



ROYAL HIGH SCHOOL BATH

GDST

RSHE 2023-24

Applicable to: All staff, students and parents.

This policy covers our school's approach to Personal, Social, Health and Economic Education. This incorporates Relationships and Sex Education, Wellbeing and Citizenship.

It should be read in conjunction with the:

British Values and [SMSC Development Policy](#)

[Anti-Bullying](#) Policy

[Online](#) Safety Policy

Social [Media](#) Policy

Drugs, Alcohol and Tobacco Policy

[Mental](#) Health Policy

[Equal](#) Opportunities – Education Policy

This Policy and its implementation procedures have been prepared in compliance with, and about:

- Education Act (1996)
- Statutory Department of Education guidance for SRE (2000)
- The Education Act (2002)
- The Education and Inspections Act (2006)
- Equality Act (2010)
- Supplementary Guidance re SRE for the 21st century (2014)
- Keeping Children Safe in Education – Statutory Safeguarding Guidance (2016)
- Children and Social Work Act (2017)
- Statutory Guidance for Relationships, RSE and Health Education (Feb 2019)

Definition of RSE (from Sex Education Forum)

- *Relationships and sex education (RSE) concerns learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It should equip children and young people with the information, skills and positive values to have safe, fulfilling relationships, to enjoy their sexuality and to take responsibility for their sexual health and well-being.*

The Royal High School Bath takes its responsibility to provide relevant, effective and responsible Relationships and Sex Education (RSE) to all its students as part of the school's Personal, Social, Health and Economic Education curriculum (PSHEE) very seriously. At our school, we want parents and students to feel assured that Sex Education will be delivered at a level appropriate to both age and development of students.

This teaching is not intended to replace advice or guidance, which is ideally received at home, but to supplement and broaden knowledge and understanding.

This policy is drafted by the Head of RSHE in consultation with the Head, Deputy Head Pastoral, the School Nurse and ALN Coordinator. Parents are given the opportunity to discuss this policy content.

Aims:

1. RSHE is lifelong learning about physical, moral and emotional development. It is about teaching sex, sexuality and sexual health in a way that is fully understood and effectively retained by students in our care. This includes emphasis on good health, the value of self-esteem in making choices and judgements, the nature of healthy and consensual relationships, and knowledge about how the body works, all within a context of moral issues and values. It enables students develop holistically, to support their transitions and guide them from dependence to independence, by equipping them to improve themselves and others.
2. RSHE will encourage students to appreciate the importance of commitment and responsibilities of marriage and family life and the raising of children, as well as highlighting the role of marriage and other stable relationships as building blocks for community and society. Students will also be aware of the validity of different types of families e.g single parent families, blended families and same sex couples.
3. We want our students to lead a healthy and safe lifestyle and to care a respect their bodies and we provide them with the right tools that will enable them to seek information or support, should they need it, both during their school years and after.
4. To help all young people to become successful learners, who enjoy learning, make progress and achieve; confident individuals who can live safe, healthy and fulfilling lives; and responsible citizens who make a positive contribution to society.
5. To enable students to understand the key British values of respect for law, and how laws and governments are managed.
6. Students will develop ideas of tolerance and diversity, including the respect for other cultures. An awareness of protected characteristics is developed to reduce discrimination against those with disabilities, differing ethnicities and religions and LGBTQA+ groups.
7. To improve and encourage student physical and mental health and well-being.
8. To equip students with the knowledge and decision-making skills necessary to make responsible choices in areas of concern i.e. Drugs and Alcohol, Diet and Healthy choices.
9. To equip students with the knowledge and skills to live in the wider world
10. To prepare students for Higher Education and the world of work. This includes Economic Education.

Implementation:

1. Students will receive a comprehensive, balanced and relevant body of factual and emotional information to inform their present and future decision-making.
2. We subscribe to the Department of Education Guidance re RSE for all secondary schools that will be mandatory in England from September 2020: *Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance*.
3. Taught PSHEE has also been part of the Independent Schools Standards since 2014. We aim to provide a relevant, broad and balanced curriculum that not just fulfils, but exceeds externally set standards.
4. The RSHE curriculum is spiral, so that topics can be re-visited in later years. We support equal opportunities in education, seeing it as enabling and encouraging all our students to build self-esteem through discussion

and activities in a safe environment. We are equipping them with decision-making skills irrespective of gender roles and stereotyping.

5. Our programme is led by the head of RSHE who remains responsible for this policy and overall curriculum, planning, monitoring and evaluation of the programme. Staff are drawn from our existing staff team and are supported by high quality external agencies.
6. The programme is developed and reviewed in consultation to ensure that it meets the needs of the whole school community and remains true to the newly reviewed RSHE programme and curriculum.
7. We ensure that RSHE is age relevant and appropriate across all year groups; this means ensuring that the curriculum develops as our students do and meets their needs.
8. We ensure that staff are up to date with policy changes, and familiar with the school policy and guidance relating to Relationships and Sex Education.
9. The school's approach to RSHE allows for the presence of students from many different cultural and faith backgrounds. The multi-cultural nature of this single-sex school encourages us to remember the protected characteristics mentioned in the Equality Act 2010: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. We ensure their personal beliefs and attitudes will not prevent them from providing balanced RSHE in school.
10. Students will be taught the anatomically correct names for body parts, but slang and everyday terms used in social situations will be discussed; this will be part of the discussion about what is and what is not acceptable language to be used.
11. Ground rules are essential when discussing sensitive subject matter and staff will use strategies to enable students to feel comfortable to ask questions. If controversial questions are asked, the teacher will use professional judgement about how to answer them and students will be allowed to raise anonymous questions if preferred.
12. We recognise that because of the nature of the subject, sensitive and controversial issues are likely to arise. These may include, for example, abortion, emerging gender identity, sexuality and sexual abuse. These are dealt with within the framework of the aims of the school. Any cause for concern will be dealt with in accordance with our pastoral systems and safeguarding arrangements.
13. We sometimes use outside speakers to complement our teaching of this content, who are asked to work within the framework of the school's Relationship and Sex Education policy and adhere to the policy for Visiting Speakers. The Head of RSHE and class teachers will be present throughout these lessons.
14. We will ensure cross-curricular learning by extending the RSHE programme through tutor groups and embedded through the school curriculum, student development and extra-curricular activities. The factual information concerning Health Education and Sex Education is also delivered through the Biology curriculum. Units are delivered by specialist subject staff in accordance with the National Curriculum.
15. In Religion and Philosophy, English and Drama the relational / emotional / moral concerns are often raised. Discussion work enables students to explore and express their opinions. Units are delivered by specialist subject staff in accordance with curriculum guidelines.
16. In other parts of the curriculum, teaching may lead to discussions touching on social, moral or emotional issues. This does not constitute part of the planned programme, but it will enhance students' understanding of the issues discussed in the planned programme. Students are encouraged to participate in active engagement, rather than passively receiving information.
17. Information such as personal hygiene, germs, immunizations and Vaccinations will also be taught factually through the Biology Curriculum.

18. Further assistance is provided by the School Nurse and other professionals.

19. Economic education and careers will be delivered in collaboration with the head of Careers.

Specific details of what is taught in each year group found in appendix I.

RSHE and parents

1. We are committed to working with parents and carers. We will offer support to parents and carers by offering material for parents or carers to explore with their children. Opportunities are provided for parents to meet relevant staff at which RSHE issues may be discussed. Concerns may be raised.
2. The school aims to keep parents informed about all aspects of the RSHE curriculum and urges parents to review this policy. RSHE is a vital part of the school curriculum and supports the whole development of the child.
3. Parents have the right to withdraw their children from Sex Education. Any parents considering withdrawing their child from RSE should contact the Head / Pastoral Deputy Head to discuss their concerns.
4. According to *Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance* paragraph 41-43 students can opt into Sex Education from three terms before their 16th birthday.

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| Reviewed: September 2023 | Next Review: July 2024 |
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Appendix I

| RHS Senior RHSE Medium Term Planning/Scheme of Work | | | | | | | | | |
|---|--|--|---|---|---|--|--|---|---|
| | Autumn: Relationships | | | Spring: Health and Wellbeing | | | Summer: Living in the wider world | | |
| | Family and friendship (Mutual respect/tolerance) | Safe relationships (Rule of Law) | Respecting selves and others (Individual liberty) (Rule of Law) (Democracy) | Physical health and mental well being (Individual liberty) (Rule of Law) | Growing and changing (Individual liberty) | Keeping safe (Rule of Law) (Mutual respect/tolerance) | Belonging to a community (Mutual respect/tolerance) (Individual liberty) | Media literacy and digital resilience (Individual liberty) (Rule of Law) | Money and work (Mutual respect/tolerance) (Democracy) |
| Year 7 | <p>Introduction to Secondary School.</p> <p>Transitions</p> <p>Positive and healthy friendships. The features of a healthy relationship including online.</p> <p>Typical behaviour within respectful relationships.</p> <p>What to do if a friendship or relationship causes unhappiness.</p> <p>How conflict and disagreement within friendships can be resolved. Benefits of resolving conflict.</p> <p>Why and how friendships may end.</p> | <p>Committed and stable relationships.</p> <p>What is a marriage? What is cohabitation, civil partnerships, different families</p> <p>What is a partnership?</p> <p>Shared responsibilities</p> <p>The importance of wider extended relationships.</p> | <p>Introduction to the Anti-bullying ambassadors.</p> <p>Respecting differences</p> <p>Respecting privacy</p> <p>Respecting boundaries</p> <p>Giving and withdrawing consent.</p> | <p>What is mental wellbeing- factors that affect positive wellbeing.</p> <p>Link between connecting to others and wellbeing.</p> <p>Different types of connection</p> <p>Quality of friendships being more important than quantity.</p> <p>How does time online impact mental wellbeing.</p> <p>Restricting time online and screentime.</p> <p>Our behaviour, thoughts, and feelings. Our emotions. Dealing with grief – coping strategies and what we can do to help others.</p> <p>Healthy lifestyles, physical fitness and healthy eating.</p> <p>Principles of healthy eating.</p> <p>Our bodies when exercising.</p> | <p>Exploring puberty. Signs of puberty in boys and girls.</p> <p>Key definitions.</p> <p>The brain during puberty. Neuron growth.</p> <p>Menstrual health</p> <p>Expectations and period products.</p> <p>Understanding periods.</p> <p>Period positivity and Period poverty.</p> | <p>Internet safety-harms. Reality v's online world.</p> <p>What is social media?</p> <p>Unhealthy comparisons.</p> <p>What we see-unrealistic representations.</p> | <p>Charity links with local charities.</p> | <p>Opportunities online</p> <p>Range of positive opportunities online.</p> <p>The range of purposes of the internet.</p> <p>Digital citizenship. Being respectful online to ourselves.</p> <p>Being respectful online to others.</p> <p>Expectations of behaviour online.</p> <p>Digital footprint.</p> <p>Understanding online information.</p> <p>Critical viewing.</p> <p>Targeted search engine results and cookies.</p> <p>Deciding what information to trust.</p> | <p>Careers with MWH</p> |

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| | | | | <p>Personal hygiene, dental care and immune system.</p> | | | | | |
| Year 8 | <p>Parenting roles- roles and responsibilities involved in parenting.</p> <p>Characteristics of successful parenting.</p> | <p>Respectful relationships, stereotypes and bullying.</p> <p>Types of bullying</p> <p>Definition and examples.</p> <p>Bystander intervention.</p> <p>Bullying scenarios.</p> <p>Responses to bullying.</p> | <p>Examples of stereotypes causing prejudice.</p> <p>Respecting individuality.</p> <p>Unlawful discrimination</p> <p>Definition of discrimination equalities act 2020</p> <p>Benefits of respect and tolerance.</p> <p>Key roles in society.</p> <p>Advice for victims of bullying.</p> | <p>Health prevention-Good quality sleep.</p> <p>Benefits of sleep. Strategies</p> <p>Impact of device use on sleep.</p> <p>Fist aid accessing a casualty ABC</p> <p>Recovery position and CPR and AED's</p> <p>Taking action to minimise mental wellbeing concerns in ourselves.</p> <p>Importance in talking, physical activity, hobbies and connections.</p> <p>Empathy and kindness.</p> | <p>Body image</p> <p>Body image introduction.</p> <p>Definition, perception, realistic expectations and valuing ourselves.</p> <p>Idealised projections</p> <p>Photo editing and filtering.</p> <p>Beliefs about beauty.</p> <p>Puberty and body image- changes during puberty and self-perception.</p> <p>Support.</p> | <p>Drugs and alcohol</p> <p>Smoking and alcohol.</p> <p>Introduction and definition</p> <p>General overview of alcohol and tobacco.</p> <p>Low risk alcohol consumption.</p> <p>Binge drinking and risky behaviours.</p> <p>Alcohol poisoning.</p> <p>Harmful effects of tobacco- vaping and e-cigs. Benefits of stopping smoking.</p> <p>Where to seek help and advice.</p> | <p>Charity and volunteering</p> <p>Focus on Evie's gift and the £10 challenge.</p> <p>The benefits of volunteering. Other opportunities in the local area</p> | <p>Harmful content.</p> <p>Online risks.</p> <p>People pretending to be someone they are not or being abusive.</p> <p>Malicious software.</p> <p>Data generation and usage.</p> <p>Sharing and removing material online</p> <p>Rights of erasure, privacy and security.</p> <p>Risks of unknown people online.</p> <p>Risks of sharing personal information and anything compromising.</p> <p>Risks of joining unknown groups.</p> <p>Risks of meeting people you only know online.</p> | <p>Careers talk with Head of careers.</p> <p>The different types of careers- private and public.</p> |

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| Year 9 | Families- being safe and reporting concerns. Positive features of a safe family. Trustworthy information. Recognising unsafe relationships. | What is a healthy intimate relationship? Characteristics. Diversity within intimate relationships Same sex, opposite sex Shared and different religious beliefs. Cultural backgrounds. Choosing to be single and the value of this. Good communication within relationships Criminal behaviours within a relationship Stalking harassment and blackmail. Controlling behaviour and its definitions Importance of mutual respect | Consent Sexual consent The law How consent is communicated and withdrawn. Domestic violence Definition laws and statistics. County lines- term and definition support and report. | Mental health Definitions of the following including causes and symptoms and how to seek help. Anxiety Depression Stress Understanding vaccinations Explaining how they work. What is a booster jab and what is an annual jab. Addressing concerns- what to expect, coping with fear and pain. | | STI's Symptoms, health and treatment. Contraception introduction. Drugs and alcohol part 2 Prescription drugs Illegal drugs and the law. Drugs classification and criminal punishment. Prescription drugs and legal highs. Dangers of taking drugs not prescribed to you or buying drugs online. | Anti bullying Ambassadors process | Indecent image sharing. Definition and clarification of the law. Issues and scenarios Reporting and support. Internet safety and harms. Issues with oversharing on social media. Real life friendships in comparison to online friendships. Maintaining a healthy relationship with social media. Influencers – identify when they become problematic. | Careers talk with MWH Showcasing our strengths Goal setting for the future GCSE talk and Breakfasts. |
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| Year 10 | Different types of relationships Platonic, romantic and beyond. | Safe relationships and informed consent. Sexual consent and capacity. Reminder of reporting issues of consent. How to seek support and help. Coercive control. | | Physical health. Mental wellbeing. Impact of our actions on our mental health. Everyday stress and triggers we can try to control. Time keeping and organisation. Homework and exam timetables. Budgeting to ease money worries. Anti-social behaviour. Impact of drugs and alcohol. Bullying. | Fertility and reproduction- dispelling myths. Fertility and infertility- common causes. | Alcohol and drugs Impact on decision making. Giving consent. Risks emotional and physical. Drugs and alcohol addiction What is addiction recap and chemical behaviour. How addiction affects people. Consequences of addiction. | Big sister little sister opportunity Peer readers opportunity Anti bullying Ambassadors Online relationships and harmful behaviour. Problematic interactions online. Obsessive online behaviours- obsessive likes and FOMO Trolling and advice for dealing with trolling. Catfishing Help for online behaviours. | Dangers of viewing explicit material online. Impact on attitudes and behaviour. The potential damage to relationships from viewing explicit material. Distorted expectations. Exploitation and addiction Pornography and the law. Reporting illegal content. | Finance and the future project MSE's academy of money qualification. Budgets and banking Different accounts Tax, borrowing, mortgages savings and investments. Morrisby testing |
| Year 11 | | Intimate sexual relationships- pregnancy and parenting. Pregnancy signs and testing. The Abortion act 1967- the law. Pregnancy- the different stages. Miscarriage Surrogacy Adoption Donation menopause | What is forced marriage? Clear definition Difference between arranged and forced. What is honour based violence. Clear definition What is FGM? support | Coping with exam stress/anxiety. Coping mechanisms- planning ahead and revision timetables. Breaking down mental health stigma Appropriate language for discussing mental health. Stress bucket. | Choices approaching adulthood. Maintaining a healthy lifestyle. What is a donor- Blood donation Stem cell donation Organ donation. Self examination Definition Benefits Different types Screening and smear tests What to expect | Drugs and alcohol Dangers of recreational drug use. Cannabis and ecstasy Effects Risks Status Cocaine and heroin Effects Risks Status. | | Internet safety and harms Gambling debt and targeted advertising. Understanding gambling Types Purpose and impact. Resilience towards gambling. Advertising awareness. Gambling like behaviours in online games. Virtual currencies. | Risks of online financial lending Online lending and payday loans. Choices and careers Smart targets CV's and applications |

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| | | | | | | | | Recognising problem gambling. | |
| | | | | | | | | Targeted advertising Algorithms and cookies Paid for advertising online. | |
| | | | | | | | | Influencer endorsements. | |

RHS Senior RHSE Medium Term Planning/Scheme of Work Sixth form

| | Autumn | Spring | Summer |
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| Key- Mental Health and Emotional Wellbeing Relationships Living in the Wider World | | | |
| Year 12 Study skills and introduction to Year 12. How to manage work life balance, including study, leisure, exercise, sleep, and time online. Letter to my future self. Being New and in new places. Qualities, <u>skills</u> and talents. Setting aspirations and goals. Managing stress. How, when and why to access appropriate <u>support</u> .- escapism | Develop and maintain healthy respectful relationships. Consent- how to seek and assertively give consent. Legal and moral responsibilities in relation to consent and recognising the factors that might affect capacity. Relationship pressures and expectations. | How to evaluate strengths, <u>skills</u> and interests in relation to future roles and opportunities. How to be enterprising in life and in work. How to write an effective CV and prepare for interviews for part time work. How to demonstrate professional conduct | Relationship pressures and expectations. Harassment, including online, stalking and violence and how to stay safe. |
| | | | What <u>are</u> the post 18 options available to me? further training, apprenticeships, and gap year opportunities. Financial advice with relation to post 18. Student loans. |
| | | | How to assess and manage personal safety in new independent situations. How to manage risk when travelling in the UK and abroad. First aid-looking out for each other. Reducing <u>harm</u> .-Drugs and alcohol |

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| Year 13 Stress relieving activities and choices. Monitoring personal wellbeing Emotional wellbeing Managing manipulation STI transmission- the impact to those who contract them | Freshers flu and self-examination Application processes. How to build a positive and professional online presence. How to be safe online-virtual protection | Contraception and accessing local and national advice. Parenthood. Strategies to challenge prejudice and discrimination in relation to the Equality act 2010. | Celebrating diversity Contributing to communities Issues facing my community | Consumer rights and the <u>market place</u> . Planning your budget and being away from home Taxation and National insurance Saving options | |
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