



# ROYAL HIGH SCHOOL BATH

G D S T

## RSHE

**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 PSHEE 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 and 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 PSHEE 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. A teacher 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.

|         | Relationships   | Health and wellbeing   | Wider world   |
|---------|---|--|---|
| Year 7  | Healthy Friendships and relationships<br>Bullying<br>Negotiating different groups<br>Puberty and the changing body<br>Menstruation              | MHF Peer Education project<br>Mental wellbeing<br>Physical health and fitness<br>Personal hygiene  | Resilience<br>Exam prep<br>Goal setting<br>Target setting   |
| Year 8  | Stable relationships<br>Roles and responsibilities of parents<br>Supporting healthy relationships<br>Family dynamics<br>Introduction to consent | Drugs Alcohol and tobacco<br>Vaping<br>Energy drinks<br>Addiction<br>Basic first aid   | Human Rights<br>Prejudice and discrimination<br>Charity   |
| Year 9  | Consent<br>Forced marriage and honour-based violence<br>Healthy relationships<br>Toxic friendships<br>Online relationships<br>Domestic abuse    | Exploitation and abuse<br>Introduction to contraception<br>FGM   | Sharing information online<br>Equality and the law<br>Protected characteristics<br>Disability discrimination<br>LGBTQ<br>Homophobia and transphobia   |
| Year 10 | Commitment<br>What is sex<br>Pornography and the law and its impact   | Online world v real world<br>Gambling<br>Body image<br>Addiction   | Finance<br>Risky behaviours<br>Sex in the media<br>Social media validation  |
| Year 11 | Intimate relationships<br>Gangs and county lines<br>Radicalisation<br>Extremism<br>Contraception<br>Pregnancy and choices<br>STI Testing        | Self-examination and cancer awareness<br>Sleep and mood<br>Alcohol and bad choices<br>Festivals<br>Careers<br>CV<br>Applications<br>Stress and procrastination | <br><b>ROYAL HIGH SCHOOL</b><br><b>BATH</b><br> |

|         |  |   |   |
|---------|--|---|---|
| Year 12 | Consent<br>Responsibilities<br>Positive relationships<br>Coercive control<br>Bereavement and grief<br>Sex<br>Contraception<br>STI and checking | Health & wellbeing<br>Stress<br>Changes in mental health<br>Healthy diet<br>Body Image<br><u>Peer Education Project</u><br>Training                         | Transition<br>Working together<br>Managing workload<br>CV workshops<br>Mobile phone contracts<br>Part time jobs<br>Interview skill<br><u>Money management</u> |
| Year 13 | Festival safety<br>Breast check and <u>self checking</u>   | Alcohol and drug law<br>Drink spiking<br>Festival safety<br>Body image<br>Body alteration<br>First aid<br>Getting home safe<br>Meningitis and freshers' flu | Next steps into higher education<br>Work life balance<br>Online Reputation<br>Careers with Melanie Whalley<br>Skills  |

## 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.

**Reviewed:** June 2022

**Next Review:** June 2023