

RELATIONSHIPS, SEX AND HEALTH EDUCATION (RSHE) POLICY

Aims

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 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.¹

In addition, the School aims to:

- develop a culture in which pupils can ask questions and reflect on their feelings and thoughts about RSHE topics;
- educate pupils about different types of relationships and the need for respect in all types of healthy relationships;
- ensure pupils understand the indicators of healthy and unhealthy relationships and how to raise any concerns that they may have regarding their own or someone else's relationship;
- educate pupils about the nature of sexual orientation, sexual identity and gender;
- develop, in pupils, a clear understanding of consent, including how to give, withdraw, ask for and recognise consent in their own relationship and in the relationships of others;
- ensure pupils understand the physical and emotional implications of a sexual relationship as well as a clear understanding of sexual and reproductive biology;
- ensure pupils understand the different risks associated with different types of sexual activity and how to engage in sexual activity safely;
- educate pupils about building successful and safe relationships, including online;
- to build a culture where misogyny, sexism, homophobia, sexual harassment including peer-on-peer sexual abuse and sexual violence are not tolerated.

The Policy

This policy has been written with reference to the 1988 Education Reform Act; the Children's Act 1989; the Education Act 1993; the 1996 Education Act; the MEE's guidance for Sex and Relationship

¹ Para 69, Department of Education statutory guidance: Relationships Education, Relationships and and Sex Education (RSE) and Health Education, July 2020: retrieved 28/06/21:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf

Education 2000; Relationships Education and RSE and Health Education 2020; and Keeping Children Safe in Education (KCSIE) 2020.

Additionally, the policy acts in conjunction with the following School policies which include, but are not exclusive to:

- Anti-Bullying Policy
- Safeguarding and Child Protection Policy
- Curriculum Policy
- Special Education Needs and Disability Policy
- SMSC Policy

The policy is reviewed annually.

Equality

All pupils are given equal access to our RSHE programme.

In accordance with the Equality Act 2010, the RSHE programme ensures that pupils are not discriminated against because of their protected characteristics (age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation).

The School will ensure that the delivery of RSHE is sensitive and age appropriate in content. The RSHE programme will include sensitive and balanced consideration of sexuality, always taking into account the needs of pupils who identify as LGBTQ+.

The School has a selective intake of pupils at 11+ and 13+, from a variety of state and preparatory schools. Our intake is multi-cultural with a wide ethnic and religious mix. Our RSHE programme takes this into consideration, ensuring that delivery of content and resources are accessible to all.

RSHE resources are shared with the Learning Support Department to ensure that they are accessible to SEND pupils.

Partnership with Parents

The School believes that the prime responsibility for bringing up children rests with parents, with the School supporting where possible. Parents are the key figures in guiding their children to cope with the emotional, physical and psychological aspects of growing up and in preparing them for the challenges, responsibilities and fulfilment which sexual maturity brings. Through its RSHE programme the School has a role complementary and supportive to that of parents. The School actively welcomes the contribution of parental views about the content of the RSHE programme and the nature of its delivery. The School ensures a close partnership with parents by:

- updating parents on topics covered in the RSHE programme, enabling parents to discuss with their child key issues related to RSHE, promoting collaboration;
- consulting regularly with parents on the School's RSHE provision.

In accordance with Section 241 of The Education Act 1993, parents have the right to withdraw their children from any, or all, of the School's RSHE programme other than the areas required by the

curriculum for Science subjects. It is the hope and expectation of the School that all pupils would take part in the full programme. The School is happy to discuss parental concerns about any part of the programme and to provide support material where necessary. Where parents wish to withdraw their child from some or all aspects of the School's RSHE provision parents would need to contact the School's PSCHE Coordinator, Mr Andrew Furniss (AJF@johnlyon.org). Any request will be discussed with parents and, where appropriate, the child to ensure their concerns are understood and to clarify the content, nature and purpose of our RSHE provision. The School will respect parental requests to withdraw their child, except in exceptional circumstances, up to and until three terms before the child turns 16.

Delivery within the Curriculum

In Years 7 to Upper Sixth, the School's RSHE programme is delivered through weekly PSCHE sessions and Biology lessons. RSHE topics covered in Years 7 to 11 can be found in [Appendix 1](#), and topics covered in the Sixth Form can be found in [Appendix 2](#).

- Content covered in Biology lessons includes but is not exclusive to:
 - reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause;
 - blood, organ and stem cell donation;
 - immunisation and vaccination;
 - puberty, the changing adolescent body and menstrual wellbeing;
 - physical changes in males and females, and the implications for emotional and physical health.
- The School Nurse contributes to the RSHE programme by delivering talks to whole year groups and individual tutor groups. In addition, the School Nurse can provide free contraception and sexual health tests upon reasonable request.

RSHE Talks, for Years 7-11, are organised by the PSCHE Coordinator as part of the PSCHE programme and delivered in tutor time or the Co-Curricular Programme as appropriate. RSHE talks for the Sixth Form are organised by the Head of Sixth Form and delivered as part of the Goldhawk Lecture Series and/or as part of the School's Co-Curricular Programme.

Safeguarding, Reports of Abuse and Confidentiality

RSHE at John Lyon School will allow and encourage all pupils to talk to a trusted adult regarding all aspects of RSHE.

Staff will manage an appropriate level of confidentiality, ensuring that the child's best interests are maintained without promising absolute confidentiality. If a child protection issue is raised, staff will follow the School's safeguarding policy. The Designated Safeguarding Lead will liaise with outside agencies, including the Police, where necessary.

Procedures for Monitoring and Evaluation

A variety of methods including focus groups, feedback from teachers and from parents are used as appropriate to monitor the effectiveness of the programme.

The delivery of the RSHE programme is also monitored and evaluated on an annual basis by the PSCHE Coordinator in conjunction with the School's Heads of Year, Heads of Section and Assistant Head (Pastoral), through learning walks, tutor observations and pupil voice surveys.

The PSCH Coordinator is responsible for the RSHE programme, delivered via the PSCH programme by the pastoral team. The Assistant Head (Pastoral) is responsible for ensuring that the RSHE policy operates in everyday practice.

JCR
June 2021

Appendix I – RSHE programme, Years 7-11

Throughout Years 7-11, a John Lyon pupil will cover a broad range of topics including, but not limited to, the following:

- 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 been 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;
- The characteristics and legal status of other types of long-term relationships;
- 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;
- 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 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 wider society they can be expected 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 peoples' 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;
- Their rights, responsibilities and opportunities, 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 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 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;
- The concepts of, and laws, relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence (HBV) and female genital mutilation (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 context, including online);
- How to recognise the characteristics and positive aspects of healthy 1-2-1 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;
- 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 contraceptive choices, and their relative efficacy;
- 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 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.

Appendix 2 – RSHE programme, Sixth Form

Throughout Sixth Form a John Lyon pupil will cover a broad range of topics including, but not limited to, the following:

- 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;
- 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 relationship;
- 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;
- 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;
- The concepts of, and laws, relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence (HBV) and female genital mutilation (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);
- How to recognise the characteristics and positive aspects of healthy 1-2-1 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 the full range of contraceptive choices, and their relative efficacy;
- 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 use or abuse 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.