

Newhaven School
Relationships Education, Relationships and Sex Education (RSE) and Health Education Policy

The Children and Social Work Act 2017 includes legislation on relationships and sex education in schools. This policy sets out how the school meets the subsequent, statutory requirements of the Department For Education, '*Relationships Education, Relationships and Sex Education (RSE) and Health Education*' June 2019.

Relationships Education, Sex Education and Health Education (*referred to in this policy as RSHE*) are complementary school subjects that help children and young people to understand the emotional, physical and social aspects of growing up and relationships. RSHE involves lifelong learning, starting early in childhood and continuing throughout life and so it is taught in every year group in the school, in a way that reflects the developmental level of the learner.

Aims and Objectives

The over-arching aim of RSHE is to help children and young people to develop the knowledge, skills, attitudes and values to become healthy, happy, safe, confident, respectful and responsible citizens- both now and in the future.

At Newhaven School, the main objectives of the RSHE curriculum are:

- To help and support children and young people in their physical, emotional, social, intellectual and moral development;
- To help children and young people to learn to understand and respect themselves and others, and to move with confidence from childhood through adolescence and into adulthood;
- To provide knowledge and understanding about all relationships (including loving relationships, the nature of healthy sexual relationships and the process of human reproduction);
- For children and young people to acquire attitudes that prepare them to view their own relationships and physical changes in a healthy and responsible manner;
- To provide information that respects all cultures and viewpoints;
- To provide information that is accurate, honest and easy to understand at the children and young people's level of development (including the law is it related to topics such as consent, marriage and civil partnership, equality, children protection and safeguarding).

RSHE at Newhaven School is also compliant with the *Equality Act 2010* and supports our fulfilment of the *Public Sector Equality Duty*, which requires schools to have due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Act;
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics between people who share a protected characteristic and people who do not share it.

At Newhaven, we are aware that our students are particularly vulnerable to grooming, sexual exploitation and that their additional needs make them more likely to be the victims and perpetrators of sexual assault and sexual harassment. We therefore have a particular focus on these areas and the concept of consent in our programmes of study.

Teaching and Learning

RSHE is taught with clear learning objectives and is a subject that is developed as pupil's progress through the school, building on previous knowledge and understanding.

Teaching helps pupils to develop knowledge, skills, attitudes and values and is matched to the developmental level of learners.

Before any RSHE is taught, time is spent on developing ground rules with the pupils. These ground rules are based on three fundamental rights of the child:

- The right to learn;
- The right to be and feel safe;
- The right to feel and be respected.

Ground rules are set to ensure the most effective climate for learning and apply to both pupils and adults in the classroom.

Teaching takes place in a variety of ways but always aims to ensure that learning happens in a fun and engaging way. Classroom activities will depend on the topic but will include: individual work; group work; discussions; research; writing; drawing; use of IT and media.

Home learning is also expected, as a key way to develop a pupil's learning, and so parental partnership in RSHE is important.

At Newhaven School, RSHE is taught by class teachers, who are trained and confident in their subject expertise. The school receives training and support in RSHE from RBG. The subject lead is a member of the RBG RSHE network. The school has been recognised as Trauma Informed.

Content

At Newhaven School, RSHE meets the requirements of the statutory elements of the National Curriculum, relating to: Science (Sex Education); Relationships Education and Health Education.

The knowledge, skills and attitudes/values taught in the following key stages during 2023-24 are outlined below. The sequence of the curriculum is on the school website under curriculum.

KS3:

Emotional Wellbeing

- 1. Understand the possible causes of stress
- 2. Know the possible effects of stress
- 3. Know about how stress can be managed
- 4. Understand the meaning of prejudice
- 5. Know about the consequences of prejudice
- 6. Understand the meaning of equal opportunities
- 7. Understand the nature of bullying and how to deal with it
- 8. Know about the nature of the selected mental illness and how it may be treated.

Healthy Lifestyles

- Outline the main constituents of a healthy diet and the importance of each
- Outline the benefits to heart and lung efficiency of raising heart rate through regular exercise
- List three opportunities available locally which can promote physical wellbeing
- Outline the potential value of each in promoting physical wellbeing
- Identify two eating disorders and describe their possible causes symptoms and effects of each
- Describe the possible link between poor health choices and (a) skin cancer (b) heart disease
- Describe how specialised support could be accessed for one identified health problem
- Describe or demonstrate the application of the Danger, Response Airway, Breathing, Circulation (DRABC) rule
- Produce a personal action plan for a healthy lifestyle to include diet, exercise and sleep

Online and media

- What issues are there with social media and the internet?
- What is cyberbullying?
- How can we keep information safe online?
- Is too much screen time dangerous?
- What is a digital footprint?

Healthy relationships with others and ourselves

- Explain using precise source examples how media images are often unattainable, whether or not the situation is getting better or worse and evaluate whether there is more pressure on males or females.
- What are the manipulation techniques used by abusers and why we should leave investigation to the authorities.
- Why a person may stay in an abusive relationship, even when it is making them feel bad and they know it is abusive.
- What are the difference between herd mentality, herd behaviour and peer pressure and analyse which strategies will work best in which case.
- What issues different people may have to overcome to remain loyal to their religion and British values and explain how they manage to do this.
- Research and analyse our multiple personal identities, explaining our heritage and evaluating the impact of our cultures in helping to form Britain today.
- What are the problems of gender stereotyping and why you can't always tell people's genders just by looking at them.

Growing, changing and being safe

- Sex and contraception
- Personal hygiene
- Puberty (girls and boys)
- Periods + Menstrual cycle
- Love and relationships
- Same sex relationships
- Sexting and image sharing

KS4:

Emotional Wellbeing

- 1.Understand the possible causes of stress
- 2.Know the possible effects of stress
- 3.Know about how stress can be managed
- 4.Understand the meaning of prejudice
- 5. Know about the consequences of prejudice
- 6.Understand the meaning of equal opportunities

- 7. Understand the nature of bullying and how to deal with it
- 8. Know about the nature of the selected mental illness and how it may be treated.

Drugs Alcohol and Tobacco

- Indicate what is meant by 'percentage by volume' of an alcoholic drink
- Describe, using examples, the link between percentage by volume and units of alcohol
- Describe current government guidance for men and women on recommended limits of alcohol consumption
- identify two specific health risks associated with alcohol abuse
- Describe two social problems associated with alcohol abuse
- Name three main harmful substances in tobacco and describe the effect on the human body
- Outline three social issues associated with tobacco use, including passive smoking
- Identify two dangers of the misuse of legal drugs, e.g. valium, steroids
- Classify five illegal drugs into classes A, B and C
- Identify health risks associated with the use of illegal drugs
- Describe the possible penalties associated with the possession and supply of illegal drugs from each class (A,B and C)

Online and media

- What issues are there with social media and the internet?
- What is cyberbullying?
- How can we keep information safe online?
- Is too much screen time dangerous?
- What is a digital footprint?

Sex and relationships

- Consent, sexual harrassment and rape.
- Same sex Relationships
- Coercive and controlling relationships
- Sexual Health, STI's and Clinics
- Teenage pregnancy and choices.
- Sexting, Porn and image sharing
- Delaying sexual activity.

Healthy Lifestyles

- Outline the main constituents of a healthy diet and the importance of each
- Outline the benefits to heart and lung efficiency of raising heart rate through regular exercise
- List three opportunities available locally which can promote physical wellbeing

- Outline the potential value of each in promoting physical wellbeing
- Identify two eating disorders and describe their possible causes symptoms and effects of each
- Describe the possible link between poor health choices and (a) skin cancer (b) heart disease
- Describe how specialised support could be accessed for one identified health problem
- Describe or demonstrate the application of the Danger, Response Airway, Breathing, Circulation (DRABC) rule
- Produce a personal action plan for a healthy lifestyle to include diet, exercise and sleep

Although RSHE is a subject in its own right, it is always taught within the context of other learning. Where applicable in the curriculum, it is complemented by teaching and learning in other subjects, such as RE.

A core element of RSHE is about understanding and managing our mental health and wellbeing. Throughout the curriculum, pupils are taught about managing feelings and developing positive attributes, such as self-confidence and resilience.

All pupils have a right to effective RSHE. Different pupils' needs are taken into account when teaching RSHE. This may require adjustments to the curriculum or how it is accessed for some pupils e.g. use of specific IT equipment, small group work, TA support or differentiated activities.

Teaching RSHE at Newhaven is also done with particular regard to the personal needs of students so the programmes will have differences in delivery depending on mental health and students' historical experiences as well as their learning needs. For example, where students have been victims of sexual violence in the past, they will be consulted with before particular areas of the curriculum are delivered.

Use of Outside Visitors to Support RSHE

RSHE at Newhaven School is taught by class teachers, who are best placed to teach the subject because of their professional expertise and standards, knowledge of the curriculum and existing relationships with pupils. However, the curriculum is also enhanced by the use of outside agencies and professionals to support the learning. This includes support from school nurses; support agencies, such as MetroGavs; GAV; St Giles; Greenwich sexual health; and theatre companies such as Little Fish.

Any use of outside providers is assessed in regards to:

- Relevance of content to the existing RSHE curriculum.
- Appropriateness of content and delivery style to the needs of the pupils.
- The experience of other schools and the local authority with regard to the group or individual concerned.

The final decision whether to use outside providers lies with the Headteacher.

Assessment and Monitoring of RSHE

Assessment is key to learning. Any teaching and learning in RSHE starts with an assessment activity, to establish pupils' learning needs and prior understanding.

Pupils are expected to evaluate their learning in RSHE in a variety of ways. At times, this will include written work but the majority of RSHE assessment will be in the form of discussions, photos and personal reflection. This relies heavily on teachers noting pupil progress against the learning objectives and using this to inform planning.

In general, pupils' learning in RSHE should be assessed by the development of their skills and attitudes/ values e.g. increasing maturity in relationships around school and behaviour for learning. It will be reflected in their positive behaviour and contribution to the life of the school.

The monitoring and impact of RSHE at Newhaven will be conducted through the usual development cycle process with an emphasis on lesson 'drop ins' conducted by the Head of Humanities, SLT and management committee specialists with responsibility in this area. Book monitoring and student feedback will also form a part of this process. Furthermore, termly analysis of behaviour will include planning around racist, homophobic and sexist incidents as well as sexual harassment and violence.

Parental Engagement

Children cannot be withdrawn from Relationships Education or Health Education in either primary or secondary education. This is to ensure that all children and young people learn about safe and healthy relationships, including online safety. This is seen as vitally important to any young person's development.

Parents may request to withdraw their children from any aspects of Sex Education (other than that covered by the Science curriculum, which is mandatory) at any point

up to three terms before the child turns 16. Young people over this age, who wish to take part in lessons, can do so.

If a parent/carer requests to withdraw their child from Sex Education, it is vital that the school talks their request through with them i.e. any parent/carer wishing to use the right to withdraw should always be directed to meet with the Head teacher and the RSHE lead in school. It is important that this happens so that parents/carers are able to understand:

- What their child will be learning and why;
- What aspects they can and cannot be withdrawn from;
- What the risks are to the child of withdrawing them from the lesson (loss of learning, personal and social development; risk to future safeguarding)

An open and honest discussion between parents/carers and the school can help to dispel any misunderstandings or concerns that the parents/carers might have.

Where it is agreed that students will be removed from particular sessions, suitable arrangements will be made so that they can continue to learn within the agreed parameters of what is acceptable to all parties but with the focus of the sessions still being on RSHE.

Policy Development and Consultation

The school's RSHE policy is developed by the school subject lead, with advice and support from RBG.

The views of the pupils, school staff and parents/carers are taken into account in the following ways:

- Pupils are consulted through on going assessment at the end of each unit. The School Council is also asked to gather their peers' views on what they feel they need to learn about in RSHE.
- Staff views are taken into account through the monitoring process and through discussions at Professional Development Meetings.
- Parents/Carers are to invite to and RSHE meeting, every year, to discuss what the school teaches, why RSHE is important and how the subject is taught.

Policy Leadership and Approval

RSHE is led and managed by the RSHE Lead, with the support of the SLT. The school governors are responsible for ensuring that an up-to-date policy is in place and for final approval of the policy.

RSHE Lead: M. O'Donoghue
SLT Lead for RSHE: A.Fairnie
Governor Lead for RSHE:

Policy Review

The RSHE policy is reviewed every two years.
The next review date is: July 2025

RSHE and Safeguarding

Effective RSHE is an important part of safeguarding children, as it equips them with the facts and skills to negotiate all forms of relationships and to recognise what is positive in a relationships and what is not.

To help safeguard pupils, RSHE at this school follows the principles for effective RSHE set out by organisations such as the NSPCC, The Children's Society. The National Children's Bureau, the Sex Education Forum and Barnardo's. These principles state that effective RSHE:

- Promotes safe, equal, caring and enjoyable relationships and discusses real-life issues appropriate to the age and stage of pupils, including friendships, families, consent, relationships abuse, sexual exploitation and safe relationships online.
- Is based on reliable sources of information, including about the law and legal rights, and distinguishes between fact and opinion.
- Includes learning about how to get help and treatment from sources such as school nurse and other and advice services, including reliable information online.
- Meets the needs of pupils with their diverse experiences- including those with special educational needs and disabilities.
- Works in partnerships with parents and carers, informing them about what their children will be learning and about how they can contribute at home

Links to Other Policies

Safeguarding
SEND
Equal Opportunities and Equality Statement
Behaviour
Health and Safety

Date of Policy: 01/09/23

RSHE Lead: Michael O'Donoghue
SLT Lead for RSHE: Alan Fairnie
Governor Lead for RSHE: