

Stocksbridge High School



STOCKSBRIDGE
HIGH SCHOOL

Relationships, Sex And Health Education (RSHE) Policy 2024-2025

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1. Changes to this edition

2. Aims

The aims of RSHE are to:

- Give young people the information they need to help them develop as healthy young adults
- Provide students with a forum to ask questions, seek advice and access services around mental health and well-being
- Understand their role in society and acceptable behaviours as part of that, including the role of the law
- To deliver statutory RSHE guidance
- Raise awareness of and provide opportunities to practice British Values
- To educate students around the 9 Protected Characteristics and their role in society
- To uphold the mission, vision and values of the school

3. Statutory Requirements

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 made under sections 34 and 35 of the Children and Social Work Act 2017 make Relationships Education compulsory for all students receiving primary education and Relationships and Sex Education (RSHE) compulsory for all students receiving secondary education. The regulations also make Health Education compulsory in Academies.

This policy was developed in response to:

- Statutory guidance on RSHE and health education (2019)
- Keeping children safe in education: for schools and colleges (2019)
- Behaviour and discipline in schools: guidance for head teachers and staff (2016)
- Equality Act 2010: advice for schools
- Special educational needs and disability code of practice (2015): 0 to 25 years
- Alternative provision Statutory guidance (2016)
- Mental health and behaviour in schools (2018)
- Preventing and tackling bullying (2017)
- Cyber bullying: advice for head teachers and school staff (2017)
- Advice for parents and carers on cyber bullying
- Sexual violence and sexual harassment between children in schools and colleges (2018)
- Promoting fundamental British values as part of SMSC in schools (2014)
- National Citizen Service: guidance for schools and colleges (2017)

Under 'Policy statement: relationships education, relationships and sex education, and personal, social, health and economic education', RSHE will become statutory in all schools from September 2020. Secondary schools must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At Stocksbridge High School we have chosen to implement the teaching of RSHE as set out in this policy from 2019.

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Equality Act 2010
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Children and Social Work Act 2017
- DfE (2023) 'Keeping children safe in education 2023'
- DfE (2021) 'Teaching about relationships, sex and health'
- DfE (2019) 'Relationships Education, Relationships and Sex Education (RSHE) and Health Education'
- DfE (2015) 'National curriculum in England: science programmes of study'

This policy should be read in conjunction with the following Trust/School policies:

- Behaviour Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Online Safety Policy
- Equality Objectives
- Equality and Diversity Policy
- Anti-bullying Policy
- Child Protection and Safeguarding Policy
- Child-on-child Abuse Policy
- Pupil Confidentiality Policy
- Social, Emotional and Mental Health (SEMH) Policy
- Records Management Policy
- Technology Acceptable Terms of Use Agreement
- Personal Development Policy

4. Roles and Responsibilities

The local governing body will approve the RSHE policy and hold the head teacher to account for its implementation.

The head teacher is responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw students from non-statutory components of RSHE (see section 6).

Staff are responsible for:

- Delivering RSHE in a sensitive way within their subject areas
- 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 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 Head teacher.

All staff will ensure that:

- Ground rules are negotiated with the group before embarking on lessons of a sensitive nature so that both the staff and students can work together in a supportive atmosphere in which all members can speak with confidence and without fear of embarrassment, anxiety or breach of confidentiality
- All students are offered the opportunity to explore ideas, situations and feelings in an atmosphere of confidence and support
- At all times teaching will take place in the context of an explicit moral framework
- All points of view they may express during the course of teaching RSHE are unbiased
- The teaching of RSHE is delivered in ways that are accessible to all students with SEND
- The emphasis of teaching RSHE will always be the importance and understanding of personal relationships and the right of the individual to make informed choices
- Issues of stereotyping, sexual equality, harassment, rights and legislation underpin the teaching of RSHE
- Where appropriate they direct students to seek advice and support from an appropriate agency or individual. It is inappropriate for staff to give students personal advice on matters such as contraception
- Where a student has embarked on a course of action likely to place them at risk, the member of staff will ensure that the student is aware of the implications of their behaviour.

The member of staff should refer any potential concerns to the Designated Safeguarding Lead. The DSL (Designated Safeguarding Lead) will ensure that:

- Advice and consultation for safeguarding-related subjects in the RSHE curriculum is available.
- Knowledge and awareness of safeguarding issues are promoted amongst staff.
- They are an appropriate point of contact for staff who have concerns about the welfare of a pupil that have arisen through the teaching of RSHE.

Students are expected to engage fully in RSHE and, when discussing issues related to RSHE, treat others with respect and sensitivity. This response is in line with our core values of maintaining a positive attitude, respect for others at all times and displaying high levels of commitment.

All Parents/Carers will be:

- Given every opportunity to provide feedback on the RSHE curriculum through consultation
- Given every opportunity to understand the purpose and content of Relationships Education and RSHE
- Have the right to request and access all of the materials (worksheets, schemes of work, PowerPoint, media links) which are used to teach the RSHE in schools

- Encouraged to participate in the development of Relationships Education and RSHE
- Able to discuss any concerns directly with the school.

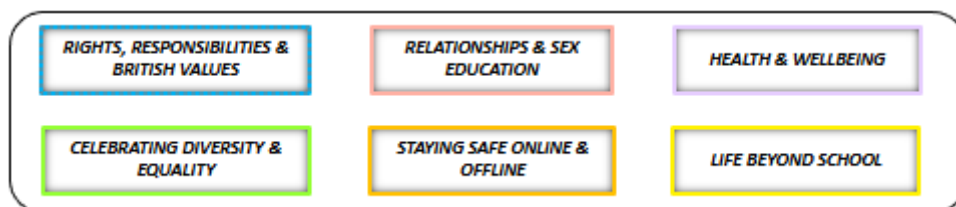
5. Delivery of the programme

RSHE will be set in the context of a wider whole-school approach to supporting students to be safe, happy, and prepared for life beyond school. The curriculum on relationships and sex will complement and be supported by the Trust and School wider policies on behaviour, inclusion, respect for equality and diversity, anti-bullying, and safeguarding.

RSHE will sit within the context of the Trust and School’s broader ethos and approach to developing students socially, morally, spiritually, and culturally; and its pastoral care system.

The curriculum on health education will similarly complement, and be supported by, the Trust and School’s education on healthy lifestyles through physical education, food technology, science and its sport, enrichment activities, and school food.

The lead teacher in each school will work closely with colleagues in related curriculum areas to ensure Relationships Education, RSHE and Health Education programmes complement each other and do not duplicate, content covered in national curriculum subjects such as English, food technology, science, computer science, and PE. RSHE is taught as part of the Life+ curriculum, Form time activities, Personal Development sessions and assemblies (internal and external).



They should also ensure that the materials used to teach the curriculum are organised in a manner which can easily be shared with parents when requested following the latest government guidance (October 2023). Copyright legislation does not prevent such materials being requested and shared with parents.

All students are expected to learn about LGBTQ+ content, and parents do not have a statutory right to withdraw their children from lessons that include LGBTQ+ content.

The curriculum will be designed to focus on students of all gender identities and expressions and activities will be planned to ensure all are actively involved.

Personal Development at SHS 24-25

Term	Year 7	Year 8	Year 9	Year 10	Year 11
Theme ->	I discover	I explore & research	I focus	I plan & prepare	I decide
HT1	Managing Change	Law, Crime & Society	Extremism & Terrorism	Exploring British Values	Sheffield Progress Applications
					Staying Safe
HT2	Charity - Christmas Fair Project	Proud to be me!	Unifrog	Rights and Responsibilities	Sheffield Progress Applications
					Staying Safe
HT3	Personal Finance	Physical Health & Mental Wellbeing	Equality and Society	Exploring World Issues	Work, careers & pathway choices
					Your Future and Beyond
HT4	Politics & Parliament	Unifrog	Essential Life Skills	Staying Safe	Work, careers & pathway choices
					Your Future and Beyond
HT5	Unifrog	First Aid	Body Confidence	Your Future and Beyond	Risks, personal safety & drugs
HT6	Celebrating Differences	World of Work and STEM employment	Learning to Learn	Unifrog/Personal Statements and Sheffield Progress	
Key	Diversity & Equality	Rights & Responsibilities	Life Beyond School	CEIAG	Health & Well-being
	Unifrog	Staying Safe Online/Offline	Revision Techniques	RSHE	

SMSC in Form Time					
Date w/c	Year 7	Year 8	Year 9	Year 10	Year 11
02-Sep	Introduction to Yr 7	Introduction to Yr 8	Introduction to Yr 9	Introduction to Yr 10	Careers Activity Pack
09-Sep	Health & Safety	HPV	Divorce	Race Commission	Positive Role Models
16-Sep	Fake News	Bullying	Domestic Abuse		PD
23-Sep	Positivity	Prescription Drugs	Positive Thinking	Testicular/Breast Cancer	Body Shaming
30-Sep	Puberty	Healthy Eating	Advertising Influence		PD
07-Oct	Personal Identity	Organ Donation	Gaslighting	Consent	Sexual Health
14-Oct	Dental Hygiene	Elderly Care	Mental Health - Bipolar		PD
21-Oct	End of HT review	End of HT review	End of HT review	End of HT review	Privilege
28-Oct					
04-Nov	Cyberbullying	Anxiety	The Equality Act		MOCK EXAMS
11-Nov	Safety Online	Emotional Literacy	Sustainability	Rights in the Workplace	MOCK EXAMS
18-Nov	Extremism	Right Wing Extremism	LGBTQAI+ Community		MOCK EXAMS
25-Nov	Healthy Living	Nitrous Oxide	Blood Donation	Suicide	Plastic Pollution
02-Dec	Facing Challenges	Perseverance	Self-Discipline		PD
09-Dec	Sleep	Self-confidence	Exam Skills	Anti-Social Behaviour	Veganism
16-Dec	Mindfulness	Veganism & Lifestyle Choices	Interpersonal Skills		PD
23/30 Dec					
06-Jan	Exercise	Behaviour Management	Young Offenders	Community Cohesion	Importance of Sleep
13-Jan	Stereotyping	Career Paths	Access to Education		PD
20-Jan	Online Stress	Target Setting	Exam Stress	Time Management	Personal Safety
27-Jan	British Citizens	Homelessness	Diverse Communities		PD
03-Feb	BREXIT Britain	Communication Skills	Knife Crime	Hate Crime	Right Wing Radicalisation
10-Feb	End of HT review	End of HT review	End of HT review		MOCK EXAMS
17-Feb					
24-Feb	Self-Esteem	Tax	Selfie Safety	Money Laundering	MOCK EXAMS
03-Mar	Women's Day	Women's Rights	UNICEF		MOCK EXAMS
10-Mar	Character Education	Finance	Avoiding Debt	Harassment	Relationship Break-Up
17-Mar	Racism	Entrepreneurs	Extremism – Prevent		PD
24-Mar	Mindfulness	Meditation	Peer Pressure	Revision Skills	Gambling Addiction
31 Mar/7 Apr					
14-Apr	Religious Festivals	LGBTQAI+ History	Acid Attacks		Relationship Types
21-Apr	Social Media	Alcohol Awareness	Foreign Aid	Conflict Management	PD
28-Apr	Families	Charity Volunteering	Drugs – Cannabis etc.		CPR & First Aid
05-May	Budgeting	Grooming	Payday Loans	Tattoos/Piercings	PD
12-May	Keeping Safe	Cancer Awareness	Vaccinations		EXAMS
19-May	Ethical Shopping	Body Positivity	Human Rights	STEM Industries	EXAMS
26-May					
02-Jun	Immigration	Passive Smoking	HIV & AIDS		
09-Jun	Smoking Dangers	Seeking Asylum	Self-Harm	Terrorism	
16-Jun	Personal Development	Basic First Aid	Perseverance Importance	End of Year Exams	
23-Jun	Discrimination	Religious Tolerance	Human Trafficking	End of Year Exams	
30-Jun	Body Image	Disability Discrimination	Sexual Harassment		
07-Jul	Vaping	Vaping Case Studies	Intro to Contraception	Work Experience	
14-Jul	End of HT review	End of HT review	End of HT review	End of HT review	

Year 7

TERM	Subject	THEME	UNIT TITLE	LESSON TITLE	Homework Assessment Project
TERM 1	PSHE	Relationships & Sex Education	Friendships, Respect & Relationships	01 - Consent and Boundaries 02 - Respect and Relationships 03 - What Makes a Good Friend 04 - Friendships & Online Relationships 05 - Being Positive 06 - Pressure, Influence and Friends	Building a Time Capsule
TERM 2	PSHE	Staying Safe Online & Offline	Staying Safe Online & Offline	01 - Avoiding Gangs & Criminal Behaviour 02 - Staying Safe Online 03 - Online Gaming, Grooming and Addiction 04 - Alcohol and Risk 05 - Nicotine and Smoking 06 - E-Cigs, Vaping and Shisha 07 - Energy Drinks and Caffeine 08 - Knife Crime and Safety	Display stand for a new Mobile Phone App
TERM 3	PSHE	Health & Wellbeing	Puberty & Body Development	01 - Introduction to Puberty 02 - Girls Puberty & Periods (Double Lesson) 03 - Boys Puberty 04 - Personal Hygiene 05 - Growing Up 06 - Self-Esteem 07 - Tooth Decay and Dental Health	Teenagers Guide to Puberty Magazine

Year 8

TERM	Subject	THEME	UNIT TITLE	LESSON TITLE	Homework Assessment Project
TERM 1	PSHE	Staying Safe Online & Offline	Dangerous Society Online & Offline	01 - County Lines - What is it 02 - County Lines - Who is at Risk 03 - Substance Misuse 04 - Cyberbullying 05 - Online Grooming 06 - Alcohol Safety 07 - Child Exploitation & Online Protection	Become the Teacher – Plan a Lesson!
TERM 2	PSHE	Relationships & Sex Education	Identity, Relationships & Sex Education	01 - Relationships and Sex Education 02 - Being Yourself & Self-Love 03 - Healthy Respectful Relationships 04 - What is Love 05 - Dealing with Conflict 06 - Periods and Menstrual Cycle 07 - Introduction to Contraception 08 - Sexual Orientation	Media and Society University Research Project
TERM 3	CITIZENSHIP	Celebrating Diversity & Equality	Equality and Diversity Explored	01 - Equality Act 2010 02 - LGBTQ+ What is it 03 - LGBTQ+ Rights Across the World 04 - Gender Equality 05 - Ableism and Disability Discrimination 06 - Removing the Barriers Equality for all 07 - Racism & Discrimination in Society	LGBT+ Champion Speeches

Year 9

TERM	Subject	THEME	UNIT TITLE	LESSON TITLE	Homework Assessment Project
TERM 1	PSHE	Relationships & Sex Education	Sex, the Law and Consent	01 - Sexual Consent and the Law 02 - FGM and the Law 03 - Relationships and Partners 04 - Domestic Abuse and Domestic Violence 05 - Why have Sex 06 - Delaying Sexual Activity 07 - Sexual Harassment and Stalking	Design a Rival TV Show to Love Island
TERM 2	PSHE	Staying Safe Online & Offline	Legal and Illegal Drugs	01 - What is a Drug 02 - Different Types of Addictions 03 - Cannabis Products 04 - Drugs Classifications 05 - Party Drugs & Illegal Drugs 06 - The War on Drugs 07 - Volatile Substance Abuse	Home Office Strategy to Combat the war on Drugs
TERM 3	PSHE	Relationships & Sex Education	Contraception and STIs	01 - What are STIs 02 - Treating STIs and the Clinic 03 - Contraception Explored 04 - Contraception – Condoms 05 - Contraception Explored Further 06 - HIV and AIDS 07 - HIV and AIDS Prejudice and Discrimination	Sexual Health Forum Debate

Year 10

TERM	Subject	THEME	UNIT TITLE	LESSON TITLE	Assessment
TERM 1	PSHE	Health & wellbeing	Mental Health & Wellbeing	01 - Child Sexual Abuse 02 - Screen Time 03 - Mental Health Illnesses 04 - Self-Harm 05 - Suicide (Thoughts and Feelings) 06 - Promoting Emotional Wellbeing	Unit Assessment - Mental Health and Wellbeing
TERM 2	PSHE	Relationships & Sex Education	Risk, Relationships & Sex Education	01 - Pleasure and Delaying Sexual Activity 02 - Campaigning Against FGM 03 - Sexting, Nudes and Dick Pics 04 - Online Pornography (Myths vs Reality) 05 - Porn and its Impact on Society 06 - Unhealthy Relationships, Sexual Assault and Rape 07 - Sexualisation of the Media	Unit Assessment - Risk, Relationships & Sex Education
TERM 3	PSHE	Staying Safe Online and Offline	Violence, Crimes & Seeking Safety	01 - Honour Based Violence 02 - Forced Marriage and Breast Ironing 03 - Online Gaming & Gambling 04 - Social Media Validation 05 - Modern-Day Slavery 06 - Keeping Your Data Safe 07 - Causes of Knife Crime	Unit Assessment - Violence, Crimes & Seeking Safety

Year 11

TERM	Subject	THEME	UNIT TITLE	LESSON TITLE	Assessment
TERM 1	PSHE	Health & Wellbeing	Adult Health and Looking After Yourself	01 - Organ and Blood Donation 02 - Teenage Pregnancy Choices 03 - Abortion Laws, Morals and Ethics 04 - Parenthood for Teenagers 05 - Testicular and Prostate Cancer 06 - Breast Cancer, Cervical Cancer & Screening 07 - Love and Abuse	Unit Assessment - Adult Health and Looking After Yourself
TERM 2	PSHE	Relationships & Sex Education	Sexual Health	01 - Peer on Peer Abuse 02 - Fertility and What Impacts it 03 - Alcohol, Parties and Bad Choices 04 - Importance of Sexual Health 05 - Revisiting STIs 06 - Revisiting Contraception 07 - Respect, Love and Relationships	Unit Assessment - Sexual Health

6. Right to be excused from sex education

All Parents/Carers will be:

- Given every opportunity to understand the purpose and content of Relationships Education and RSHE
- Encouraged to participate in the development of Relationships Education and RSHE
- Able to discuss any concerns directly with school.

DfE guidance states that relationship education is mandatory for all students. Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSHE. The Trust, before granting any such request, will require the Head teacher/Head of School to discuss the request with the parent and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum.

Following the discussions, except in exceptional circumstances, the Trust will respect the parents' request to withdraw their child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those terms. The Head teacher/Head of School will ensure that where a pupil is excused from sex education, the pupil will receive appropriate, purposeful education during the period of withdrawal. There is no right to withdraw from the national curriculum.

The school acknowledge the key role that parents/carers play in the development of their children's understanding about relationships. Parents are the first educators of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships.

7. Students with special educational needs and disabilities (SEND)

Relationships Education, RSHE and Health Education will be accessible for all students. High quality teaching is differentiated and personalised, this is the starting point to ensure accessibility for all students.

Schools will also be mindful of the preparing for adulthood outcomes as set out in the SEND code of practice, when preparing these subjects for students with SEND. The Trust is aware that some students are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND.

Relationships Education can also be a priority for some students, for example some with Social, Emotional and Mental Health Needs or learning disabilities.

For some students there may be a need to tailor content and teaching to meeting the specific needs of children at different development stages.

8. Working with external agencies

The school is aware that working with external partners will enhance the delivery of RSHE and will bring specialist knowledge and implement different ways of engaging with young people.

Where we use external agencies, we will check the credentials of the visiting organisation and any visitors linked to the agency. We will also ensure that the teaching delivered by the visitor fits with the planned programme and the published policy. We will work with external agencies to ensure that the content delivered is age appropriate and accessible for all students. Any materials that are used as part of the delivery must be approved by school leaders in advance of the session. We will ensure that the visitor is aware of aspects of confidentiality and understands how safeguarding reports should be dealt with in line with the Trust's Safeguarding Policy.

9. Monitoring and Evaluation

The delivery of RSHE is monitored by nominated senior staff through:

- Deep Dives
- Every Lesson drop-ins
- LTP/MTP checks
- Peer reviews
- Conversations with the teachers delivering RSHE
- Conversations with the students through student voice activities

This policy will be reviewed by members of the Senior Leadership Team annually. At every review, the policy will be approved by the Trust Board and LGB and the Headteacher. There will also be an opportunity for consultation with parents and carers.