

Relationships, Sex and Health Education Policy - DRAFT

JOHN TAYLOR HIGH SCHOOL



Approved by:	Awaiting	Date: September 2024
Last reviewed on:	July 2024	
Next review due by:	July 2025	

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DRAFT

1. Aims

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

RSE is also a vehicle through which the JTHS Core Values of Respect, Integrity, Kindness and Perseverance can be explored as each student is encouraged to be part of 'One community, striving for personal excellence.' RSE is underpinned by our whole-school aims to provide a curriculum that:

- Is ambitious with well-chosen knowledge that introduces subjects, and explains how this knowledge can benefit human-kind.
- Provides a foundation for further study, careers and a place in a democratic society.
- Allows students to gain knowledge that empowers them to join and participate in challenging discussions as educated people.

2. Statutory requirements

As a secondary school, we must provide RSE to all pupils under the [Children and Social Work Act 2017](#).

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

We must also have regard to our 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 John Taylor High School, we teach RSE as set out in this policy.

3. Procedure development

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

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the procedure and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the procedure
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the procedure was shared with governors and ratified

4. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information and exploring issues and values.

RSE is not about the promotion of sexual activity.

5. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this procedure, teachers will respond in an appropriate manner, so they are fully informed and do not seek answers online.

6. Delivery of RSE

RSE is taught within the Personal Development education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

RSE 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 RSE 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, LGBTQ+ 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).

7. Use of External organisations and materials

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

The school remains 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 RSE 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
- Share all external materials with parents and carers

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

8. Roles and Responsibilities

8.1 The governing board

The governing board will approve the RSE policy and hold the headteacher to account for its implementation.

8.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, for sharing resources and materials with parents and carers, and for managing requests to withdraw pupils from [non-statutory/non-science] components of RSE (see section 9).

8.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the [non-statutory/non-science] components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

Personal Development Curriculum at John Taylor High School is delivered with the support of all teaching staff who are in topic specialist teams. This is overseen by Mrs R Hudson as PD Subject Lead and Miss C Crutchley as Senior Leader Team Link.

The RSE team consists of: Mrs R Hudson, Mrs A Gill, Mrs C Brackstone, Mrs V Hadley, Mrs S Bonnett, Mr M Hulley. Mr L Williams, Mr M Williams and Mr A Eagles.

8.4 Pupils

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

9. Parents' right to withdraw

Parents have the right to withdraw their children from the non-statutory 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. This does not include what is taught as part of the science curriculum.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this procedure 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 or the deputy head of school responsible for curriculum will discuss the request with parents and take appropriate action.

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

10. Training

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

The head of school or deputy head of school responsible for curriculum will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

11. Monitoring arrangements

The delivery of RSE is monitored by the deputy head of school responsible for curriculum, the director of 6th form, heads of Upper and Lower School, heads of year and other members of the senior team. This is carried out through learning drop ins, evaluations and work scrutinies as part of the school's approach to QA to ensure a consistency of approach across the school.

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

This procedure will be reviewed by the deputy head of school responsible for curriculum, the head of Upper and Lower School and the director of 6th form annually. At every review, the procedure will be approved by the head of school, and by Governors should there be a need to significantly refine the procedure.

Personal Development – Relationship and Sex Education

Rotation 1 - YEAR 9	Rotation 2- YEAR 10	Rotation 3	Rotation 4 – YEAR 11	Rotation 5 – YEAR 7	Rotation 6 – YEAR 8
<ol style="list-style-type: none"> 1. Contraception 2. STIs 3. Consent 4. Safe relationships 5. Harmful sexual behaviour 6. Coercive behaviour and emotional abuse 	<ol style="list-style-type: none"> 1. Peer on Peer abuse/bullying 2. Forced marriage 3. FGM, virginity testing and hymenoplasty. 4. Sexting and nudes 5. Porn 6. Domestic abuse/violence 		<ol style="list-style-type: none"> 1. Contraception 2. STIs 3. Consent 4. Safe relationships 5. Harmful sexual behaviour 6. Coercive behaviour and emotional abuse 	<ol style="list-style-type: none"> 1. Types of families 2. Purpose of families 3. Healthy friendships 4. Consent – nonsexual 5. Managing Conflict 6. Bullying 	<ol style="list-style-type: none"> 1. Marriage 2. Characteristics and legal status of long-term relationships 3. Sexuality 4. Stereotypes – based on sex and sexuality. 5. Equality Act (legal rights) 6. Healthy relationships

Personal Development – Health and Wellbeing

Rotation 1 - YEAR 7	Rotation 2- YEAR 11	Rotation 3 - YEAR 10	Rotation 4	Rotation 5 – YEAR 8	Rotation 6 – YEAR 9
<ol style="list-style-type: none"> 1. Puberty 2. Periods 3. Menstruation 4. Erections and wet dreams 5. Personal hygiene 6. Puberty and brain development 	<ol style="list-style-type: none"> 1. Fertility 2. Self-examination and screening 3. Pregnancy 4. Parenthood 5. Navigating healthcare services 6. Health risks 	<ol style="list-style-type: none"> 1. Dealing with loss and grief 2. Mental health risk factors – focus on gambling 3. Mental health risk factors – focus on online content. 4. Benefits of an active lifestyle 5. Serious health conditions – causes and characteristics. 6. Blood, organ, and stem cell donation. 		<ol style="list-style-type: none"> 1. Discussing emotions 2. Happiness 3. Recognising ill mental health 4. Common types of mental ill health 5. What impacts our mental health? 6. Practical ways to care for your mental health. 	<ol style="list-style-type: none"> 1. How does screen time affect our health? 2. How does social media affect our health? 3. First aid 4. Personal Hygiene, the spread of germs and antibiotics 5. Immunisation, vaccination, and antimicrobial resistance. 6. Cancer prevention

Personal Development – Staying Safe Offline and Online

Rotation 1 - YEAR 10	Rotation 2- YEAR 7	Rotation 3 - YEAR 11	Rotation 4 – YEAR 8	Rotation 5 – YEAR 9	Rotation 6
<ol style="list-style-type: none"> 1. Deepfakes 2. Illegal online behaviours – inappropriate images 3. Managing peer influence – in relation to risk taking behaviour and personal safety 4. Gang culture 5. Knife Crime 6. Illegal online behaviours – including the sale of drugs and knives 	<ol style="list-style-type: none"> 1. Characteristics and harms of social media 2. The implications of sharing information online 3. Online exploitation 4. Smoking 5. Vaping 6. Energy drinks and caffeine 	<ol style="list-style-type: none"> 1. Online gambling 2. Separating the online word from the physical world 3. Risk – how does the consumption on drugs and alcohol alter our risk perception 4. Independent living – potential risks and how to navigate them. 5. Exploitation (Modern day slavery) 6. Honour based violence. 	<ol style="list-style-type: none"> 1. Online conduct 2. Online reputation and digital footprints 3. Cyber bullying 4. Grooming 5. County lines – what is it? 6. County lines – who is at risk? 	<ol style="list-style-type: none"> 1. Drugs and their classifications 2. Drugs – Cannabis products 3. Drugs – Class A and B 4. Prescription drugs – potential harms 5. Alcohol 6. Addiction 	

Personal Development – Rights, Responsibilities and British Values

Rotation 1 - YEAR 10	Rotation 2- YEAR 8	Rotation 3 - YEAR 7	Rotation 4 – YEAR 9	Rotation 5 – YEAR 10	Rotation 6 – Exam Support
	<ol style="list-style-type: none"> 1. Desert Island task (making decisions) 2. Desert Island task (making decisions) LESSON 2 3. How are laws made in society? 4. Crime and its causes. 5. The punishment processes 6. Punishment in the UK 	<ol style="list-style-type: none"> 1. Why is politics important? 2. Who represents us? 3. What is a political party? 4. Elections and campaigning 5. Political debates in parliament. 6. Exploring inside parliament/ who is PM. 	<ol style="list-style-type: none"> 1. Public institutions – focus on NHS. 2. Voluntary groups in society 3. Community 4. Civil liberties – what are they? 5. The functions and uses of money 6. Managing money – budgeting. 	<ol style="list-style-type: none"> 1. What are British values? 2. The radicalisation process 3. Extremism 4. Terrorism, Islamist, and the far right. 5. Counter terrorism 6. Antisemitism and Islamophobia. 	<p>Plan first day back resources.</p> <p>Student focus groups</p> <p>Group meeting/QA.</p> <p>COVER</p> <p>RAL</p> <p>Theme of the week resources</p>

Personal Development – Careers; your future

Rotation 1 - YEAR 11	Rotation 2- YEAR 9	Rotation 3 - YEAR 8	Rotation 4 – YEAR 7	Rotation 5	Rotation 6 – YEAR 10
<ol style="list-style-type: none"> 1. What are my employability skills? 2. In person, hybrid and remote – what works best? 3. Decision making 4. Volunteering and paid work 5. Money talks: Apprenticeships v Higher education 6. Is AI a threat to our jobs? 	<ol style="list-style-type: none"> 1. What are my skills? 2. What comes after school? The main learning pathways. 3. Decision making what to study at KS4 4. Taking control of your career journey. 5. Working and earning managing your money. 6. What is the labour market and why is it important? 	<ol style="list-style-type: none"> 1. What are my interests? 2. Job applications 3. Challenges and rewards of work 4. Creating the life, you want 5. What does success mean to me? 6. National apprenticeship week 	<ol style="list-style-type: none"> 1. Who am I? 2. Exploring possibilities, dream job? 3. What is the LMI and what is a Career 4. What is an entrepreneur? 5. What is work life balance? 6. Careers and the future 		<ol style="list-style-type: none"> 1. Reflecting on my career journey – past present and future. 2. Exploring employers 3. What type of career is best for me? 4. CV writing 5. Wellbeing in the workplace 6. Choices Choices

Personal Development – Celebrating Equality and Diversity

Rotation 1 - YEAR 8	Rotation 2- YEAR 9	Rotation 3 - YEAR 9	Rotation 4 – YEAR 10	Rotation 5	Rotation 6 – YEAR 7
<ol style="list-style-type: none"> 1. Social justice 2. International organisations 3. Human Rights 4. Exploitation 5. Human trafficking 6. Charitable organisations 		<ol style="list-style-type: none"> 1. LGBT+ - What is it? 2. Homophobia and transphobia 3. Challenging homophobia and transphobia 4. Peace and conflict 5. Victims of war – refugee crisis. 6. Aid and supporting other countries. 	<ol style="list-style-type: none"> 1. Sexism 2. The gender pay gap 3. Me too and times up movement 4. Racism 5. Race, culture, religion – what is the difference? 6. Religion and prejudice 	<p>Year 11 Exam Support</p>	<ol style="list-style-type: none"> 1. What is your identity? 2. Equality 3. Breaking down stereotypes. 4. Prejudice and discrimination 5. Multicultural Britain 6. Disability prejudice

Rotation Dates

Personal Development lessons take place on Monday mornings 9-9.50am. Below are the dates for topic delivery for each KS3 and KS4 year group.

Rotation	Year 7	Year 8	Year 9	Year 10	Year 11
Rotation 1 6 th Sept to 19 th Oct	Health and Wellbeing	Celebrating Equality and Diversity	Relationship and Sex Education	Staying Safe offline and online	Careers – Your Future
Rotation 2 26 th Oct to 6 th Dec	Staying Safe offline and online	Rights, Responsibilities and BV's	Careers – Your Future	Relationship and Sex Education	Health and Wellbeing
Rotation 3 13 th Dec to 7 th Feb	Rights, Responsibilities and BV's	Careers – Your Future	Celebrating Equality and Diversity	Health and Wellbeing	Staying Safe offline and online
Rotation 4 14 th Feb to 21 st March	Careers – Your Future	Staying Safe offline and online	Rights, Responsibilities and BV's	Celebrating Equality and Diversity	Relationship and Sex Education
Rotation 5 28 th March to 16 th May	Relationship and Sex Education	Health and Wellbeing	Staying Safe offline and online	Rights, Responsibilities and BV's	Exam Support
Rotation 6 23 rd May to 11 th July	Celebrating Equality and Diversity	Relationship and Sex Education	Health and Wellbeing	Careers – Your Future	Exam Support

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

TOPIC	PUPILS SHOULD KNOW
Families	<ul style="list-style-type: none">• That there are different types of committed, stable relationships• How these relationships might contribute to human happiness and their importance for bringing up children• 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• Why marriage is an important relationship choice for many couples and why it must be freely entered into• The characteristics and legal status of other types of long-term relationships• The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting• 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>	<ul style="list-style-type: none"> • 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 • Practical steps they can take in a range of different contexts to improve or support respectful relationships • 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) • 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 • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help • That some types of behaviour within relationships are criminal, including violent behaviour and coercive control • What constitutes sexual harassment and sexual violence and why these are always unacceptable • 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
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<p>TOPIC</p>	<p>PUPILS SHOULD KNOW</p>
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Online and media	<ul style="list-style-type: none"> • Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online • 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 • Not to provide material to others that they would not want shared further and not to share personal material which is sent to them • What to do and where to get support to report material or manage issues online • The impact of viewing harmful content • 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 • That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail • How information and data is generated, collected, shared and used online
Being safe	<ul style="list-style-type: none"> • 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 • 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)

TOPIC

PUPILS SHOULD KNOW

Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none">• 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• 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• The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women• That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others• That they have a choice to delay sex or to enjoy intimacy without sex• The facts about the full range of contraceptive choices, efficacy and options available• The facts around pregnancy including miscarriage• 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)• 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• About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment• How the use of alcohol and drugs can lead to risky sexual behaviour• How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment
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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			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL

Agreed actions from discussion with parents	
Staff Signature	