## iD Themes

| Year 7  | Year 8   | Year 9  | Year 10   | Year 11   |
|---|--|---|---|---|
| Change<br>Relationships<br>Health<br>Risk<br>Identity | Wellbeing and<br>Healthy<br>Relationships<br>Law and Order<br>Money Sense<br>Healthy Lifestyle<br>Peer Pressure<br>Awareness | Healthy<br>Relationships<br>Lifestyles<br>Tolerance | Healthy<br>Relationships<br>Lifestyles<br>Life Skills | Criminal Justice<br>System<br>College and<br>Careers<br>Lifestyle |

## iD Lesson Themes

| Year 7  | Year 8  | Year 9   | Year 10  | Year 11  |
|---|---|--|--|--|
| <p><b>Change</b></p> <p>Transition<br/>Resilience<br/>Puberty<br/>Periods<br/>Body image<br/>Social media awareness</p> <p><b>Relationships</b></p> <p>Banter v bullying<br/>E safety<br/>Different family make ups<br/>Romance<br/>Sexuality and gender</p> <p><b>Health</b></p> <p>Hygiene<br/>Body image<br/>First Aid</p> <p><b>Risk</b></p> <p>Road safety<br/>Water safety<br/>Social media</p> | <p><b>Wellbeing and Healthy Relationships</b></p> <p>Emotional changes through puberty<br/>Sexuality<br/>Identifying a healthy relationship<br/>Keeping safe in a relationship<br/>Sexual health</p> <p><b>Law and Order</b></p> <p>The British criminal justice system<br/>How young people are affected by the law<br/>How a crime is taken to court<br/>Prejudice and discrimination</p> <p><b>Money Sense</b></p> <p>Thinking about your future career<br/>The cost of living</p> | <p><b>Healthy Relationships</b></p> <p>What is a healthy relationship?<br/>How to keep yourself safe in a relationship<br/>Consent<br/>Contraception</p> <p><b>Lifestyles</b></p> <p>Drugs awareness<br/>The effects of illegal drug use<br/>County lines</p> <p><b>Tolerance</b></p> <p>Discrimination and prejudice<br/>Case studies: Sophie Lancaster and Stephen Lawrence</p> <p><b>Life Skills</b></p> <p>Living in the wider world<br/>Career planning</p> | <p><b>Healthy Relationships</b></p> <p>Identifying sexual harassment and assault<br/>Signs of abuse<br/>Abortion debate</p> <p><b>Lifestyles</b></p> <p>Drug use and its effects<br/>Online gambling<br/>Radicalisation and extremism<br/>Hate crime</p> <p><b>Life Skills</b></p> <p>Tattoo debate<br/>Online activity<br/>One-punch killers<br/>Career planning</p> <p><b>Wellbeing</b></p> <p>Homelessness<br/>Reality TV versus actual reality<br/>Mental Health</p> | <p><b>Criminal Justice System</b></p> <p>Civil and criminal justice<br/>The British Police force<br/>Life in Prison<br/>The Death penalty debate</p> <p><b>College and Careers</b></p> <p>College applications<br/>Planning Career pathways<br/>Creation of a CV<br/>Development of interview technique</p> <p><b>Lifestyle</b></p> <p>Selecting the right partner<br/>Abusive relationships<br/>Breast cancer and testicular cancer</p> |

|   |  |  |  |  |
|---|--|--|--|--|
| <p>Weapons</p> <p><b>Identity</b></p> <p>Stereotypes</p> <p>Britishness</p> <p>Radicalisation</p> <p>Prejudice</p> <p>Looking to the future</p> | <p>The difference between credit and debit</p> <p>What is income tax and national insurance?</p> <p>How tax is spent</p> <p>What is an entrepreneur?</p> <p><b>Lifestyle</b></p> <p>Digital foot print</p> <p>Cyber bullying</p> <p>Online reputation</p> <p>The pressure to look good</p> <p>Body dysmorphia</p> <p>Peer pressure</p> <p><b>Awareness</b></p> <p>Social media and issues around this</p> <p>Mental health</p> <p>Health and fitness</p> <p>Forced marriage</p> <p>County lines</p> <p>FGM</p> |  |  |  |
|---|--|--|--|--|

Please note that the Director of Personal Development is constantly adapting the curriculum where necessary to reflect contextual issues.



## ID Curriculum Overview – Thematic Model

|               | Autumn Term 1  | Autumn Term 2  | Spring Term 1   | Spring Term 2  | Summer Term 1  | Summer Term 2  |
|---------------|--|--|---|--|--|--|
| <b>Year 7</b> | <b>Health and wellbeing</b><br>Understanding different points of view.<br>Self-knowledge and self-Esteem<br>Puberty  | <b>Healthy relationships</b><br>Understanding the different types of relationships<br>Positive relationships<br>Emotional changes<br>Bullying. | <b>Health and wellbeing</b><br>Health<br>Personal hygiene<br>Health and hygiene<br>Healthy lifestyle<br>Influences of the media   | <b>Health and wellbeing</b><br>Risk<br>Safe and responsible use of ICT<br>Keeping yourself physically and emotionally safe<br>The laws relating to offensive weapons | <b>Living in the wider world</b><br>Identity<br>Challenges and triumphs<br>Differences<br>Radicalisation<br>Long term goals                    | <b>Living in the wider world</b><br>Challenges and triumphs<br>Differences<br>Radicalisation<br>Long term goals.                 |
| <b>Year 8</b> | <b>Healthy relationships</b><br>Puberty<br>Sexual development<br>Relationships<br>E-Safety   | <b>Living in the wider world</b><br>Law and order<br>Law and order – creating an awareness of the British justice system                       | <b>Living in the wider world</b><br>Money sense<br>Money management<br>Democracy  | <b>Health and wellbeing</b><br>Healthy lifestyle<br>Digital footprint and social media<br>Lifestyle choices and body image   | <b>Health and wellbeing</b><br>Peer pressure<br>The risk associated with becoming more independent   | <b>Health and wellbeing</b><br>Awareness<br>County lines<br>Forced marriage<br>FGM   |
| <b>Year 9</b> | <b>Healthy relationships</b><br>Contraception and effectiveness<br>Sexually transmitted infections<br>Sexual relationships<br>Safe choices and risky behaviour<br>Forms of abuse in a relationship<br>Same sex relationships<br>E-Safety | <b>RE Content<sup>†**</sup></b>  | <b>Health and wellbeing</b><br>Legal and illegal drugs<br>Criminal gangs<br>Mental health<br>Effects of taking drugs and alcohol<br>How drug use affects people around the user | <b>RE Content<sup>†**</sup></b>  | <b>Living in the wider world</b><br>What is hate crime?<br>Case Studies: Sophie Lancaster and Stephen Lawrence<br>Prejudice and discrimination | <b>Living in the wider world</b><br>College visits<br>Money sense<br>Aspirations<br>Career pathways<br>Living in the wider world |

|                |  |   |   |   |                          |  |
|----------------|--|---|---|---|--------------------------|--|
|                |  |   |   |   |                          |  |
| <b>Year 10</b> | <p><b>Healthy relationships</b></p> <p>Abortion and its effect</p> <p>Mental abuse and physical violence and other forms of domestic abuse</p> <p>E Safety</p> <p>Different relationships</p> <p>The signs of an abusive relationship</p> <p>Internet safety</p> | RE Content <sup>**</sup>  | <p><b>Health and wellbeing</b></p> <p>The effects of living on the streets</p> <p>Young people and mental health</p> <p>The messages that are projected through popular reality Shows</p> | <p><b>Living in the wider world</b></p> <p>The dangers of uncensored websites</p> <p>Every action has consequences</p> <p>Alcohol and violence</p> <p>Planning for the future – interview technique and CV construction</p> | RE Content <sup>**</sup> | <p><b>Living in the wider world</b></p> <p>Radicalisation, extremists and extremism</p> <p>Challenges discussing mental health</p> |
| <b>Year 11</b> | <p><b>Living in the wider world</b></p> <p>The UK justice system</p> <p>The role of the police</p> <p>The prison service</p>   | <p><b>Living in the wider world</b></p> <p>College preparation and career advice</p> <p>Life style choses and professional and non-professional pathways</p> <p>Interview technique</p> <p>CV development</p> | RE Content <sup>**</sup>  | <p><b>Healthy relationships</b></p> <p>Contraception</p> <p>Pregnancy: the choices</p> <p>Self-examination and smear testing</p> <p>The importance of checking yourself for changes</p> <p>Sexual exploitation</p>          | RE Content <sup>**</sup> | <p><b>Health and wellbeing</b></p> <p>Independent preparation for final examinations</p>   |

## Appendix 2: Parent Form – By the end of secondary school, students should know

| TOPIC  | STUDENTS SHOULD KNOW  |
|--|---|
| <b>Families</b>  | <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 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>  |
| <b>Respectful relationships, including friendships</b> | <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 College and in 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 people's 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                   | STUDENTS SHOULD KNOW   |
|-------------------------|--|
| <b>Online and media</b> | <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> |
| <b>Being safe</b>       | <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>   |

| TOPIC  | STUDENTS SHOULD KNOW   |
|--|--|
| 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 3: Parent Form – Withdrawal from Sex Education within RSHE

| TO BE COMPLETED BY PARENT/CARER  |  |      |  |
|--|--|------|--|
| Name of Child  |  | Form |  |
| Name of Parent   |  | Date |  |
| Reason for withdrawing from sex education within relationships and sex education |  |      |  |
| <br><br><br><br><br><br><br><br><br><br>   |  |      |  |
| Any other information you would like the College to consider                     |  |      |  |
| <br><br><br><br><br><br><br><br><br><br>   |  |      |  |
| Parent/Carer Signature   |  |      |  |