



HEADLANDS SCHOOL  
SINCE 1965

# Relationship, Sex, Health Education Policy (RSHE)

Written by	Personal Development Co-Ordinator		
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## HEADLANDS SCHOOL RELATIONSHIP, SEX, HEALTH EDUCATION POLICY

This policy reflects our whole school aims to embrace the challenges of creating a happy and successful adult life for our students and provide students with the knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and build their self-efficacy. Relationship, Sex and Health Education (RSHE) supports young people to develop resilience, to know when to seek support and where to access safe support.

The RSHE policy supports and is underpinned by a range of key school policies such as Curriculum, Children Looked after, SEN, Child Protection and Anti Bullying, Harassment and Discrimination, Public Sector Equality Duty Act.

The policy has been directed by the Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance given by the Government (2019), The Sex Education Forum's Research Evidence for SRE and Sexual Health 2015, The National Teenage Pregnancy strategy 2010, Sex and Relationship Education (SRE) for the 21st Century report by the PSHE Association and the National Healthy Schools programme.

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### Relationship and Sex (RSE) Aim and Rational:

Effective Relationship and Sex Education (RSE) is essential if young people are to make responsible and well informed decisions about their lives. The objective of SRE is to help and support young people through their emotional and physical development as well as communicate effective, healthy relationship structures. While Relationship and Sex Education are acutely interlinked, it is important to understand that Relationship Education precedes education on sex. Relationships Education doesn't involve explaining the detail of different forms of sexual activity, but can cover sensitive topics such as sexual violence in order to keep children safe. Relationship Education builds on the foundation secured at Primary School and, as students mature, at the appropriate time extend teaching to include intimate relationships. Alongside intimate relationships, students will be taught about family relationships, friendships and other kinds of relationships that are an equally important part of becoming a successful and happy adult. This teaching should enable students to distinguish between content and experiences that exemplify healthy relationships and those that are distorted and harmful. The Relationship Education teaches young people what is acceptable and unacceptable behaviour in any and all relationships. This will help students understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed. At Headlands School students are taught about the laws surrounding sex, sexuality, sexual health and gender-identity at an age-appropriate and inclusive way.

RSE is delivered in a non-judgemental, factual way and allows scope for young people to ask questions in a safe environment. Relationship and Sex Education should contribute to promotion of spiritual, moral, social and cultural development of the young person and prepare them for the mental and physical aspects and responsibilities of relationships. Sex and Relationship Education prepares students for the opportunities, responsibilities and experiences of adult life. Effective RSE does not encourage early sexual experimentation; it should promote young people's confidence in self-esteem and reasons for delaying sexual activity. Effective RSE supports young people into adulthood and throughout life to develop safe, fulfilling and healthy sexual relationships, at the appropriate time. Delivery will avoid language which might normalise harmful behaviour among your people- for example gendered language which might normalise male violence or stigmatise boys.

Headlands Personal Development Curriculum has been developed to ensure that all RSHE statutory requirements in an inclusive, sequenced curriculum but through the lens of our students' local context. This means that the curriculum has been developed to be relevant, age and stage appropriate with content that aids students to understand specific local issues and ensure local needs are met. External providers may be invited in from the local area who have the knowledge, skills and confidence to deliver topics in a safe and supported environment.

### Health Education Aim and Rational

Effective Health Education prepares young people to take responsibility for their physical health and mental wellbeing. The objective of Health Education is to provide young people with the information that they will need to make good decisions about their own health and wellbeing. Health Education promotes self-efficacy by enabling young people to recognise what is normal and what is an issue in themselves or others and, when issues arise, know how to seek support as early as possible from appropriate sources. Health Education aims to reduce stigma attached to health issues and ensure that learns understand that physical health and mental wellbeing are interlinked (good physical health contributes to good mental wellbeing and vice versa). Health Education promotes young people's self-control and ability to self-regulate in issues surrounding their health; thereby encouraging their ability to achieve, persevere when they encounter a setback and respond calmly and rationally to challenges. This integrated whole-school approach to the teaching and promotion of health and wellbeing has a potential positive impact on behaviour and attainment.

At Headlands School, our young people will build on students' Primary School content and introduce new content to them at appropriate stages in their development. Health Education enables students to understand how their bodies are changing, how they are feeling and why, to further develop the language that they use to talk about their bodies, health and emotions, and to understand why terms associated with mental and physical health difficulties should not be used pejoratively. This knowledge should enable students to understand where normal variations in emotions and physical compliments end and health and wellbeing issues begin. Teaching will cover self-care, the benefits of physical activity and time spent outdoors, information on the benefits of sufficient sleep, good nutrition and strategies to build resilience.

### Structure

The vast majority of RSHE content is delivered during students' in Personal Development lesson; these sessions will be delivered by subject teachers and is overseen by our Personal Development Co-ordinator. The breakdown of the Personal Development Curriculum for each year group is available through the Headlands School website. KS3 students will receive scheduled lesson embedded on their timetable. KS4 will undergo target Personal Development days; where students will be delivered RSHE content throughout the day rather than their normally timetabled day. Some key areas of RSE are taught through other curriculum areas;

#### Science:

Biological aspects of anatomy, puberty, human growth and reproduction that are essential elements of National Curriculum Science, which mirrors aspects of RSE, will be taught by the Science Department. Aspects Health Education as also taught by the Science department, as Health Education is mandatory it can be effectively taught by National Curriculum subjects. These subjects include; the links between cancer and cardio-vascular health, science surround stem cell donations, germs (how they are spread, treatment and preventions) and immunisations/vaccinations.

#### Religious Studies:

Different types of families, the legal status of marriage (which mirrors aspects of RSE) and the different religious beliefs on the importance of marriage and family are taught by the Religious Studies department. This includes 'common-law marriage' myths and legality around cohabitation. In addition, Religious Studies provides factual information on the law surrounding abortion which supports Personal Development's delivery of options concerning pregnancy to older students.

#### Physical Education:

While Physical Education does not provide core classroom learning on Health Education, it does support the aim of Health Education by facilitating regular physical activity within lesson time and as extra-curricular.

#### Parents' Right to Request Withdrawal from Sex Education

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory Relationship and Sex Education (RSE). Parents and Carers will be given information about the Relationship and Sex curriculum that their child will be delivered; this is accessible through the school website at any time and parents/carers will be alerted to upcoming sensitive lessons through an email or letter. Parents and Carers are invited to ask further questions concerning the curriculum or delivery of Sex Education if they have worries and concerns with the Personal Development Co-ordinator.

Parents have the right to request that their child be withdrawn from some or all of Sex Education delivered as part of statutory RSE; commonly referred to as the right to withdraw. Before granting any such request parents will be invited in for a meeting with the Head Teacher to discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. This is likely to include discussing the benefits of sex education, and any detrimental effects of withdrawal, including social and emotional impacts on the student, likelihood that the student will hear their peers' version of

what was said in class, which may not be accurate. Headlands will document this process to ensure that a record is kept of the withdrawal and share this process with the Personal Development Co-ordinator to make appropriate arrangements. Students who have been withdrawn from sex education, Headlands will ensure that the student receives appropriate, purposeful education during the period of withdrawal. Once those discussions have taken place, except in exceptional circumstances, Headlands will respect the parents' request to withdraw the child, up to and until three terms before the child turns 16. From three terms before the students turns 16, the student can choose to opt back into sex education even if their parent has requested withdrawal. Students will be explained their options to opt back into sex education so they can make an informed choice.

Parents do not have the right to withdraw their children from relationships and health education, nor can they be withdrawn from topics taught as part of the science curriculum, including science topics related to puberty, venereal diseases or sexual reproduction.

Everyone has relationships with others, and most will develop sexual relationships at some point in their lives. Relationship education should equip students with knowledge and skills they need to act with kindness and respect in all their relationships as they grow into adulthood, to enjoy their relationships, and to keep themselves and other safe. If parents are concerned and require further information they can request an opportunity to review all materials used in RSHE for transparency and allow parents to make informed decisions about withdrawal. Relationships education will focus on how to form and sustain positive relationships but will also help children identify the risks and harms. Thereby, RSE is good safeguarding practice.

### Equality

Schools are required to comply with relevant requirements of the Equality Act 2010. Further guidance is available for schools in The Equality Act 2010 and schools advice. Schools should pay particular attention to the Public sector equality duty. Under the provisions of the Equality Act, schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics). Headlands will make reasonable adjustments to alleviate disadvantage and be mindful of the SEND Code of Practice when planning for these subjects. Provisions within the Equality Act allow schools to take positive action, where it can be shown that it is proportionate, to deal with particular disadvantages affecting one group because of a protected characteristic. This is taken into consideration in the designing and teaching of these subjects.

### Pupils with special educational needs and disabilities (SEND):

Relationships Education, RSE and Health Education are accessible for all students. Planning and teaching of RSHE at Headlands is provided in the context that students with special educational needs and disabilities represent a large minority of pupils; high quality teaching that is differentiated and personalised will be the starting point to ensure accessibility. If a student requires different access arrangements to the main stream delivery of RSHE this can be arranged through discussion between the SENCO and Parent/ Carer to best meet the needs of the student; all previous arrangements made for the students in regard to their SEND status will continue within RSHE without the need for discussion.

Lesbian, Gay, Bisexual and Transgender (LGBT):

In teaching Relationships Education and RSE, Headlands ensure that the needs of all students are appropriately met, and that all pupils understand the importance of equality and respect. At Headlands we comply with the relevant provisions of the Equality Act 2010, under which sexual orientation and gender reassignment are amongst the protected characteristics. All teaching is sensitive and age appropriate in approach and content. RSE is created with LGBT students' needs fully integrated into our programmes of study.