

# **Corby Technical School**

## **Relationships, Sex and Health Education (RSHE) policy**



<b>Last reviewed on:</b>	November 2023
<b>Next Review Date:</b>	September 2024

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## 1. Aims

The aims of Relationships, Sex and Health Education (RSHE) at our school 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.
- Provide students with information about physical health and mental wellbeing to support them in making good decisions, take care of themselves, and report problems if they arise.

We want to enable our students to live independent lives while being considerate of others. They will have the skills to understand how to build and sustain healthy relationships now and in the future, acting responsibly and sensitively to others so that both they and the wider society benefit. We want our students to develop a positive sense of self-awareness and self-esteem whilst also understanding the development of relationships within families, in friendships and wider contexts.

## 2. Statutory requirements

As a secondary academy school, we must provide RSHE to all students as per section 34 of 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 will also consider guidance as set out in the [Equality Act 2010](#).

At Corby Technical School we teach RSHE as set out in this policy.

## 3. Policy development

This policy has been developed in consultation with staff, students, and parents. The consultation and policy development process involved the following steps:

1. Review – a working group pulled together all relevant information including relevant national and local guidance.
2. Student consultation – Student surveys are completed in term 1 and term 6 to identify students' needs and topics to keep the RSHE curriculum contextual and relevant.
3. Staff consultation – all school staff were given the opportunity to look at the policy and curriculum to make recommendations or ask questions about anything they felt was omitted.
4. Parent/stakeholder consultation – parents and carers are invited in to attend our learning insight evenings throughout the year and also have the opportunity to attend online consultation evenings in term 2 of each academic year to discuss the PSHE and RSHE curriculums and policy.
5. All parents were then given the opportunity to respond to the policy and the curriculum and to ask any questions they may have.
6. Ratification – once amendments were made, the policy was shared with governors and ratified.

The RSHE policy will be reviewed and amended annually after consultation with students, parents/carers and staff in term 2. The policy is approved by the principal (Angela Reynolds) after consultation has taken place.

## 4. 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. It should teach young people to understand human sexuality and to respect themselves and others. It enables young people to mature, build their confidence and self esteem and understand the reasons for delaying sexual activity. Effective RSHE also supports people, throughout life, to develop safe, fulfilling and healthy sexual relationships, at the appropriate time.

## 5. Curriculum

We have developed the curriculum using local and national public health and police data, alongside termly meetings with the safeguarding team to identify the needs of the students. This enables us to create a relevant and contextual curriculum that meets our students needs. Adaptations to the curriculum may be necessary when up to date data is provided to ensure we continue to provide a relevant and contextual curriculum. Annual consultations take place with parents, students, and staff to ensure the curriculum considers the age, needs and feelings of students. If students ask questions outside the scope of this policy, teachers will respond in an appropriate manner, so they are fully informed and don't seek answers online.

Our curriculum is set out as per **Appendix 1**.

## 6. Delivery of RSHE

### 6.1 Teaching and timetabling

Our RSHE curriculum is an integral part of our whole school Personal, Social, Health and Economic (PSHE) curriculum which is delivered in our Personal Development programme during tutor time and in curriculum time once a fortnight. The RSHE curriculum has been designed to be inclusive and match the needs of our students. The programme will be taught through a range of teaching methods and selected resources, such as clips, will be used to support student understanding. The resources used in our RSHE provision will be regularly reviewed. The curriculum is designed to be responsive to the needs of our students and emerging safeguarding challenges to support students. Teachers are provided with detailed and suitable resources to support them in the delivery of the topics they will be teaching each term. PSHE is also taught through a weekly assembly for each year group which reflects the values and ethos of the school. Biological aspects of RSHE are taught within the science curriculum, and other aspects are included in religious social and cultural studies (RSCS).

Students also receive stand-alone sex education sessions delivered by trained health professionals such as the School Nurse.

RSHE is an entitlement for all children and young people and must:

Be accurate and factual, covering a comprehensive range of information about sex, relationships, the law and sexual health, in order to make informed choices. In schools this should be part of compulsory curriculum provision.

Be inclusive in terms of gender, sexual orientation, disability, ethnicity, culture, age, religion or belief or other life-experiences.

Include the development of skills to support healthy and safe relationships and ensure good communication about these issues.

Promote a critical awareness of the different attitudes and views on sex and relationships within society such as peer norms and those portrayed in the media.

Provide opportunities for reflection in order to nurture personal values based on mutual respect and care.

Be part of lifelong learning, starting early in childhood and continuing throughout life. It should reflect the age and level of the learner which is taught at what time in the curriculum.

Ensure children and young people are clearly informed of their rights such as how they can access confidential advice and health services within the boundaries of safeguarding.

Be relevant and meet the needs of children and young people, and actively involve them as participants, advocates and evaluators in developing good quality provision.

Be delivered by competent and confident educators.

Be provided within a learning environment which is safe for the children, young people and adults involved and based on the principle that prejudice, discrimination and bullying are harmful and unacceptable.

For more information about our RSHE curriculum, see Appendices 1 and 2.

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

## **6.2 SEND Students**

We will ensure high quality teaching that is differentiated and personalised as a starting point to ensure accessibility for all and to meet the needs of all students. Our SEND team will support where necessary and will be mindful of the preparing for adulthood outcomes as set out in the SEND code of practice when supporting with the delivery of RSHE. There may be a need to tailor content and teaching to meet the specific needs of students at different developmental stages. For some students with an EHCP it may be necessary for the SEND team to liaise with parents to ensure they are aware that certain topics will be covered so that they can prepare for conversations at home.

## **7. Roles and responsibilities**

### **7.1 The governing board**

The governing board will approve the RSHE policy and hold the Principal to account for its implementation.

### **7.2 The Principal**

The Principal 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 8).

### **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 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 headteacher.

Kieran Fitzpatrick (Assistant Principal for Personal Development) and Jamy Clamp (PSHE Co-ordinator) are responsible for the planning of the RSHE and PSHE curriculums at Corby Technical School.

#### 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. Parents' right to withdraw

Relationships, Sex and Health Education is part of all students' education and it is hoped that all will participate. However, the school acknowledges that, under the DFE Sex and Relationship Guidance for 2020, parents have the right to withdraw their children from the non-statutory components of sex education within RSHE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

A copy of withdrawal requests will be placed in the student's educational record. A member of the Senior Leadership Team will discuss the request with parents and take appropriate action.

Alternative work will be given to students who are withdrawn from sex education.

### 9. Training

CPD is available for teaching staff who deliver PSHE and RSHE on a termly basis, which would include updates on subject knowledge, sharing best practice and adapting resources to meet the needs of the student. CPD is provided to ensure all teaching staff delivering PSHE and RSHE feel confident and prepared for the appropriate teaching of sensitive issues.

The PSHE Co-ordinator will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSHE.

### 10. Monitoring arrangements

The delivery of RSHE is monitored by the Senior Leader responsible for curriculum supported by Assistant Principal in charge of Personal Development and the PSHE co-ordinator through a range of monitoring arrangements in line with other subject areas.

Students' development in RSHE is monitored by form tutors and class teachers as part of our internal assessment systems. Student and staff voice will feed into evaluation process to ensure the curriculum and assessment meets the needs of Corby Technical School.

This policy will be reviewed annually by the Vice Principal responsible for Curriculum, at every review, the policy will be approved by the Principal.

## SECONDARY PSHE EDUCATION: LONG-TERM OVERVIEW

23 / 24	Year 7- PSHE		Year 8 - PSHE		Year 9 - PSHE		Year 10 - PSHE		Year 11 - PSHE	
	Lesson	Year 7	Lesson	Year 8	Lesson	Year 9	Lesson	Year 10	Lesson	Year 11
Term	Theme	Relationship & Sex Education (RSE)	Theme	Relationship & Sex Education (RSE)	Theme	Relationship & Sex Education (RSE)	Theme	Relationship & Sex Education (RSE)	Theme	Theme 3- Relationship & Sex Education (RSE)
Term 1	1		1		1		1		1	
	2	Communication in relationships	2	Healthy Relationships	2	What is domestic abuse?	2	Healthylunhealthy relationships	2	Peer pressure
	3	Cyberbullying	3	The differences between sex, gender identity and sexual orientation.	3	Understanding Domestic abuse.	3	Boundaries and personal safety.	3	Sex and Consent
	4	Role models	4	Honour based violence and FGM	4	The cycle of abuse	4	Staying safe	4	Emotions in relationships
Term 2	Theme	Rights and responsibilities	Theme	Human rights and Equality	Theme	Rights and responsibilities	Theme	Relationships and Sex education	Theme	Employability skills
	1	What makes our identity?	1	What are human rights?	1	Moral and legal issues	1	Sexual Violence	1	Employment rights and responsibilities
	2	Being an active citizen	2	Why should human rights be protected.	2	Free speech	2	Sexual Harassment	2	Work and careers
	3	Global citizens	3	Migration	3	Age of criminal responsibility Pt1	3	Honour based violence and FGM	3	Learning skills
	4	British Values	4	Why is equality important?	4	Age of criminal responsibility Pt2	4	Alcohol, drugs and sex	4	Career options, advice and guidance
Term 3	Theme	Money Management	Theme	Parliament and the Justice system	Theme	Drugs	Theme	Money management/Government	Theme	Sexual health and fertility
	1	How can we effectively budget	1	Parliament and its role	1	Drugs and the law	1	Income and expenditure pt1	1	Sexuality, gender and stereotyping
	2	How can poor money management lead to issues	2	Political Parties	2	Drugs and mental health	2	Income and expenditure pt2	2	STI's and their treatment
	3	Gambling	3	The purpose of the court system	3	Gangs and crime	3	Credit and debt	3	Fertility and lifestyle factors
	4	Loans and Loan sharks	4	Does Prison work?	4	County lines	4	Financial exploitation	4	Pregnancy and lifestyle choices

23 / 24	Year 7- PSHE		Year 8 - PSHE		Year 9 - PSHE		Year 10 - PSHE		Year 11 - PSHE	
	Lesson	Year 7	Lesson	Year 8	Lesson	Year 9	Lesson	Year 10	Lesson	Year 11
Term 4	Theme	Healthy Lifestyles	Theme	E-safety	Theme	E- safety	Theme	Citizenship	Theme	Money management and contractual terms
	1	What is wellbeing?	1	How does the internet impact our lives?	1	Body image and behaviours	1	The role of international governance pt. 1	1	Borrowing money
	2	How can we lead a healthy lifestyle?	2	Behaviour online	2	Youth produced self-imagery	2	The role of international governance pt. 2	2	Cost of living
	3	Alcohol and caffeine	3	How is our information shared online	3	Boundaries online	3	Government pt. 1	3	Renting VS mortgages
	4	Smoking and Vaping	4	Social Media	4	Grooming	4	Government pt. 2	4	Pay and taxes
Term 5	Theme	Puberty and healthy relationships	Theme	Drugs	Theme	Contraception, personal safety and parenthood	Theme	Personal safety	Theme	Learning skills and employability
	1	What are the key facts about puberty?	1	The choices we make.	1	What is contraception?	1	Porn and attitudes towards porn	1	Learning skills
	2	What changes occur during puberty?	2	The laws relating to drugs	2	Personal safety (Duplicate – alternative lesson to be planned for next year).	2	Online footprint	2	Personal strengths and areas for development
	3	What emotional changes occur during puberty?	3	The risks and effects associated with drugs	3	Risks associated with unprotected sex	3	Online safety	3	Independent revision
	4	What is consent?	4	Personal safety	4	Choices with pregnancy	4	Safety before summer	4	Independent revision
Term 6	Theme	Managing risk and personal safety	Theme	Emotional wellbeing	Theme	Emotional wellbeing	Theme	Emotional wellbeing		
	1	Identifying risks	1	Identifying emotions	1	Developing empathy	1	Body image		
	2	Assessing and reducing risk	2	Challenging stigmas	2	Change and emotions	2	What influences emotional wellbeing?		
	3	Coping strategies under pressure	3	Resilience and coping strategies	3	Emotional regulation	3	Building resilience		
	4	Basic first aid	4	Unhealthy coping strategies	4	Recognising warning signs	4	Unhealthy coping strategies		



## Appendix 2: By the end of secondary school students should know

TOPIC	STUDENTS SHOULD KNOW
Families	<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>
Respectful relationships, including friendships	<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 school 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
Online and media	<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>
Being safe	<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 RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Which aspects of Sex Education would you like your child withdrawn from?			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	Include notes from discussions with parents and agreed actions taken.