

Relationships, Sex and Health Education Policy

John Taylor Multi Academy Trust



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Introduction

Children and young people need knowledge and skills that will enable them to make informed and ethical decisions about their wellbeing, health and relationships. High quality, evidence-based teaching of relationships, sex and health education (RSHE) can help prepare pupils for the opportunities and responsibilities of adult life, and can promote their moral, social, mental and physical development.

Effective teaching will support young people to cultivate positive characteristics including resilience, self-worth, self-respect, honesty, integrity, courage, kindness, and trustworthiness. Effective teaching will support prevention of harms by helping young people understand and identify when things are not right.

Aims of relationships and sex education

The aims of relationships, sex and health education (RSHE) in our Trust are:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

Statutory Requirements and links to other policies

All schools in JTMAT must provide RSHE to all pupils under the Children and Social Work Act 2017.

In teaching RSHE, schools must have regard to guidance issued by the secretary of state, as outlined in [section 403 of the Education Act 1996](#).

They must also have regard to their legal duties set out in:

- [Sections 406 and 407 of the Education Act 1996](#)
- [Part 6, chapter 1 of the Equality Act 2010](#)

- [The Public Sector Equality Duty \(as set out in section 149 of the Equality Act 2010\)](#). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities.

This policy should be used in conjunction with the following JTMAT policies:

- Safeguarding and Child Protection Policy (awaiting IT correction for the link)
- [Behaviour Policy](#)
- [Equality, Diversity and Inclusion Policy](#)
- [SEND \(Special Educational Needs and Disabilities\) Policy](#)
- [Online Safety or ICT Policy](#)

Definition

RSHE is about the emotional, social and cultural development of young people, and involves learning about relationships, sexual health, sexuality, health lifestyles, diversity and personal identify. RSHE involves a combination of sharing information and exploring issues and values. RSHE is not about the promotion of sexual activity.

Trust Expectations

JTMAT schools have an up-to-date procedures document for relationships education or, where they teach sex education, for RSHE.

JTMAT expects that all schools will proactively engage and consult parents when they develop and review their policy, ensuring parents understand that effective RSHE is important for promoting and protecting the wellbeing of all children. Schools will also outline the consultation and procedure development process and what this involved.

JTMAT expects that all schools will provide a copy of their procedures free of charge to anyone who asks for one and publish the policy on the school website.

All schools will need to include new content in RSHE to respond to emerging needs or issues in the school but should be careful to inform parents of any shifts away from the policy and continue to share relevant materials on request.

The RSHE Procedures

The RSHE procedures should:

- Set out the subject content, how and when it will be taught, and who is responsible for teaching it, including any external providers the school will use.
- Differentiate between relationships and sex education (where sex education is taught), so that parents have clear information. Relationships education doesn't involve explaining the detail of different forms of sexual activity but can cover sensitive topics such as sexual violence in order to keep children safe.
- Include information about a parent's right to request that their child is withdrawn from sex education.
- Explain how content will be made accessible to all pupils, including those with special educational needs or disabilities (SEND).
- Describe how the subject is monitored and evaluated.
- Set out how parents can view curriculum materials.
- Explain how teachers will answer questions about topics in sex education that the school does not cover (in primary) or that relates to sex education from which the child has been withdrawn.
- Explain how the procedure has been produced, who approves the policy, and how and when it will be reviewed.

Delivery of RSHE

In JT MAT schools RSHE is taught within the Personal Development education curriculum. Biological aspects of RSHE 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 Respectful relationships, including friendships Online and media Being safe Intimate and sexual relationships, including sexual health For more information about our RSE curriculum, see Appendices One and Two. 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).

Use of Resources

All JTMAT schools will ensure that any agency and their materials used are appropriate and in line with legal duties. They will make sure that any speakers, tools and resources do not undermine the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. In addition, schools will use sources that are founded upon sound and established scientific facts.

JTMAT schools will consider whether any resources they plan to use:

- Are aligned with the teaching requirements set out in the RSHE guidance
- Would support young people in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our young people
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to young people's experiences and will not provoke distress

Use of external organisations and materials

Across our Trust we will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

We remain responsible for what is said to young people. This includes making sure that any speakers, tools, and resources do not undermine the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs.

Roles and Responsibilities

The Board of trustees

The Trust board has approved this policy and hold the headteacher to account for its implementation through the local governing body.

Local governing bodies

Local governing bodies are responsible for supporting the implementation of the policy at their school and reporting issues to (not sure who is best here) if they occur.

The Headteacher

The headteacher is responsible for ensuring that RSHE is taught consistently across their school, for making sure the resources and materials are shared with parent(s)/carers, and for managing requests to withdraw pupils from non-statutory components of RSHE.

Staff

Staff are responsible for:

- Delivering RSHE in a sensitive way
- Modelling positive attitudes to RSHE
- Monitoring progress
- Responding to the needs of individual young people

- Responding appropriately to young people whose parent(s)/carers wish them to be withdrawn from the non-statutory components of RSHE
- Responding based on the content of the resources being delivered and not based on their personal views

Staff have the right to opt out of teaching RSHE. Staff who have concerns about teaching RSHE are encouraged to discuss this with their headteacher.

Parents' right to withdraw from sex education

Parents have the right to request that their child be withdrawn from some or all of the sex education delivered as part of statutory RSHE.

Before granting any request for withdrawal of a child from sex education, it is expected that the head teacher will discuss the request with the parents and the child if appropriate. This will enable the headteacher to understand the request and clarify the nature and purpose of the curriculum. The school will document this discussion to ensure a record is held in the pupil's education file.

Where primary schools provide sex education, headteachers must automatically grant a request to withdraw a pupil from it, other than content that is taught as part of the science curriculum. In secondary schools headteachers can refuse a request in exceptional circumstances, for example because of safeguarding concerns or a pupil's specific vulnerability.

From three terms before the pupil turns 16, a pupil can choose to opt back into sex education even if their parent has requested withdrawal. Schools will ensure that pupils know that they have this option.

If a pupil is withdrawn from sex education, it is the school responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

Parents do not have the right to withdraw their children from relationships and health education, nor can they be withdrawn from topics taught as part

of the science curriculum, including science topics related to puberty or sexual reproduction.

Monitoring arrangements

The delivery of RSHE at each school is monitored and the name and role of that person is named here along with the monitoring arrangements, such as planning scrutiny and learning walks. Pupil's development in RSHE is monitored by class teachers as part of the school's internal assessment systems.

This policy will be reviewed by the Trust CEO every 2 years. At every review the policy will be reviewed by the Audit and Compliance Committee and agreed by the Board of Trustees.

Equality

JTMAT Schools are required to comply with relevant requirements of the [Equality Act 2010 including the Public Sector equality duty \(PSED\) \(s149\)](#) when teaching RSHE.

Schools will ensure topics in RSHE are taught in a way that does not discriminate against pupils or amount to harassment.

Lesbian, Gay, Bisexual and Transgender content

JTMAT wants pupils to understand the importance of equality and respect throughout their education. They should learn about all the protected characteristics including sexual orientation and gender reassignment, by the end of the secondary education.

We strongly support JTMAT primary schools to teach about health loving relationships, and to include same-sex parents along with other family arrangements when discussing families.

In JTMAT secondary schools we strongly support an equal opportunity to explore the features of stable and health same-sex relationships and JTMAT secondary schools ensure that this content is integrated into RSHE

programmes of study rather than delivered as a stand-alone unit or session.

Pupils will also be taught the facts and law about biological sex and gender reassignment. The delivery recognises that people have legal rights by virtue of their biological sex which are different from the rights of those of the opposite sex with the protected characteristic of gender reassignment. Pupils will also be taught to recognise that people with the protected characteristic of gender reassignment as with the other protected characteristics, have protection from discrimination and should be treated with respect and dignity.

JTMAT schools will be mindful that beyond the facts and the law about biological sex and gender reassignment there is a significant debate, and they will not endorse any particular view or teach it as fact.

Religion and belief, including teaching in schools with a religious character

RSHE will be sensitive to the religious background of pupils, and JTMAT schools ensure they comply with the relevant provisions of the [Equality Act 2010](#) under which religion or belief are amongst the protected characteristics.

Pupils with special educational needs and disabilities (SEND)

In JTMAT schools the teaching of RSHE for pupils with SEND is developed to ensure that the subjects are accessible for pupils and prepare them for adulthood, as set out in the [SEND code of practice: 0 to 25 years](#).

JTMAT schools acknowledge that pupils with SEND may be more vulnerable than their peers to harmful sexual behaviour, sexual abuse, exploitation and violence, bullying and other concerns. RSHE is important for our pupils particularly those with social, emotional and mental health needs or learning disabilities. The Trust has provided secondary schools with materials to teach specific safeguarding subjects for SEND pupils as well

as those who are severely absent from school, Pupil Premium pupils and those in receipt of Free School Meals.

Safeguarding

Discussions about sensitive topics covered in the PSHE curriculum may lead to increased safeguarding reports. In JTMAT schools all safeguarding concerns are managed through the school's Safeguarding Procedures and JTMAT Safeguarding Policy.

Appendix One – Content to be covered by the end of primary phase

Relationships Education

Families and people who care for me

- that families are important for children growing up safe and happy because they can provide love, security and stability, characteristics of safe and happy family life, families can sometimes look different, stable and caring relationships are at the heart of safe and happy families, marriage and civil partnerships represent a formal and legally recognised commitment of two people, recognising when family relationships are making them feel unhappy or unsafe, seeking help or advice

Caring friendships

- how important friends are in making us feel happy and secure and how people choose and make friends, healthy relationships are positive and welcoming, not every child will have the friends they would like at all times, characteristics of friendships leading to happiness and security, friendships have ups and downs, managing conflict, recognising when a friendship is making them feel unhappy or uncomfortable, seeking help or advice

Respectful, kind relationships

- how to pay attention to the needs and preferences of others, the importance of setting and respecting healthy boundaries, how to communicate effectively and manage conflict, have opportunities to discuss the difference between being assertive and controlling, the importance of respecting others, make different choices, different beliefs or preferences, skills they can develop in a range of different contexts to improve or support their relationships, courtesy and manners, the importance of self-respect, different types of bullying, what a stereotype is, how to seek help when needed including when they are concerned about violence.

Online safety and awareness

- that people should be respectful in online interactions, awareness of risks associated with people they have never met, know there is a minimum age for joining social media sites, exercising caution about sharing information online, online risks, that material provided may be circulated, internet contains a lot of inappropriate content and where to go to for advice and support when they feel worried or concerned about something they have seen or engaged with online

Being safe

- boundaries appropriate in friends with peers and others, concept of privacy and its implications, each person's body belongs to them, inappropriate and appropriate or unsafe contact, how to respond safely and appropriately to adults they may encounter in all contexts, recognising when a relationship is harmful or dangerous, who to trust and who not to trust, how to report abuse and the vocabulary and confidence needed to do so, how to ask for help and advice for themselves or others.

Primary health and wellbeing

General wellbeing

- the benefits of physical activity, time outdoors, helping others for healthy wellbeing and happiness, importance of promoting general wellbeing and physical health, range and scale of emotions, how to recognise feelings and use varied vocabulary to talk about feelings, how to recognise feelings, how to judge whether what they are feeling and how they are behaving is appropriate and proportionate, bullying has a negative and lasting impact on mental health, change and loss including bereavement can provoke a range of feelings, where and how to seek support, common to experience mental health problems and early support can help.

Wellbeing online

- pupils are supported to think about positive and negative aspects of the internet, supported to discuss how online relationships can complement and support meaningful on-person relationships but also how they might be in tension, benefits of limiting time on line, impact of online behaviour on others, why social media, some apps, computer games are age restricted, risks relating to online gambling, video game monetisation, scams, fraud and addiction, taking a critical approach to what they see and read online, abuse, bullying and harassment can take place online, how to understand information online, that they have rights in sharing personal data, privacy and consent, where and how to report concerns and get support with issues online.

Physical health and fitness

- characteristics and mental physical benefits of an active lifestyle, importance of building regular physical activity into daily and weekly routines, risks associated with an inactive lifestyle, including obesity, how and when to seek support if they are worried about their health.

Healthy eating

- what constitutes a health diet, the importance of a healthy relationship with food, principles of planning and preparing a range of healthy meals, characteristics of a poor diet.

Drugs, alcohol, tobacco and vaping

- the facts about legal and illegal harmful substances and associated risks, smoking, vaping, alcohol use and drug-taking, risks of nicotine addiction.

Health protection and prevention

- how to recognise early signs of physical illness, about safe and unsafe exposure to the sun, importance of sufficient good quality sleep, about dental health and benefits of good oral hygiene, about personal hygiene and germs including bacteria and viruses and how they spread, facts and scientific evidence relating to vaccination and immunisation.

Personal safety

- about hazards, fire risks, that may cause harm, injury or risk and ways to reduce risk, how to recognise risks and keep safe around roads, railways and the water safety code.

Basic first aid

- how to make a clear and efficient call to emergency services, importance of reporting rather than filming incidents, concepts of basic first aid, dealing with common injuries and ailments, including head injuries.

Developing bodies

- about growth and other ways, how the body can change and develop, particularly during adolescence, the human lifecycle and puberty, the correct names of body parts, understand that these are private and have skills to understand and express their own boundaries around body parts, facts about menstrual cycle including physical and emotional changes.

Appendix Two - Content to be covered by the end of secondary phase

Secondary relationships and sex education curriculum content

Families

- different types of committed stable relationships, how these relationships might contribute to wellbeing, importance for bringing up children, why marriage or civil partnership is an important relationship choice for many couples, the legal status of marriage and civil partnership, that 'common-law marriage' is a myth, that forced marriage and marrying before the age of 18 are illegal, how families and relationships change over time, the roles and responsibilities of parents with respect to raising children, how to judge when a relationship is unsafe and where to seek help when needed, including when pupils are concerned about violence, harm, or when they are unsure who to trust.

Respectful relationships

- characteristics of positive relationships, online and offline, romantic relationships, how to evaluate their impact on other people, treat others with kindness and respect, including in public spaces and including strangers, legal rights and responsibilities regarding equality, importance of self-esteem, independence and having a positive relationship with oneself, how characteristics support healthy relationships, what tolerance requires, tolerance of other people's beliefs, skills and practical steps to support respectful and kind relationships, different types of bullying and the impact, skills for ending relationships or friendships, role of consent in romantic and sexual relationships, how stereotypes based on sex, gender reassignment, race, religion, sexual orientation or disability can cause damage, recognise misogyny and other forms of prejudice, impact of inequalities of power, how pornography can negatively influence sexual attitudes and behaviours, normalising harmful sexual behaviours and disempowering people, opportunities to discuss how some sub-cultures might influence our understanding of sexual ethics.

Online safety and awareness

- rights, responsibilities and opportunities online, expectations of behaviour apply in all contexts including online, online risks, importance of being cautious about sharing personal information, using privacy and location settings appropriately to protect information, characteristics of social media, no to provide material to others that they would not want to be distributed further, not to pass on personal material sent to them, keeping or forwarding indecent or sexual images of someone under 18 is a crime, recognise the potentially serious consequences of acquiring or generating indecent or sexual images of someone under 18, know how to seek support if an image of themselves has been shared, what to do and how to report when they are concerned about material that has been circulated, know about the prevalence of deepfakes including videos and photos, how deepfakes can be used maliciously, harms that can be caused, know that the internet contains inappropriate and upsetting content some of which is illegal, that social media

can lead to escalations in conflicts and know how to avoid these, how to identify when technology and social media is used as part of bullying, harassment, stalking, coercive and controlling behaviour, that pornography and other online content presents a distorted picture of people and their sexual behaviours, can portray misogynistic behaviours and attitudes, know how information and data is generated, shared, collected and shared, that criminals operate online scams, fake websites or emails to extort money or personal information, that AI chat boxes are an example of how AI is rapidly developing.

Being Safe

- recognising, respecting and communicating consent and boundaries in relationships, know that there are a range of strategies for identifying, resisting and understanding pressure in relationships from peers or others, how to determine whether other sources of information are trustworthy, judging when a relationship is unsafe, how to seek help or advice, how to increase personal safety in public places, what constitutes sexual harassment or sexual violence, unsolicited sexual language, attendance, the concepts and laws relating to sexual violence and harmful sexual behaviour, the concepts and laws relating to domestic abuse, concepts and laws relating to forced marriage, harms that are exploitative, physical and emotional damage caused by female genital mutilation, where to find support and the law around these areas, that strangulation and suffocation are criminal offences, that pornography presents some activities as normal which many people do not and will not engage in, some of which can be emotionally and or physical harmful, how to see support for their own worrying or abusive behaviour or that experienced from others, when to seek medical attendance and report abuse.

Intimate and sexual relationships, including sexual health

- that sex for people who feel ready and are over the age of consent can and should be enjoyable and positive, know the law about the age of consent, sexual consent and their capacity to give, withhold or remove consent at any time, that all aspects of health can be affected by choices they make in sex and relationships, positively and negatively, that some sexual behaviours can be harmful, the facts about the full range of contraceptive choices, signposting towards medically accurate online information, choices in pregnancy, how sexually transmitted infections are transmitted, how risk can be reduced through safer sex and the use and availability of the HIV prevention drugs and where to access them, prevalence of STIs, impact that they have on those who contract them, how alcohol and drugs can lead to sexual risk taking behaviour, how and where to seek support for concerns around sexual relationships, including sexual violence or harms.

Secondary health and wellbeing curriculum content

Mental wellbeing

- how to talk about emotions accurately, benefits and importance of physical activity, sleep, time outdoors, community participation, volunteering, understand what makes them feel happy and unhappy, that worrying and feeling down are normal, know the characteristics of common types of mental ill health, critically evaluate which activities contribute to their overall wellbeing, understand how to overcome anxiety or other barriers to participating in fun and rewarding activities, that gambling can lead to serious mental health harms, that the co-occurrence of alcohol and or drug use and poor mental health is common and can trigger mental health problems or exacerbate existing ones.

Wellbeing online

- know about the benefits of limiting time spent online, risks of excessive time spent on electronic devices, similarities and differences between the online world and the physical world, how to identify harmful behaviours online, the risks related to online gambling and gambling-like content within gaming, how advertising and information is targeted at them, understanding the prevalence of misinformation and disinformation online including conspiracy theories, risks of illegal behaviours online, including drug and knife supply, the serious risks of viewing online content that promotes self-harm suicide or violence, know how to safely report this material and access support after viewing it.

Physical health and fitness

- know the characteristics of a healthy lifestyle, maintain healthy weight, links between an inactive lifestyle and ill-health, factual information about the prevalence and characteristics of more serious health conditions, that physical activity can promote wellbeing and combat stress, the science relating to blood, organ and stem cell donation.

Healthy eating

- know how to maintain healthy eating and the links between a poor diet and health risks, the risks of unhealthy weight gain including increased risks of cancer and type 2 diabetes and cardiovascular disease, in the impacts of alcohol on diet.

Drugs, alcohol, tobacco and vaping

- know the facts about which drugs are illegal, the risks of taking illegal drugs, risks of illicit vapes containing drugs, counterfeit medication, potential health harms, the law relating to the supply and possession of illegal substances, the physical and psychological risks associated with alcohol consumption, alcohol dependency, the dangers of the misuse of prescribed and over the counter medicines, the facts about the multiple serious harms from smoking tobacco, the facts about vaping, harm posed to young people.

Health protection and prevention, and understanding the healthcare system

- personal hygiene, germs, treatment and prevention of infection, dental health and the benefits of good oral hygiene, how and when to self-care for minor

ailments, the role of pharmacists and healthcare professionals, taking responsibility for their own health and regular self-examination and screening, the facts and scientific evidence relating to vaccination and immunisation and antimicrobial resistance, importance of good quality sufficient sleep, health behaviours before pregnancy, how to navigate their local health care systems, the concept of Gillick competence.

Personal safety

- how to identify risk and manage personal safety, how to recognise and manage peer influence in relation to risk-taking behaviour and personal safety, online and on social media, how to develop social and emotional skills that will increase personal safety away from involvement in conflict and violence, understand which trusted adults they can talk to if worried about violence and or knife crime, the law as it relates to knives and violence, the risks and signs they may be at risk of grooming or exploitation and how to seek help where there is a concern.

Basic First Aid

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

Developing bodies

- the main changes which take place in males and females, the implications for emotional and physical health, the facts about puberty, the changing adolescent body, including brain development, about menstrual and gynaecological health, the facts about reproductive health.

More detailed information about the content expectations for both primary and secondary phases can be found here [Relationships and sex education \(RSE\) and health education - GOV.UK](#)

Appendix Three Related Guidance

National Guidance

[National curriculum in England: citizenship programmes of study - GOV.UK](#)

[Relationships and sex education \(RSE\) and health education - GOV.UK](#)

[Keeping children safe in education - GOV.UK](#)

[Early years foundation stage \(EYFS\) statutory framework - GOV.UK](#)

[Working together to safeguard children - GOV.UK](#)

[Behaviour in schools - GOV.UK](#)

[SEND code of practice: 0 to 25 years - GOV.UK](#)

[Promoting children and young people's mental health and wellbeing - GOV.UK](#)

JTMAT Policies

[Anti-Bullying Policy](#)

[SEND Policy](#)

[Behaviour Policy](#)

JTMAT Safeguarding Policy (link error reported to IT)