



**Stone Soup Academy
Relationship, Sex and Health Education Policy (RSHE)**

Approved by: Kerrie Henton **Date:** 01/09/2024

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Table of Contents

1 Rationale and Ethos	2
2 Roles and Responsibilities	3
3 Curriculum Design	3
4 Safe and Effective Practice	4
5 Safeguarding	4
6 Inclusion	5
7 Right of Withdrawal of Students from Relationship, Sex and Health Education	6
8 Engaging Stakeholders	6
9 Monitoring and Evaluation of Relationship, Sex and Health Education	6
10 RSHE Policy Review Date	6

1. Rationale and Ethos

This policy covers our schools approach to Relationship, Sex and Health Education (RSHE) and was produced by the Assistant Principal: Personal Development in collaboration with the PSHE, RSHE, SMSC & RE Lead.

RSHE is lifelong learning about physical, sexual, health, moral and emotional development. It involves acquiring knowledge and information, developing skills and forming positive beliefs, values and attitudes. It is about the understanding of the importance of healthy, stable and loving relationships, respect, love and care, for family life.

1.1 Stone Soup Academy believes that RSHE should:

- Be an integral part of the lifelong learning process, beginning in early childhood and continue into adult life
- Be an entitlement for all young people
- Be set within the wider school context and supports family commitment and love, respect and affection, knowledge and openness. RSHE should acknowledge that family is a broad concept and not just one model. It includes a variety of types of family structure, and acceptance of different approaches should be recognised
- Encourage students and teachers to share and respect each other's views. Students should be aware of different approaches to sexual orientation and family structures without prejudice
- Generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment
- Recognise that parents are the key people in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents and students, consulting them about the content of programmes where apt
- Recognise that the wider community has much to offer and we aim to work in partnership with health professionals, social workers, peer educators and other mentors or advisers

1.2 The aim of RSHE is to provide balanced factual information about human reproduction, together with consideration of the broader emotional, ethical, moral, and religious dimensions of sexual health. The intended outcome of our RSHE programme is to prepare students for an adult life in which they can:

- develop positive values and a moral framework that will guide their decisions, judgements and behaviour; have the confidence and self esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationship they want
- understand the consequences of their actions and behave responsibly within sexual and pastoral relationships
- avoid being exploited or exploiting others or being pressured into unwanted or unprotected sex
- communicate effectively by developing appropriate terminology for Relationship and Sex issues
- develop awareness of their sexuality and understand human sexuality; challenge sexism and prejudice, and promote equality and diversity

- understand the arguments for delaying sexual activity
- understand the reasons for having protected (safe) sex
- have sufficient information and skills to protect themselves and, where they have one, their partner from uninvited/unwanted conceptions and sexually transmitted infections including HIV
- be aware of sources of help and acquire the skills and confidence to access confidential health advice, support and treatment if necessary
- know how the law applies to sexual relationships

2. Roles and Responsibilities

Stone Soup Academy delivers Relationship, Sex and Health Education through its PSHE Programme and is taught by a team of teachers with support from the Assistant Principal: Personal Development in collaboration with the PSHE, RSHE, SMSC & RE Lead. It is further supported and supplemented by the PSHE Association and the Votes For Schools platform. Teaching staff will receive training held by the Assistant Principal: Personal Development and the Assistant Principal: Personal Development and the PSHE, RSHE, SMSC & RE Lead, including CPD offered via the PSHE Association and Educare.

Specialists support staff with the teaching of certain aspects of the curriculum. These specialists may include health professionals, theatre groups, DREEMAS and other accredited external providers.

3. Curriculum Design

RSHE lessons are set within the wider context of the PSHE curriculum and focus more on the emotional and health aspects of development and relationships, although the physical aspects of puberty and reproduction are also included.

3.1 Aims

Our school's overarching aims for our Students are to instil the following three key themes:

Attitudes and Values

- Learning the importance of values, individual conscience and moral choices;
- Learning the value of family life, stable and loving relationships, and marriage;
- Learning about the nurture of children;
- Learning the value of respect, love and care;
- Learning, considering and understanding moral dilemmas;
- Developing critical thinking as part of decision-making
- Challenging myths, misconceptions and false assumptions about normal behaviour

Personal and Social Skills

- Learning to manage emotions and relationships confidently and sensitively;
- Developing self-respect and empathy for others;
- Learning to make choices with an absence of prejudice;
- Developing an appreciation of the consequences of choices made;
- Managing conflict;
- Empowering students with the skills to be able to avoid inappropriate pressures or advances (both as exploited or exploiters)

Knowledge and Understanding

- Learning and understanding physical development at appropriate stages;
- Understanding human sexuality, reproduction, sexual health, emotions and relationships;
- Learning about contraception and the range of local and national sexual health advice, contraception and support services;
- Learning the reasons for delaying sexual activity, and the benefits to be gained from such delay;
- The avoidance of unplanned pregnancy

Our RSHE programme is an integral part of our whole school PSHE education provision and will cover a wide range of issues across KS3 and KS4. Below is a half-termly breakdown of PSHE topics that will be covered:

	Autumn 1 Health & wellbeing	Autumn 2 Living in the wider world	Spring 1 Relationships	Spring 2 Health & wellbeing	Summer 1 Relationships	Summer 2 Living in the wider world
Year 9	Peer influence, substance use and gangs Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation	Setting goals Learning strengths, career options and goal setting as part of the GCSE options process	Respectful relationships Families and parenting, healthy relationships, conflict resolution, and relationship changes	Healthy lifestyle Diet, exercise, lifestyle balance and healthy choices, and first aid	Intimate relationships Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography	Employability skills Employability and online presence
Year 10	Mental health Mental health and ill health, stigma, safeguarding health, including during periods of transition or change	Financial decision making The impact of financial decisions, debt, gambling and the impact of advertising on financial choices	Healthy relationships Relationships and sex expectations, pleasure and challenges, including the impact of the media and pornography	Exploring influence The influence and impact of drugs, gangs, role models and the media	Addressing extremism and radicalisation Communities, belonging and challenging extremism	Work experience Preparation for and evaluation of work experience and readiness for work
Year 11	Building for the future Self-efficacy, stress management, and future opportunities	Next steps Application processes, and skills for further education, employment and career progression	Communication in relationships Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse	Independence Responsible health choices, and safety in independent contexts	Families Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships	

4. Safe and Effective Practice

Any RSHE lesson may consider questions or issues that some students will find sensitive. Before embarking on these lessons ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson. When students ask questions, we aim to answer them honestly, within the ground rules established at the start of the sessions. When it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the students, the question may be dealt with individually at another time.

Assessment, where apt, is carried out in accordance with standard school policies and involves teacher, Student and peer assessment of knowledge and understanding, interpersonal skills and attitudes. Routine meetings between a parent group and staff will be held to discuss the curriculum, content and outcomes for the Students.

5. Safeguarding

Teachers cannot offer unconditional confidentiality and this should never be offered to students.

In a case where a teacher learns from a student under the age of consent that they are having or contemplating sexual intercourse;

- the young person will be encouraged, wherever possible, to talk to their parents and if necessary to seek medical advice
- child protection issues will be considered, and referred if necessary to the teacher responsible for Child Protection under the school's procedures
- the young person will be properly counselled about contraception, including precise information about where young people can access contraception and advice services

In any case where child protection procedures are followed, the teacher will ensure that the young person understands the circumstances where confidentiality can be broken.

Teachers are aware that effective RSHE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. This will be immediately reported to the Designated Safeguarding Lead (DSL) or the Deputy DSL and necessary safeguarding procedures will take place.

Health professionals in school are bound by their codes of conduct in one-to-one situations with students, but in a classroom situation they must follow the school's confidentiality policy. External agencies and visiting professionals will be required to sign in and will always be supervised by a member of SSA staff.

6. Inclusion

6.1 Ethnic and Cultural Groups

We intend our policy to be sensitive to the needs of different ethnic groups and we will respond to parental and/or student queries in order to allay any concerns that may exist about the RSHE curriculum.

6.2 Students with Special Needs

We will ensure that all young people receive Relationship, Sex and Health education, and we will offer provision appropriate to the particular needs of all our students, taking specialist advice where necessary.

6.3 Sexual Identity and Sexual Orientation

We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate questions and offer support. Young people, whatever their developing sexuality, need to feel that Relationship, Sex and Health education is relevant to them.

7 Right of Withdrawal of Students from Relationship, Sex and Health Education

Some parents prefer to take the responsibility for aspects of this element of a student's education. They have the right to withdraw their children from all or part of the Relationship, Sex and Health education programme.

We would make alternative arrangements for students in such cases. Parents are encouraged to discuss their decisions with staff at the earliest opportunity. Parents are welcome to review any RSHE resources the school uses.

8. Engaging Stakeholders

Parents/Carers will be informed of the policy through a letter sent home, with the full policy being made available on the Stone Soup Academy website. We are committed to working closely with parents to ensure that they are fully aware of what is being taught and provide additional resources and support through phone calls home, updates on the Stone Soup webpage and parent/staff working groups to further amplify parental voices.

9. Monitoring and Evaluation of Relationship, Sex and Health Education

It is the responsibility of the PSHE Coordinator to oversee and organise the monitoring and evaluation of PSHE, in the context of overall school policies for monitoring the quality of teaching and learning. The PSHE programme will undertake self-evaluation and monitoring through the usual school cycle.

The Governors and Leadership Team are responsible for overseeing, reviewing and organising the revision of the Relationship, Sex and Health Education Policy.

Ofsted is required to evaluate and report on the spiritual, moral, social and cultural development of students. This includes evaluating and commenting on the school's Relationship, Sex and Health Education policy, and on support and staff development, training and delivery.

10. RSHE Policy Review Date

This policy will be reviewed September 2025 and it will be reviewed by the Assistant Principal: KS3 and the PSHE, RSHE, SMSC & RE Lead, ensuring that the policy and curriculum is up to date and relevant to the needs of the Students.