



# RELATIONSHIPS & SEX EDUCATION (SECONDARY) PERSONAL, SOCIAL, HEALTH & ECONOMIC POLICY

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## 1. Rationale

The Department for Education's (DfE) ambition, March 2017, to support all young people to stay safe and prepare for life in modern Britain is supported by Principal Teachers. This ambition is realised through the development of this policy which extends our current statutory duty to provide Relationships Education, which includes age appropriate sex education, for Primary students, Relationship and Sex Education (RSE) for Secondary students, into providing education for Personal, Social, Health and Economic Education (PSHE).

We recognise that effective relationship education and RSE will cover aspects of personal, social and health education and as such schemes of work will make explicit links between these aspects of the curriculum. The education provided should support young people to be safe, healthy, happy and successful.

The hub will deliver content appropriate to the age of pupils and their religious backgrounds within the agreed framework for PSHE, which includes relationship education and RSE.

## 2. Relationships Education and RSE

Relationships Education and RSE will be age-appropriate, building knowledge and life skills over time in a way that prepares pupils for issues they will soon face. This education, will be age appropriate and will typically focus on:

- different types of relationships, including friendships, family relationships, dealing with strangers and intimate relationships;
- how to recognise, understand and build healthy relationships, including self-respect and respect for others, commitment, tolerance, boundaries and consent, and how to manage conflict, and also how to recognise unhealthy relationships, including developing an awareness of risk and how to protect themselves from exploitation;
- how relationships may affect health and wellbeing, including physical and mental health;
- healthy relationships, characteristics of healthy relationships and safety online;
- factual knowledge around sex, sexual health and sexuality, set firmly within the context of relationships and encourage a respect and understanding of difference;
- developing knowledge and understanding about the biological facts regarding human growth and development including reproduction and contraception;
- signposting relevant health services that are available and how to access them;
- developing an understanding of the consequences of decisions and actions and how the law applies to sexual behaviour and relationships.

Relationships Education and RSE is part of the lifelong learning about physical, moral and emotional behaviour. It is about the understanding of the importance of stable and loving



relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health. It is not about the promotion of sexual orientation or sexual activity.

The hub aims to provide young people with relevant and age appropriate information in order that they are able to make safe and informed choices about their own behaviour and lifestyles.

### 3. PSHE

PSHE, in the context of Relationships Education and RSE, will reflect content appropriate to the age of pupils and their religious backgrounds. This education will likely focus on:

- healthy bodies and lifestyles, including keeping safe, puberty, drugs and alcohol education;
- healthy minds, including emotional wellbeing, resilience, mental health; economic wellbeing and financial capability;
- careers education, preparation for the workplace and making a positive contribution to society.

### 4. Delivery of Relationships Education and RSE

The delivery of relationships education and RSE is not the sole responsibility of schools. Parents and members of the wider community have much to offer. Health professionals, youth workers, peer educators and the police will also have a part to play in delivering this education.

Teachers delivering RSE sessions will be given appropriate training, guidance and support.

### 5. Information and Rights of Parents and Teachers

Parents should be made aware of what is taught in Relationships Education and RSE. Prior to delivery of specific sessions parents should be informed and are welcome to review the materials used.

Parents have the right to withdraw their child from sex education within RSE, but not withdraw them from sex education within the statutory National Curriculum as part of science. The hub will then make alternative arrangements for these students. The hub asks that requests to withdraw students should be made in writing.

The Circular 5/94 Education Act 1993: Sex Education in Schools does not give teachers the same rights as parents concerning withdrawing themselves from involvement in sex education lessons. However, if a teacher, after consultation, feels unable to participate adequately, he or she need not do so.

### 6. Other provision



In addition to the delivery of relationships education and RSE the hub will also provide students with access to appropriate Health services. This can include access to a range of other professionals appropriate to the age, need and context of the hub.

The hub will pay due regard to students' rights to confidentiality, but will always treat the safety and well-being of students as a priority.

## 7. Monitoring, Evaluation & Review

It is important the hub ensures that the delivery of relationships education and RSE is regularly reviewed and updated in line with best practice advice. With this in mind the hub works closely with the Local Authority and Health professionals. Feedback from staff, students and parents is also valuable.

## Appendix 1

### PT Hub Curriculum Framework: PSHE, Careers, RSE, Values

1. We have adopted The PSHE Association long term planning model that covers all three core themes over three terms (six half terms). It takes into account progression and development of students' understanding of the overarching concepts and development of essential skills and attributes. Topic areas are arranged into half term 'chunks', which can be adapted to suit the needs of individual pupils: there is no 'correct order'. Each teacher will select the content that ensures opportunities to explore the overarching concepts and to develop knowledge, skills and attributes, through a programme that is relevant and appropriate to the ethos of the hub and the needs of their students.
2. We are using the Gatsby 8 Pillars to inform our Careers Programmes, which will be woven into the PSHE Programme of study:
  - A stable careers programme
  - Learning from career and labour market information
  - Addressing the need of each student
  - Linking curriculum learning to careers
  - Encounters with employers and employees
  - Experiences of workplaces
  - Encounters with further and higher education
  - Personal guidance
3. We will incorporate the national requirements for religious education into the planning model. As a hub we do not have to follow the LA SACRE guidance, but we are choosing to use the guidance to support our model.

The planning model below can be taught in any order or style for each year group. RSE will be built in through skills led topics.



	Health & wellbeing	Living in the wider world	Relationships	Health & wellbeing	Relationships	Living in the wider world
Year 7	<p>Transition to secondary school</p> <p>Diet, exercise and how to make healthy choices</p>	<p>Enterprise skills and introduction to careers</p> <p>Challenging career stereotypes and raising aspirations</p>	<p>Diversity, prejudice and bullying including cyber bullying</p> <p>Managing on- and off-line friendships</p>	<p>The risks of alcohol, tobacco and other substances</p> <p>Managing puberty and the issues of unwanted contact and FGM</p>	<p>Self-esteem, romance and friendships</p> <p>Exploring family life</p>	<p>Making ethical financial decisions</p> <p>Saving, spending and budgeting our money</p>
Year 8	<p>First aid and personal safety, focusing on road safety</p> <p>Alcohol and drug misuse and managing peer influence</p>	<p>Rights and responsibilities in the community</p> <p>Tackling age and disability discrimination</p>	<p>Tackling racism and religious discrimination promoting human rights</p> <p>Online safety and digital literacy</p>	<p>Mental health and emotional wellbeing, including body image</p> <p>Managing change and loss</p>	<p>Introduction to sexuality and consent</p> <p>Introduction to contraception including condom and the pill</p>	<p>Evaluating value for money in services</p> <p>Risks and consequences making financial decisions</p>
Year 9	<p>Peer pressure, assertiveness and risk, gang crime</p> <p>Dieting, lifestyle balance and unhealthy coping strategies</p>	<p>Understanding careers and future aspirations</p> <p>Identifying learning strengths and setting goals</p>	<p>Managing conflict at home and the dangers of running away from home</p> <p>Tackling homophobia, transphobia and sexism</p>	<p>Managing peer pressure in relation to illicit substances</p> <p>Assessing the risks of drug and alcohol abuse and addiction</p>	<p>Relationships and sex education including healthy relationships and consent</p> <p>The risks of STIs, sexting and pornography</p>	<p>Planning and carrying out an enterprise project</p> <p>Reflecting on learning skills development in KS3</p>
Year 10	<p>Transition to key stage 4 and developing study habits</p>	<p>Understanding the causes and effects of debt</p> <p>Understanding the risks associated with gambling</p>	<p>Tackling relationship myths and expectations</p> <p>Managing romantic relationship</p>	<p>Exploring the influence of role models</p> <p>Evaluating the social and emotional</p>	<p>Understanding different families and learning parenting skills</p>	<p>Preparation for work experience</p> <p>Evaluation of work experience</p>



	Mental health and ill health, tackling stigma		challenges including break ups	risks of drug use	Managing change, grief and bereavement	and readiness for work
Year 11	Promoting self-esteem and coping with stress Learning and revision skills to maximise potential	Understanding the college application process and plans beyond school Skills for employment and career progression	Personal values and assertive communication in relationships Tackling domestic abuse and forced marriage	Health and safety in independent contexts Taking responsibility for health choices	British values, human rights and community cohesion Challenging extremism and radicalisation	

Reviewed in November 2021

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