

# ES & 6<sup>TH</sup> FORM

EGGLESCLIFFE SCHOOL  
AND SIXTH FORM

---

## RELATIONSHIPS AND SEX EDUCATION (RSE) & HEALTH EDUCATION POLICY

---

Policy Reviewed and Adopted by Local Governing Body

Date of Approval: September 2024

Date of Next Review: September 2025

Responsible Officer: Mrs A Gerrard - Assistant Headteacher (Personal Development)

## Table of Contents

Rationale and ethos.....	3
Role and responsibilities.....	5
Curriculum Design.....	5
Safeguarding.....	10
Engaging Stakeholders.....	11
Staff training.....	11
RSE policy review.....	12

## Rationale and ethos

At Eggescliffe School, we understand the importance of educating pupils about sex, relationships and their health, for them to make responsible and well-informed decisions in their lives.

The teaching of RSHE can help to prepare pupils for the opportunities, responsibilities and experiences of personal development. It allows us to promote the spiritual, moral, social, cultural, mental and physical development of pupils at school and in the wider society.

We have an obligation to provide pupils with high-quality, evidence and age-appropriate teaching of these subjects. This policy outlines how the school's RSE and health education (including PSHE) curriculum is organised and delivered, to ensure it meets the needs of all pupils.

- RSHE is used to refer to the overall programme of relationships, sex and health education.
- "RSE" refers to relationships and sex education and is defined as teaching pupils about developing healthy, nurturing relationships of all kinds, and helping them to understand human sexuality and to respect themselves and others.
- "Health education" is defined as teaching pupils about how they can make good decisions about their own health and wellbeing, and how physical health and mental wellbeing are interlinked.

This policy was produced by Mrs Caroline Wright in consultation with the senior leadership and pastoral team at Eggescliffe School.

**1.1** At Eggescliffe School we believe RSE is important for the students because:

- Children and young people have the right to a high-quality education as set out in the UN Conventions on the Rights of the Child.
- Children and young people want to be prepared for physical and emotional changes they will experience in their teenage year and want to learn about relationships.
- High quality RSE is a vital part in meeting safeguarding requirements. It is vital children and young people learn about safety and risk in all types of relationships.
- Eggescliffe has an obligation to promote pupils' well-being (Children's Act 2004) and to prepare children for the challenges, opportunities and responsibilities of adult life (Education Act 1996).
- Every state funded school must offer a curriculum which is balanced and broadly based and promotes the spiritual, moral. Mental and physical development of pupils at the school.
- Eggescliffe School define RSE as learning about the emotional, social and physical aspects of growing up, human sexuality, relationships, sex and sexual health.
- A comprehensive, relevant and engaging programme for RSE will provide accurate information on the body, reproduction, sex and sexual health.
- It will allow pupils to develop essential skills for building positive relationships in both the real and virtual world.

Eggescliffe School's overall aim for its pupils to be able to make informed decisions, to know where to access help and support on a range of issues and how to live in the wider world.

Pupils need to be aware of influence in both the real and virtual world and to be able to think critically about these.

Students also need information to help them develop healthy, nurturing relationships of all kinds.

**1.2** At Eggescliffe School we ensure RSE is inclusive and meets the needs of all students, including those with SEND needs by:

- QFT (Quality First Teaching)
- A thoroughly planned curriculum with a range of teaching techniques and resources to engage all
- Promoting 'ground rules' for discussion
- Giving pupils opportunities to ask questions using the 'Ask it' basket technique
- Providing additional support for tutors where necessary

**1.3** At Eggescliffe School we ensure RSE fosters gender and LGBT+ equality by:

- Promoting an inclusive environment
- Ensuring pupils know what protected characteristics are
- Fostering respectful relationships and behaviour by all
- Addressing issues concerning gender and LGBT+ promptly and appropriately
- Promoting high quality discussions within RSE lessons
- Specific teaching content on gender and LGBT+

We will integrate LGBTQ+ content into the RSHE curriculum – this content will be taught as part of the overall curriculum, rather than a standalone topic or lesson. LGBTQ+ content will be approached in a sensitive, age-appropriate and factual way that allows pupils to explore gender identity and the features of stable and healthy same-sex relationships.

All students are expected to learn about LGBTQ+ content, and parents do not have a statutory right to withdraw their children from lessons that include LGBTQ+ content.

**1.4** The intended outcomes of the RSE programme at Eggescliffe School are that students will:-

- Know and understand what a healthy relationship is, that there are many types of relationship and aspects of the law relating to consent. They will also know where to seek advice and support if necessary.
- Understand they have a right to be treated with respect whatever their individual circumstances are.
- Understand that they have a responsibility to treat others with respect and to tell a trusted adult of any concerns they have about another person (adult or child).
- Develop the skills of decision making, making informed choices, listening and discussing in a safe environment.

## **Role and responsibilities**

The RSE curriculum has been planned by the headteacher in conjunction with other teaching and pastoral staff.

The programme and lesson resources will be regularly quality assured by the Assistant Headteacher responsible for Personal Development.

The programme will be delivered by form tutors following a set programme with lesson plans and resources provided to ensure a consistency of experience for pupils.

Teaching staff will receive RSE training on the content in the programme, how to promote high quality discussion and also in approaches on how to deal with 'difficult' questions

## **Legislation (Statutory regulations and guidance)**

Eggescliffe School is teaching RSE. It became statutory in September 2021.

The RSE policy supports/compliments the following policies at Eggescliffe School:

- Anti-bullying policy
- Child on child abuse policy
- Online safety policy
- Behaviour policy
- Child protection and safeguarding policy

The relevant legislation and statutory guidance documents that inform this policy, but not limited to, include:

- Education Act 1996
- Equality Act 2010
- Supplementary Guidance for SRE in the 21st Century 2014
- Children's Act 2004
- Relationship Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2021) 'Keeping children safe in education 2021'
- DfE (2022) 'Keeping children safe in education 2022'
- DfE (2021) 'Teaching about relationships, sex and health'

## **Curriculum Design**

The RSE and health curriculum at Eggescliffe School is an integral part of our school timetable and PSHE programme.

The RSE programme is layered in approach; where topics are revisited but with increasing complexity and age appropriate content.

The RSE programme is delivered in the 'Tutorial time' each week for all students. The programme has a range of teaching methods including paired and group work, film clips, whole class discussions, presentation. It will also include outside speakers where

appropriate. In addition, content is reviewed within registration time and assemblies to ensure that the curriculum content is regular and relevant.

The RSE (and PSHE/citizenship) programme are reviewed annually. Pupil voice is collated each term and this helps ensure that the RSE (and PSHE/Citizenship) remain relevant, engaging and age appropriate. We can also respond to changing circumstances in both the real and virtual world.

Individual tutors will be responsible to differentiation as they know their group's individual needs. Advice will be available from A. Gerrard and the SENDCo (C. Hewitt), if required.

Many of the resources developed for RSE (and PSHE/citizenship) have been adapted from material from specialist organisations including the PSHE association, Brook, CEOP, NSPCC, Sex education forum and Stonewall.

By the end of secondary school students should have been taught the following content:

### **RSE subject overview**

#### Families

By the end of secondary school, students will know:

- 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.
- About the characteristics and legal status of other types of long-term relationships.
- About the roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting.

Students will also know 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 recognise this in others' relationships.
- Seek help or advice if needed, including reporting concerns about others.

#### Conduct & enjoy respectful relationships, including friendships

By the end of secondary school, students will know:

- About 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 relationships.

- Practical steps they can take in a range of different contexts to improve or support respectful relationships.
- How stereotypes, particularly those based on sex, gender, race, religion, sexual orientation or disability, can cause damage, e.g. how they might normalise non-consensual behaviour.
- That in school and 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 seek help.
- About the types of behaviour in relationships that can be criminal, including violent behaviour and coercive control.
- What constitutes sexual harassment and violence and why these are always unacceptable.
- About the legal rights and responsibilities regarding equality, with reference to the protected characteristics defined in the Equality Act 2010, and that everyone is unique and equal.

#### Online and media

By the end of secondary school, students will know:

- Their rights, responsibilities and opportunities online, and that the same expectations of behaviour apply in all contexts.
- About online risks, including that material shared with another person 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 they receive.
- 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 is a criminal offence which carries severe penalties, including jail.
- How information and data is generated, collected, shared and used online.

#### Being safe

By the end of secondary school, students will know:

- About 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 be reported.
- How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn – this includes online.

#### Intimate and sexual relationships, including sexual health

By the end of secondary school, students will know:

- 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 and 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 both men and women.
- The 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 enjoy intimacy without sex.
- The facts about the full range of contraceptive choices, their effectiveness and options available.
- The facts around pregnancy including miscarriage.
- That there are choices in relation to pregnancy, with legally and medically 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) are transmitted, how risk can be reduced through safer sex and the importance of 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.

### **Health education subject overview**

The physical health and mental wellbeing curriculum will continue to develop pupils' knowledge on the topics taught at a primary level, in addition to the content outlined in this section.

#### Mental health and emotional wellbeing

By the end of secondary school, students will know:

- How to talk about their emotions accurately and sensitively, using appropriate vocabulary.
- That happiness is linked to being connected to others.
- How to recognise the early signs of mental wellbeing concerns.
- About common types of mental ill health, e.g. anxiety and depression.
- How to critically evaluate whether something they do or are involved in has a positive or negative effect on their own or others' mental health.
- About the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.

#### Online safety and harms

By the end of secondary school, students will know:



- About the similarities and differences between the online world and the physical world, including the impact of unhealthy or obsessive comparison with others online, over-reliance on online relationships, the risks related to online gambling, how information is targeted at them and how to be a discerning consumer of information online.
- How to identify harmful behaviours online, including bullying, abuse or harassment, and how to report, or find support, if they have been affected by those behaviours.
- How to achieve and maintain physical health and fitness.
- The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.
- The characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health.
- About the science relating to blood, organ and stem cell donation.

#### Healthy eating

By the end of secondary school, students will know how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.

#### Drugs, alcohol and tobacco

By the end of secondary school, students will know:

- The facts about legal and illegal drugs and their associated risks, including the link between drug use and serious mental health conditions.
- The law relating to the supply and possession of illegal substances.
- The physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.
- The physical and psychological consequences of addiction, including alcohol dependency.
- The dangers of drugs which are prescribed but still present serious health risks.
- The facts about the harms from smoking tobacco, the benefits of quitting and how to access the support to do so.

#### Health and prevention

By the end of secondary school, students will know about:

- Personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.
- Dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.
- The benefits of regular self-examination and screening.
- The facts and science relating to immunisation and vaccination.
- The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.

#### Basic first aid

By the end of secondary school, students will know:

- Basic treatments for common injuries.
- Life-saving skills, including how to administer CPR.
- About the purpose of defibrillators and when one might be needed.
- Key facts about puberty, the changing adolescent body and menstrual wellbeing.
- About the main changes which take place in males and females, and the implications for emotional and physical health.

Specific curriculum content can be found within our PSHE/RSE curriculum document on the school website. In addition, much of the curriculum content is also complemented within our science, ICT and physical education curriculum:

## **Safeguarding**

### **Safe and effective practise**

At Eggescliffe we ensure a safe learning environment by

- Always working within the school's safeguarding and confidentiality policy
- Promoting outstanding classroom behaviour
- Promoting respectful relationships
- Encouraging tutor and pupils to develop ground rules for discussion and sticking to these
- Allowing the students the 'right to pass'
- Using appropriate and correct language at all times
- Challenging the opinion not the person
- De-personalising discussions
- Challenging discriminatory/ prejudice comments
- Seeking advice from others if necessary

Teachers at Eggescliffe are aware that effective RSE brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure. If so:

- The member of staff **MUST** follow the usual safeguarding procedures and report to the DSL or the DDSLs. Where required, the safeguarding team would engage relevant external agencies.
- Visitors who may support the delivery of RSE will be required to have proof of an Enhanced DBS check if they are to work alone with pupils. Working with external agencies will be used to enhance our delivery of RSHE and bring in specialist knowledge and different ways of engaging pupils. External experts may be invited to assist from time-to-time with the delivery of the RSHE curriculum but will be expected to comply with the provisions of this policy.

When working with external agencies, the school will:

- Check the visitor credentials of all external agencies.
- Ensure the teaching delivered by the external experts fits with the planned curriculum and provisions of this policy.
- Discuss with the visitor the details of how they intend to deliver their sessions and ensure the content is age-appropriate and accessible for all pupils.
- Request copies of the materials and lesson plans the visitor will use, to ensure it meets the full range of pupils' needs.

- Agree with the agency on how confidentiality will work in any lesson and that the visitor understands how safeguarding reports must be dealt with in line with the school's Child Protection and Safeguarding Policy.

The school will use visitors to enhance teaching by an appropriate member of teaching staff, not to replace teaching by those staff.

### **Engaging Stakeholders**

Parents/carers have been informed of this policy via ClassCharts. This policy is also on the school website

Staff at Eggescliffe School will be happy to discuss the rationale of what is being taught in RSE lessons (and PSHE/citizenship) with parents/carers.

It will be made clear to parents/carers that they have the right to withdraw their child from RSE content that is not part of the statutory NC science curriculum. However, we do believe that a discussion should take place so that the right decision can be made for the child.

If a parent/carer requests that their child be removed from RSE then the child will be supervised and provided with appropriate work.

Governors are regularly informed of the RSE policy and curriculum content through Headteacher reports and meetings.

The school will always recognise that parents have the right to have the right to request that their child is withdrawn from some or all of sex education delivered as part of statutory RSE. The school will uphold that parents do not have a right to withdraw their child from the relationships or health elements of the programmes.

Requests to withdraw a child from sex education will be made in writing to the headteacher/ assistant headteacher.

Before granting a withdrawal request, the headteacher will discuss the request with the parents and, as appropriate, the pupil, to ensure their wishes are understood and to clarify the nature and purpose of the curriculum. The headteacher will inform parents of the benefits of their child receiving RSE and any detrimental effects that withdrawal might have. All discussions with parents will be documented and held via our CPOMS record management system.

Following discussions with parents, the school will respect the parents' request to withdraw their child up to and until three terms before the pupil turns 16. After this point, if the pupil wishes to receive RSE rather than be withdrawn, the school will plan to provide the pupil with RSE.

For requests concerning the withdrawal of a pupil with SEND, the headteacher will take the pupils' specific needs into account when making their decision.

### **Staff training**

Training will be provided by the RSHE subject leader to the relevant members of staff on a termly basis to ensure they are up-to-date with the RSHE curriculum. Training will also be scheduled around any updated guidance on the curriculum and any new developments,

e.g. “sexting”, which may need to be addressed in relation to the curriculum or the context of contextual safeguarding.

Appropriately trained staff will be able to give pupils information on where and how to obtain confidential advice, counselling and appropriate treatment, where necessary involving external agencies.

### **RSE policy review**

This policy will be reviewed in September 2025. It will be reviewed by A. Gerrard in conjunction with SLT and Pastoral leads. This will ensure the policy is up to date and reflects the most recent legislation as well as the educational needs of the pupils.