



## Education My Life Matters

### Relationship, Sex and Health Education Policy

|  |                  |
|--|------------------|
| Approved by: Independent Executive Board | Date: April 2024 |
| Next review due by: April 2025           |                  |

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This policy has been developed and reviewed through consultation with learners, families and carers, staff, and our Independent Board Members.

Please see our RSHE Parental Consultation Process and Timeline - Summer term 2023 (published on website).

During the review of this policy – Learners, families and carers and staff were consulted during the Spring term 2024 so all concerns could be addressed.

## 1. Aims

The aims of Relationship, Sex and Health Education (RSHE) at EMLM is:

- To promote inclusivity, as established in the Equality Act 2010
- Provide a framework in which sensitive discussions can take place
- To teach pupils to be safe
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- To teach pupils the importance of permission and consent in relationships
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

## 2. Statutory requirements

As an Independent School and an Alternative Provision, we must provide RSHE to all pupils under 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 also have regard to 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 EMLM, we teach RSHE as set out in this policy.

## 3. Policy development

This policy has been developed in consultation with staff, pupils and parents. The [initial](#) consultation and policy development process [during the Summer term 2023](#) involved the following steps:

- A letter from the Interim Assistant Headteacher was sent to all parents on 6<sup>th</sup> March 2023. This letter set out the four-week consultation process
- Publication of the draft policy, syllabus and example materials on the school's website for parents
- A face to face meeting in school for parents on Tuesday 21<sup>st</sup> March 2023 at 3.30pm, including a presentation (available on website) and the opportunity to ask questions about the policy, syllabus and materials.

- An online meeting on Thursday 23<sup>rd</sup> March 2023 at 3.30pm, including a presentation (as above) and the opportunity to ask questions about the policy, syllabus and materials.
- Individual parent consultation meetings, where the above was be discussed in detail
- Staff INSET March 2023 to look at and comment on the draft policy, syllabus and example materials
- Learners also participated in reviewing draft policy, syllabus and example materials with the Interim Assistant Headteacher where they shared their views

**See EMLM Relationships, Sex and Health Education (RSHE) Policy and Syllabus : Parental Consultation Process and Timeline published on the website for further information.**

#### **4. Definition**

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

#### **5. Curriculum**

Our RSHE curriculum is set out as per Appendix 1, this will be reviewed and adapted as and when as and when necessary.

We have developed this curriculum, working in consultation with parents, pupils and staff, and taking into account the age, developmental stage, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

[We will share all curriculum materials with parents and carers upon request.](#)

#### **6. Delivery of RSHE**

RSHE will be taught within the personal, social, health and economic (PSHE) education 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

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 make sure 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 and 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).

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.

## **6.1 Inclusivity**

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
  - Safe and supported
  - Able to engage with the key messages

We will also:

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

## **6.2 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 pupils in applying their knowledge in different contexts and settings

- Are age-appropriate, given the age, developmental stage and background of our pupils
- 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 pupils' experiences and won't provoke distress

## 7. Use of external organisations and materials

We will make sure that any external agency/organisation and any materials used are appropriate and in line with our legal duties around political impartiality.

We, at EMLM are responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSHE is balanced, and it and the resources they intend to use:
  - Are age-appropriate
  - Are in line with pupils' developmental stage
  - Comply with:
    - This policy
    - The [Teachers' Standards](#)
    - The [Equality Act 2010](#)
    - The [Human Rights Act 1998](#)
    - The [Education Act 1996](#)
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with

- Be clear on:
  - What they're going to say
  - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers

We **won't**, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme

## **Roles and responsibilities**

### **8.1 Board Members**

The Board Members will approve the RSHE policy after consultation period **and any review** and hold the **Head of School** to account for its implementation.

### **8.2 The Head of School**

The **Head of School** is responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RSHE (see section 9).

### **8.3 Staff**

Staff are responsible for:

- Delivering RSHE in a sensitive way
- Modelling positive attitudes to RSHE
- Monitoring progress

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- › Responding to the needs of individual pupils
- › Responding appropriately to pupils 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 RSHE are encouraged to discuss this with the [Head of School](#).

## 8.4 Pupils

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

## 9. Parents' right to withdraw

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE 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 [Head of School](#).

A copy of withdrawal requests will be placed in the pupil's educational record. The [Head of School](#) will discuss the request with parents and take appropriate action, for instance:

Sharing the curriculum with you

Making a record of the discussion

Advising you of your rights and your child's entitlement

Alternative schoolwork will be given to pupils who are withdrawn from sex education.

## 10. Training

Staff are trained on the delivery of RSHE as part of their induction and it is included in our continuing professional development calendar.

The [Head of School](#) 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.

## 11. Monitoring arrangements

The delivery of RSHE is monitored by the curriculum leader for RSHE through:

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Curriculum reviews

Learning Walks

Routine curriculum quality assurance

Pupils' development in RSHE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed annually or in the event of any statutory updates. At every review, the policy will be approved by the Board Members.

**Appendix 1: Y7-11 Long Term Overview for RSHE which is taught within the personal, social, health and economic (PSHE) education curriculum.**

| Year Group | Autumn Term 1<br>Health & Wellbeing   | Autumn Term 2<br>Living in the wider world   | Spring Term 1<br>Relationships  | Spring Term 2<br>Health & wellbeing  | Summer Term 1<br>Relationships   | Summer Term 2<br>Living in the wider world   |
|------------|---|--|---|--|--|--|
| Y7         | EMLM Core Values<br><b>Transition and safety</b><br>Personal safety in and outside school<br>Basic first aid                                | <b>Developing skills and aspirations</b><br>Careers, teamwork and enterprise skills<br>Raising aspirations                               | <b>Diversity</b><br>Diversity, prejudice, and bullying  | <b>Health and puberty</b> Healthy routines Influences on health<br>Puberty<br>Unwanted contact FGM           | <b>Building relationships</b><br>Self-worth, romance and friendships (including online)<br>Relationship boundaries                                 | <b>Financial decision making</b><br>Saving<br>Borrowing<br>Budgeting<br>Making financial choices   |
| Y8         | <b>Drugs and alcohol</b><br>Alcohol and drug misuse<br>Pressures relating to drug use   | <b>Community and careers</b><br>Equality of opportunity in careers and life choices<br>Different types and patterns of work              | <b>Discrimination</b> Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia    | <b>Emotional wellbeing</b> Mental health and emotional wellbeing, including body image and coping strategies | <b>Identity and relationships</b><br>Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception                 | <b>Digital literacy</b><br>Online safety, digital literacy, media reliability, and gambling hooks  |
| Y9         | <b>Peer influence, substance use and gangs</b><br>Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation | <b>Setting goals</b><br>Learning strengths, career options and goal setting as part of the GCSE options process                          | <b>Respectful relationships</b><br>Families and parenting, healthy relationships, conflict resolution, and relationship changes   | <b>Healthy lifestyle</b><br>Diet, exercise, lifestyle balance and healthy choices, and first aid             | <b>Intimate relationships</b><br>Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography | <b>Employability skills</b><br>Employability and online presence                                   |
| Y10        | <b>Mental health</b><br>Mental health and ill health, stigma, safeguarding health, including during periods of transition or change         | <b>Financial decision making</b><br>The impact of financial decisions, debt, gambling and the impact of advertising on financial choices | <b>Healthy relationships</b><br>Relationships and sex expectations, pleasure and challenges, including the impact of the media and pornography                                  | <b>Exploring influence</b><br>The influence and impact of drugs, gangs, role models and the media            | <b>Addressing extremism and radicalisation</b><br>Communities, belonging and challenging extremism   | <b>Work experience</b><br>Preparation for and evaluation of work experience and readiness for work |
| Y11        | <b>Building for the future</b><br>Self-efficacy, stress management, and future opportunities  | <b>Next steps</b><br>Application processes, and skills for further education, employment and career progression                          | <b>Communication in relationships</b><br>Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse | <b>Independence</b> Responsible health choices, and safety in independent contexts                           | <b>Families</b><br>Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships            |  |

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

| TOPIC   | PUPILS SHOULD KNOW  |
|---|---|
| Families  | <p>That there are different types of committed, stable relationships</p> <p>How these relationships might contribute to human happiness and their importance for bringing up children</p> <p>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</p> <p>Why marriage is an important relationship choice for many couples and why it must be freely entered into</p> <p>The characteristics and legal status of other types of long-term relationships</p> <p>The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting</p> <p>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</p>   |
| Respectful relationships, including friendships | <p>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</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>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)</p> <p>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</p> <p>About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</p> <p>That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</p> <p>What constitutes sexual harassment and sexual violence and why these are always unacceptable</p> <p>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</p> |

| TOPIC            | PUPILS 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  | PUPILS 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 Learner  |  | Class |  |
| Name of parent/Carer   |  | Date  |  |
| Reason for withdrawing from sex education within relationships and sex education |  |       |  |
|  |  |       |  |
| 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.<br>E.g. Name will be taking part in all relationships lessons and during the sex education lessons, he will be working independently on a project. |
|   |  |