



Westborough
High School
Together We Succeed

The aims of relationships, sex and health education (RSHE)

Next review: Autumn 2022

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 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
- 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 a maintained secondary school we must provide RSHE to all pupils as per the [Children and Social work act 2017](#).

In teaching RSHE, we must have regard to to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

3. Policy development

This policy has been developed in consultation with key stakeholders. The consultation and policy development process involved the following steps:

1. Review – the religious and personal studies (RPS) coordinator collated all relevant information including relevant national and local guidance
2. Staff consultation – a sample of school staff were given the opportunity to look at the policy and make recommendations
3. Governor consultation – the Standards and Effectiveness committee were also given the opportunity to look at the policy and make recommendations
4. Parent/stakeholder consultation – parents were given access to a written consultation document and invited to respond using an online form
5. Pupil consultation – the RPS coordinator investigated what exactly pupils want from their RSHE
6. Ratification – once amendments were made, the policy was shared with the Standards and Effectiveness Committee and ratified

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

The religious and personal studies (RPS) curriculum is set out as per Appendix 1 but it may need to be adapted when necessary.

The curriculum has been developed in consultation with key stakeholders, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and do not seek answers online.

6. Delivery of RSHE

RSHE is taught within the religious and personal studies (RPS) curriculum: this is delivered in dedicated lessons in Years 7 to 9 by the religious and personal studies team and by form tutors during form time in Years 7 to 11. Biological aspects of RSHE are taught within the science curriculum.

Pupils may also receive stand-alone RSHE sessions delivered by trained health professionals.

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

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).

RSHE will be made accessible to all pupils including those with SEND. Teachers will ensure lessons are differentiated and personalised so that all pupils can access high quality RSHE teaching. The school will also take into account the needs of more vulnerable pupils when planning and delivering the RSHE curriculum. Where necessary, content will be tailored to meet the specific needs of pupils.

For more information about the religious and personal studies (RPS) curriculum, see Appendix 1.

7. Roles and responsibilities

7.1 The governing body

The governing board has delegated the approval of this policy to the standards and effectiveness committee.

7.2 The headteacher

The headteacher is responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw pupils from 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 pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the 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 religious and personal studies (RPS) coordinator and relevant members of the senior leadership team.

7.4 Pupils

Pupils 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

Parents have the right to withdraw their children from the non/science 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 and addressed to the deputy headteacher.

A copy of withdrawal requests will be placed in the pupil's educational record. The deputy headteacher will discuss the request with parents and take appropriate action.

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

9. Training

The religious and personal studies (RPS) coordinator will ensure new staff are trained on the delivery of RSHE as part of their induction and regular support is offered on the delivery of the religious and personal studies (RPS) curriculum by the RPS coordinator.

The religious and personal studies (RPS) coordinator 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 where needed.

10. Monitoring arrangements

The delivery of RSHE is monitored by the religious and personal studies (RPS) coordinator and senior teachers through: lesson time drop ins, work samples and pupil voice.

Pupils' development in RSHE is monitored by their religious and personal studies teachers and their form teachers.

This policy will be reviewed by the religious and personal studies (RPS) and deputy headteacher every year.

At every review, the policy will be approved by the standards and effectiveness committee.

Appendix 1: religious and personal studies long term plan

	Health and wellbeing	Relationships	Living in the wider world
Focus areas	<ol style="list-style-type: none"> 1. How to manage transition 2. How to maintain physical, mental and emotional health and wellbeing 3. How to make informed choices about health and wellbeing matters including drugs, alcohol and tobacco; maintaining a balanced diet; physical activity; mental and emotional health and wellbeing; and sexual health 4. About parenthood and the consequences of teenage pregnancy 5. How to assess and manage risks to health; and to keep themselves and others safe 6. How to identify and access help, advice and support 7. How to respond in an emergency, including administering first aid 8. The role and influence of the media on lifestyle 	<ol style="list-style-type: none"> 1. How to develop and maintain a variety of healthy relationships within a range of social/cultural contexts and to develop parenting skills 2. How to recognise and manage emotions within a range of relationships 3. How to deal with risky or negative relationships including all forms of bullying (including the distinct challenges posed by online bullying) and abuse, sexual and 4. Other violence and online encounters 5. About the concept of consent in a variety of contexts (including in sexual relationships) 6. About managing loss including bereavement, separation and divorce 7. To respect equality and be a productive member of a diverse community 8. How to identify and access appropriate advice and support 	<ol style="list-style-type: none"> 1. About rights and responsibilities as members of diverse communities, as active citizens and participants in the local and national economy 2. How to make informed choices and be enterprising and ambitious 3. How to develop employability, team working and leadership skills and develop flexibility and resilience 4. About the economic and business environment 5. How personal financial choices can affect oneself and others and about rights and responsibilities as consumers

	Half term 1 Health and wellbeing	Half term 2 Living in the wider world	Half term 3 Relationships	Half term 4 Health and wellbeing	Half term 5 Living in the wider world	Half term 6 Relationships
Year 7	<p>Transition and safety</p> <p><u>Powerful knowledge</u></p> <ul style="list-style-type: none"> • Introduction to RPS • Transition to high school • Being a resilient student • Basic first aid • How to respond in an emergency situation (bleeding, asthma and allergies) • What are the main changes in puberty? (physical and emotional) • Responsive content 	<p>Religions around the world</p> <p><u>Powerful knowledge</u></p> <ul style="list-style-type: none"> • Why are religions important? • How do Christians express their faith and spirituality? • Buddhists key beliefs • What do Hindus believe? • What do Muslims believe about a good life? • What Is Humanism? • Responsive content 	<p>Making friends and keeping them.</p> <p><u>Powerful knowledge</u></p> <ul style="list-style-type: none"> • Healthy friendships • Bullying and banter • Cyber bullying • Anger management. • How can we deal with peer pressure? • Responsive content 	<p>Healthy body, healthy mind</p> <p><u>Powerful knowledge</u></p> <ul style="list-style-type: none"> • Healthy lifestyles – including dental hygiene • How do I know I am eating healthily? • Consequences of not eating healthily • Mental health • The dangers of smoking • What are class A, B and C drugs? • Responsive content 	<p>Living in a diverse community</p> <p><u>Powerful knowledge</u></p> <ul style="list-style-type: none"> • Racism and stereo typing • How can we deal with anti-religious attitudes? • Social media – safe and private • What does it mean to live in multi faith Britain? • What can we learn from religious harmony? • What is it like for Buddhists in the UK? • Responsive content 	<p>Being happy at home</p> <p><u>Powerful knowledge</u></p> <ul style="list-style-type: none"> • Family relationships • Keeping safe and positive. • Personal identity • Keeping good friends • Responsive content

Our emotional wellbeing**Powerful knowledge**

- What is mental health and how can we identify it?
- Why is self-awareness and sensitivity important?
- What is mindfulness?
- What is self-care and how does it relate to our mental health?
- Why is physical exercise important?
- How can we talk about our emotions?
- Responsive content

Does God exist?**Powerful knowledge**

- What is the Trinity and how do Christians understand God and Trinity?
- Was the universe created by God?
- What are the different theories around creation?
- How do beliefs grapple with evil and suffering?
- What do Christians believe about how Jesus overcame evil?
- What are Buddhists views about evil and suffering?
- Does life after death exist?
- Responsive content

Equality in our world**Powerful knowledge**

- How do we know that we are a tolerant society?
- What does prejudice and discrimination look like? (focus on Homophobia and LGBTQ rights)
- How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage.
- How can we show respect to others in wider society?
- How can we prevent radicalisation?
- How can religions contribute to the prevention of animal abuse?
- How do beliefs make a difference to caring for the environment?
- Responsive content

Healthy body, healthy life**Powerful knowledge**

- How can vaping lead to nicotine addiction?
- Are we aware about the causes of cancer?
- What are the laws around drugs and alcohol?
- How the use of alcohol and drugs can lead to risky sexual behaviour?
- What are the physical and psychological risks associated with alcohol?
- How harmful is binge drinking?
- Responsive content

Keeping safe**Powerful knowledge**

- How can we stay safe online and identify harmful behaviours?
- How can we identify the features of online grooming?
- What are the risks of online gambling and debt?
- What are County Lines and how can we prevent others getting involved?
- What is the law and young offenders?
- 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
- Responsive content

Marriage and relationships**Powerful knowledge**

- How are marriages celebrated in different faiths?
- How do Christians celebrate marriage and what is its importance to them?
- Does marriage really matter? Examine the different religious opinions around this.
- What are the different religious perspectives on marriage, cohabitation and divorce?
- What are the different religious perspectives on same sex marriage?
- Forced and arranged marriages
- Responsive content

Healthy body, healthy mind

Powerful knowledge

- How to recognise the early signs of mental wellbeing concerns?
- How can we manage anxiety?
- How do we cope with stress?
- Eating disorders
- Why do people self-harm?
- How can we be more resilient?
- How do beliefs affect health and mortality?
- Responsive content

Religion and life

Powerful knowledge

- Human trafficking and modern slavery
- Human rights charity focus – UNICEF
- Do religions prevent or promote equality?
- What do Jews and Sikhs believe about charity?
- Should human beings use animals?
- What are the six main religious beliefs about animal rights?
- What is animal experimentation and does it have a place in society?
- Which wildlife organisations exist to protect animals in wider society?
- Responsive content

Life, loss and change

Powerful knowledge

- How are we all affected by dying loss and grief?
- How can bereavement charities help support the ones suffering from loss?
- How do beliefs affect health and mortality – different beliefs about life after death.
- How do different religions conduct funerals (Hinduism, Christianity and Islam)?
- Responsive content

Society and safety

Powerful knowledge

- What are acid attacks?
- Knife crime and how it impacts on our lives
- How are we protected from discrimination?
- Social media and self-esteem including online bullying.
- Screen time - how much is too much?
- Why are people selfie obsessed?
- Responsive content

Future aspirations

Powerful knowledge

- What are young people's employment rights and responsibilities?
- What is the right career for me?
- How do we gain life skills?
- What are consumer rights?
- Responsive content

Safe relationships

Powerful knowledge

- Domestic abuse
- Sexting
- Consent
- How do we manage conflict at home?
- Safe sex/contraception /
- STI Awareness
- Teen pregnancy and parenting
- Body image (girl /boy focus)
- Child sexual exploitation
- Responsive content

Year 10	<p>Health, life and science</p> <p><u>Powerful knowledge</u></p> <ul style="list-style-type: none"> • How do we perform CPR? • What is the purpose of defibrillators and when are they needed? • What constitutes a healthy lifestyle (maintaining a healthy weight, the links between an inactive lifestyle and ill health e.g. cancer and cardiovascular ill-health) • Why is stem cell donation vital for curing some diseases? • Exploring blood, organ and stem cell donation. • Responsive content 	<p>Crime and society</p> <p><u>Powerful knowledge</u></p> <ul style="list-style-type: none"> • How can we deal with anti-social behaviour? • How can young people be exploited? (County Lines) • What is money laundering? • What is overt and covert Racism? • What is the impact of hate crime? • Responsive content 	<p>Relationships and you</p> <p><u>Powerful knowledge</u></p> <ul style="list-style-type: none"> • What does a good relationship look like? • What is sexism and gender prejudice? • How can we adhere to safe sexual relationships? • What are same sex relationships? • How can we manage conflict in relationships? • What is relationship abuse? (stalking and harassment) • Responsive content 	<p>The impact of the media</p> <p><u>Powerful knowledge</u></p> <ul style="list-style-type: none"> • How can social media affect our self-esteem? • How much screen time is too much? • What is fake news and how can we deal with it? • How can viewing sexually explicit materials affect us in a negative manner? • What to do and where to get support to report material or manage issues online • Responsive content 	<p>Preparing for the world of work</p> <p><u>Powerful knowledge</u></p> <ul style="list-style-type: none"> • What are employers looking for? • How can we prepare for work experience? • Which career path? • What employment rights do we have as young people? • Responsive content 	<p>Changes in fertility</p> <p><u>Powerful knowledge</u></p> <ul style="list-style-type: none"> • What is reproductive health and how can this be affected by an unhealthy lifestyle? • What is infertility and what are the choices available to us? • Where can we access support for infertility? • What is the menopause and the choices women have when fertility ends? • What are the benefits of regular screening? (breast and smear) • Responsive content
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Managing changes

Powerful knowledge

- What are the tools to manage anxiety?
- How to manage social anxiety?
- How do we cope with stress?
- What is the impact of stress on our health?
- How can we prepare for adulthood?
- How can we reduce exam stress?
- Responsive content

Online dangers

Powerful knowledge

- What is the Dark Web?
- How can right wing extremism affect us?
- What is cybercrime and online fraud.
- How information and data is generated, collected, shared and used online.
- Responsive content

Safer relationships

Powerful knowledge

- What is consent in a relationship?
- What are the effects of a relationship break up (emotional and physical)?
- How to stay safe in a sexual relationship and how to respond to peer pressure
- Teen pregnancy – abortion and when contraception fails
- How to get further advice, including how and where to access
- confidential sexual and reproductive health advice and treatment
- Responsive content

Lifestyle choices

Powerful knowledge

- How can we revise productively and what are the skills needed to do so?
- Why is sleep important for our wellbeing?
- What do we mean by digital footprints?
- How can we become affected by online gambling and gaming in a negative manner?
- Responsive content

Careers choices

Powerful knowledge

- Developing skills for life
- Responsive content

