



**Shoeburyness High School**  
a member of  
**Southend East Community Academy Trust**

**Health, Relationships & Sex Education  
Policy**

*'Building Strong Partnerships, Building Strong Community,  
Building Strong Schools'*

Status:	Statutory
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Reviewed and monitored by:	Mrs L Fanning
Lead Member of Staff:	Mr A Joseph
Approved by:	Curriculum and Pupil Matters Committee - December 2023



## **Contents**

Aims	Page 3
Statutory Requirements	Page 3
Policy development	Page 3
Definition	Page 3
Curriculum	Page 4
Delivery of RSE & Health	Page 4
Roles and responsibilities	Page 8
Parents' right to withdraw	Page 9
Training	Page 9
Monitoring Arrangements	Page 9
Appendix 1	Page 10

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## 1. Aims

Shoeburyness High School believes that Relationships and Sex Education (RSE) is an educational entitlement of all students and an integral part of emergence into adulthood.

“The aim of RSE is 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 should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what is acceptable and unacceptable behaviour in relationships. This will help students 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.” (Department for Education Statutory Guidance Feb 2019)

## 2. Statutory requirements

As a secondary school we must provide RSE to all students as per section 34 of the [Children and Social work act 2017](#).

In teaching RSE, we are required by our funding agreements to have regard to [guidance](#) issued by the Secretary of State as outlined in section 403 of the [Education Act 1996](#).

At Shoeburyness High School we teach RSE as set out in this policy.

## 3. Policy development

The aim of this policy is to clearly communicate to staff, parents, visitors, and students the way sexual health and relationships education will be delivered in this school. The Academy Committee, in consultation with parents, will develop policies which meet statutory requirements, reflect the parents' wishes and the community they serve.

## 4. Definition

RSE is about the emotional, social, and cultural development of students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information and exploring issues and values.

RSE is not about the promotion of sexual activity.

## 5. Curriculum

We have developed the curriculum in consultation with parents, students, and staff, considering the age, needs and feelings of students. If students ask questions outside the scope of this policy, teachers will respond in an appropriate manner, so they are fully informed and don't seek answers online.

## 6. Delivery of RSE & Health

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. This focuses on the law around relationships and broader safeguarding issues. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

### Families

Pupils are taught:

- 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 entered into freely.
- the characteristics and legal status of other types of long-term relationships.
- the roles and responsibilities of parents with respect to the raising of children, including the characteristics of successful parenting.
- 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 to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.

### Respectful relationships, including friendships

Pupils are taught:

- the characteristics of positive and healthy friendships (in all contexts, including online) to cover; trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.
- practical steps they can take in a range of different contexts to improve or support respectful relationships.
- how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation, or disability, can cause damage (e.g., how they might normalise non-consensual behaviour or encourage prejudice).
- that in school and in the 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 get help.
- that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.
- what constitutes sexual harassment and sexual violence and why these are always unacceptable.
- the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.

## **Online and media**

Pupils are taught:

- their rights, responsibilities, and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.
- about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing material placed online.
- not to provide material to others that they would not want shared further and not to share personal material which is sent to them.
- 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 (including those created by children) is a criminal offence which carries severe penalties including jail.
- how information and data is generated, collected, shared, and used online.

## **Being safe**

Pupils are taught:

- 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 affect current and future relationships.
- how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).

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

Pupils are taught:

- 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 or 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 men and women and menopause.
- that there are a 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 to enjoy intimacy without sex.
- the facts about the full range of contraception, efficacy, and options available.
- the facts around pregnancy including miscarriage.
- that there are choices in relation to pregnancy (with medically and legally 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), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and 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.

These areas of learning are taught within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBTQ+ parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

### **Physical Health & Mental Well-Being**

Pupils are taught:

- 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.
- common types of mental ill health (e.g., anxiety and depression).
- how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.
- the benefits and importance of physical exercise, time outdoors, community participation and voluntary activities on mental wellbeing and happiness.

### **Internet safety and harms:**

- the similarities and differences between the online world and the physical world including: the impact of unhealthy comparison with others online. (Including, how people may curate a specific image of their life online, over-reliance on online relationships, including social media, and the risks related to online gambling and debt.
- 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.

## **Physical health, fitness and healthy eating:**

- 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, including cancer and cardio-vascular ill-health.
- how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.
- about the science relating to blood, organ, and stem cell donation.

## **Drugs, alcohol and tobacco:**

- the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks with serious mental health conditions.
- the law relating to the supply and possession of illegal substances.
- the physical and psychological risks associated with alcohol consumption.
- the physical and psychological consequences of addiction, including alcohol dependency.
- awareness of the dangers of drugs which are prescribed but still present serious health risks.
- the facts about the harms from smoking tobacco and vaping (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.

## **Health and prevention:**

- about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.
- about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.
- (late secondary) 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:**

- basic treatment for common injuries.
- life-saving skills, including how to administer CPR.
- the purpose of defibrillators and when one might be needed.

**Changing adolescent body:**

- key facts about puberty, the changing adolescent body and menstrual wellbeing.
- the main changes which take place in males and females, and the implications for emotional and physical health.

**7. Roles and responsibilities****7.1 The Academy Committee**

The Academy Committee will approve the RSE policy and hold the Headteacher to account for its implementation.

**7.2 The Headteacher**

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw students from components of RSE.

**7.3 Staff**

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual students
- Responding appropriately to students whose parents wish for them to be withdrawn from the components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Headteacher.

**7.4 Students**

Students are expected to engage fully in RSE and, when discussing issues related to RSE, to treat others with respect and sensitivity.



## **8. Parents' right to withdraw**

Parents have the right to withdraw their children from the components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing using the form found in Appendix 1 of this policy and addressed to the headteacher.

A copy of withdrawal requests will be placed in the student's educational record. A senior member of staff will discuss the request with parents and take appropriate action.

Alternative work will be given to students who are withdrawn from sex education.

## **9. Training**

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The Headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

## **10. Monitoring arrangements**

The content of PSHE lessons is reviewed annually within the Social Sciences department to ensure all relevant and statutory areas of the policy are included.

The Relationships and Sex Education (RSE) Policy will be made available to all parents when their child enters the school, via the school website.

The policy will be reviewed and updated annually.

### **Links to other policies and documents:**

Equality Diversity & Inclusion Policy

Behaviour Policy

Child Protection and Safeguarding Policy

## Appendix 1

To be completed by parents			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education.			
Any other information you would like the school to consider?			
Parent signature			

To be completed by the school	
Agreed actions from discussion with parents	<p>Include notes from discussions with parents and agreed actions taken.</p> <p>E.g.: Jo Bloggs will be taking part in all relationship lessons but during the sex education lessons, he will be working independently on a project in the ### room.</p>