



Teesside High School
Education as it should be

Relationships, Sex and Health Education Policy

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TEESSIDE HIGH SCHOOL

Relationships, Sex & Health Education (RSE) Policy

To be read in conjunction with Pastoral and PSHE Policies and Schemes of Work as well as THS Child Protection & Safeguarding Policy, KCSIE 2024, Conduct, Reward, Sanctions & Exclusions Policy and DfE document Relationships Education, Relationships and Sex Education and Health Education guidance (DfE), PSHE Association: PSHE Education Programme of Study KS1-5. Also, recommended reading SRE for the 21st Century (2014 Brook).

What is RSHE?

The lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of healthy relationships in all contexts alongside the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health and promotion of respecting others choices even when we may not agree with them. It is not about the promotion of sexual orientation or sexual activity. It has three main elements: Attitudes and Values, Personal and Social Skills and Knowledge and Understanding.

In line with the 1996 Education Act, all pupils at Teesside High School have the opportunity of Relationships, Sex & Health (RSHE) Education.

The PSHE curriculum targets specific year groups in order to ensure progression.

Aims

1. At Teesside High School we aim to deal with Relationships, Sex & Health Education as part of a series of broader issues involving healthy personal relationships and healthy lifestyles.
2. We aim to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It will also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure; consensual relationships).
3. It will teach what is acceptable and unacceptable behaviour in relationships. This will help pupils understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed.
4. We aim to provide balanced, sensitive consideration of factual information so that pupils are able to discern reliable information and recognise mis-information/myths. We ensure students understand the law about sex, sexuality, sexual health and gender identity in an age-appropriate and inclusive way. All pupils should feel that the content is relevant to them and their developing sexuality. Sexual orientation and gender identity should be explored at a timely point and in a clear, sensitive and respectful manner. When teaching about these topics, it must be recognised that young people may be discovering or understanding their sexual orientation or gender identity. There is an equal opportunity to explore the features of stable and healthy same sex relationships. This should be integrated appropriately into the RSE programme, rather than addressed separately or in only one lesson.
5. We aim to instil in young people their right and responsibility to make informed choices, and we aim to link RSE with issues of peer pressure and other risk taking behaviours such as drugs, smoking, vaping and alcohol.
6. Staff involved, and the school generally, should aim to have due regard and respect for the religious/moral beliefs of particular faiths and/or individual pupils.

7. We aim to provide young people with information about different types of contraception, safe sex and how they can access local sources of further advice and treatment through “signposting”. In line with the 1996 Education Act, we aim to provide pupils with information not individual advice.
8. Alongside being taught about intimate relationships, pupils should also be taught about family relationships, friendships and other kinds of relationships that are an equally important part of becoming a successful and happy adult. This teaching should enable pupils to distinguish between content and experiences that exemplify healthy relationships and those that are distorted or harmful
9. Key aspects of the law relating to sex which will be taught include the age of consent, what consent is and is not, the definitions and recognition of rape, sexual assault and harassment, and choices permitted by the law around pregnancy. Clarity on what Sexual Harassment is at all levels and how to report and manage any concerns both in and out of the school setting.
10. During PSHE, grooming, sexual exploitation and domestic abuse, including coercive and controlling behaviour, will be addressed sensitively and clearly. We address the physical and emotional damage caused by female genital mutilation (FGM). Pupils will know where to find support and that it is a criminal offence to perform or assist in the performance of FGM or fail to protect a person for whom you are responsible from FGM.
11. Our PSHE programme also covers the aspects of Healthy Lifestyles outlined in the DfE statutory guidance, namely: Mental Wellbeing, Internet Safety and Harms, Physical Health & Fitness, Healthy Eating, Drugs Alcohol Tobacco, Health Prevention, Basic First Aid and the Changing Adolescent Body. The PSHE programme is guided and structured by the PSHE Association resources.
12. We aim to be receptive and responsive to pupils’ welfare and to inform the Headteacher of any specific concerns.

A Moral Framework for Relationships & Sex.

The purpose of relationship & sex education should be to provide knowledge about all loving relationships, the nature of sexuality and the processes of human reproduction alongside the importance of respectful relationships. At the same time it should lead to the acquisition of understanding and attitudes which prepare pupils to view all of their relationships in a responsible and healthy manner. It must not be value free; it should also be tailored not only to age but also to the understanding of pupils. At Teesside High School we therefore believe that our School’s programmes of relationship & sex education should aim to present facts in an objective, balanced and sensitive manner, set within a clear framework of values and an awareness of the law on sexual behaviour, sexual violence and sexual harassment. In this way, pupils should be enabled to recognise the physical, emotional and moral implications, and risk, of certain types of behaviour, and to accept that both sexes must behave responsibly in sexual matters. Our provision is written and delivered with consideration and reference to protected characteristics including age, disability, gender reassignment, marriage and civil partnerships, pregnancy and maternity, race, religion or belief, sex and sexual orientation and or those with SEND.

Teachers need to acknowledge that many children come from backgrounds that do not reflect such values or experiences. Sensitivity is therefore needed to avoid causing hurt and offence to them and their families; and to allow such children to feel a sense of worth.

Delivery of PSHE with regard to Relationships, Sex and Health Education

Form Tutors & PSHE Teachers – Supported by Specialists from a range of professional backgrounds,

where necessary. Our PSHE Schemes of Work are written with reference to DfE Guidance, KCSIE 2024 and the PSHE Association Programmes of Study KS1-5.

School Nursing (0-19 Service) and Brook Advisory- Will deliver in conjunction with the PSHE teachers/form tutor, specific topics relating to relationships & sex education for each year group as requested.

Some students may have further questions or concerns which they wish to explore more discreetly. This can be followed up by our Prep Teachers, Pastoral Support Officer, Deputy Head, Pastoral, Head of Sixth Form or our Drop In Advisor from Brook (Sixth Form)

Prep School Content:

The focus in Prep school is on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

Year 5 Covers: Menstruation.

Year 6 Covers: The differences between male and female, including examining body parts; body changes in puberty, including periods, conception and birth. The children will also be shown a video discussing these issues. Subsequent to these sessions will be the opportunity for children to evaluate what they have learned and ask any outstanding questions.

Senior School & Sixth Form Content (alongside Curriculum Science lessons):

Our PSHE Schemes of Work are written with reference to the PSHE Association Programmes of Study KS1-5 focussing on the core themes for Health & Wellbeing, Relationships and Living in the Wider World.

Year 7:

Covers; Transition to Senior School, Healthy Living (exercise, eating, smoking, caffeine, alcohol & sleep), puberty and health, building positive relationships (friendship, teamwork, communication), diversity (prejudice, stereotyping and discrimination and how to challenge it), anti-bullying (including online)

Year 8:

Covers; First Aid. Recognising and reducing risks (alcohol, drugs, relationships), Healthy friendships /relationships (coercive behaviour,), positive and stable relationships, mutual respect, expectations, gender identity (discrimination and challenge)), online safety (sharing nudes/semi nudes), self-esteem and confidence, body image and mental health and well being

Year 9:

Covers; Healthy lifestyles, managing stress, mental health, gender identity, drugs awareness, respectful relationships (different types of family, managing conflict, relationship changes), intimate relationships (consent, STI's, contraception), online safety (sharing nudes and semi nudes)

Year 10/11:

Covers; Mental health, exploring influence (peers, role models, gang culture, drugs, alcohol, families and community), healthy relationships, addressing extremism and radicalisation, relationships (sex, expectations, myths, pleasure, challenges and the impact of pornography and the media), sharing nudes and cybercrime, communication in relationships (personal values, assertive communication in relation to contraception and sexual health), relationship challenge and abuse.

Sixth Form: Building relationships, University Life, alcohol, drugs, risky behaviour and sexual behaviour, Freshers Week - sexual morality. Sexting and online behaviour/safety. Contraception, sexual health and STI's. Bullying in relationships, relationship abuse, Dating apps, the morality and legality of sexual experiences in the digital world. Recognising harassment and where to access support. The difference between love and lust. Sexual health screening. Positive mental health and healthy lifestyles. Unplanned pregnancy, honour based and forced marriage, FGM.

Procedures for pupil withdrawal from RSHE

Currently, parents/carers have the right to withdraw their children from any teaching of relationships

& sex education from any RSE taught outside of Curriculum Science (Education Act 1996). This does not apply to Sixth Form College.

In order that parents/carers feel they would like to withdraw their child from these sessions, they will be informed in advance of the topic being covered, they will be made aware that RSE could arise naturally from class discussion. Children who do not participate in these sessions will be temporarily transferred to another class. However, parents may not withdraw their son/daughter from the teaching of the biological aspects of human growth and reproduction necessary under curriculum Science lessons.

Should a parent wish to withdraw their child this will initiate a conversation with the Deputy Head or Headteacher who will outline the benefits of none withdrawal (see DfE document Relationships Education, Relationships Sex and Health Education (RSHE) and Health Education (2019) pg. 17) . Once those discussions have taken place, except in exceptional circumstances, the school should respect the parents' request to withdraw the child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those terms. There may be exceptional circumstances to be considered for those pupils with SEND.

Monitoring and Evaluation of RSHE

Feedback from pupils in annual Pastoral/Well Being Questionnaires allow us to evaluate the effectiveness of our delivery along with pupil questionnaires following external input on our Senior School Pastoral Day (all years). The impact of learning in terms of students' decision making processes is formally assessed by a range of activities (role play, quizzes, presentations, written work) and this is recorded and reported on .

Work scrutiny of PSHE folders and books along with tutor feedback and lesson observations also help us to evaluate the impact and effectiveness of this provision.