



**The John Fisher School**  
**Relationship and Sex Education and Health Education**  
**(RSHE) Policy**

**Responsible:** Governors' SLAW Committee

**Next Review Date:** June 2021

## **Rationale and Purpose**

As a Catholic School we understand that all our students are of intrinsic and absolute value as they are created by God and in the image of God. Catholic schools, like all other schools in England, are required to produce a written policy following the guidance issued by the Department for Education (DfE) on Relationship and Sex Education (RSHE). Catholic schools are also required to deliver RSHE in accordance with the teaching of the Church. This approach is compatible with the guidance issued by the DfE.

The OFSTED Framework 2019 states that an outstanding quality of education includes: ‘Students that can explain accurately and confidently how to keep themselves healthy. They make informed choices about healthy eating, fitness and their emotional and mental well-being. They have an age-appropriate understanding of healthy relationships and are confident in staying safe from abuse and exploitation.’

To embrace the challenges of creating a happy and successful adult life, students need knowledge that will enable them to make informed decisions about their wellbeing, health, and relationships and to build their self-efficacy. Students can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support. Through high quality, evidence-based and age-appropriate teaching of these subjects we can help prepare students for the opportunities, responsibilities, and experiences of adult life.

The provision of a comprehensive, RSHE programme, should be supported by a curriculum that provides opportunities for personal and social development set within the context of a student’s learning journey, that models supportive behaviours and offers opportunities for young people to practice personal and social skills and make real decisions about their lifestyle. This is central to our school’s thoughtful and wide-ranging promotion of students’ spiritual, moral, social and cultural development so their physical well-being enables students to thrive (OFSTED Framework 2019).

## **Aims**

The John Fisher School aims to:

- Help students respect themselves and others.
- Support students through their physical, emotional and moral development.
- Develop skills and understanding to enable students to make healthy responsible choices about their health and wellbeing.
- Help students move more confidently and responsibly into adolescence and adulthood.
- Help students learn about the full range of different relationships in modern Britain.
- Help students keep themselves safe.

## **Statutory Guidance**

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships and Sex Education compulsory for all students receiving secondary education.

## **Approach**

By its very nature RSHE is cross-curricular and all staff members should be mindful of the need to promote positive attitudes when issues, involving moral, spiritual and social values arise. The topics included in the RSHE curriculum are wide ranging and students should experience a school climate in which the quality of relationships between staff and themselves is marked by honesty, warmth, mutual respect, trust and security.

Whilst promoting Catholic virtues, we will ensure that students are offered a broad and balanced RSHE programme which provides them with clear factual, scientific information when relevant and meets the statutory requirements placed on schools. In secondary schools this includes teaching students about the laws relating to forced marriage, female genital mutilation, abortion and equalities legislation (including the Marriage (Same Sex Couples) Act 2013).

The new RSHE curriculum as directed by the government must be inclusive of everyone. Ensuring inclusivity for all will be reflected by the whole school approach to developing and teaching the specific topics required in RSHE. Cross curricular links between departments as well as external and outside agencies and speakers will be invited to address specific areas in which they have an expertise.

A challenge we face teaching groups of children is the spectrum of knowledge, experience and outlook they all possess. Young people in the same age range vary enormously in their emotional, moral and religious development. We as educators must ensure that the RSHE curriculum is inclusive of all students regardless of cognitive, spiritual, or emotional development.

A well-planned programme will not just ensure that there is correspondence between phases and across disciplines, but will ensure that parents are fully involved in the planning and evaluation of the teaching of RSHE. Ideally, students should hear a consistent message about the meaning and value of human sexuality at home, in the parish and at school. This can only be achieved if the home, parish and school work together to integrate the teaching of RSHE.

## **External Agencies**

All students in Years 7-11 will cover the mandatory topics set out in the DfE RSHE policy. In order to meet the requirements outlined by the DfE, the RSHE content will be delivered by teachers, dedicated staff, and outside agencies. The John Fisher School recognises that working with outside agencies can enhance and enrich students' experiences. However, The John Fisher School also recognises that it has a responsibility to ensure that students remain safe. Therefore, resources used by agencies will be checked to ensure they are age appropriate and accessible to all students. A member of staff will always remain with the visitor to ensure that the school's safeguarding policy is followed.

## **Equality Duty Information and Objectives**

We promote the needs and interests of all students irrespective of the protected characteristics listed in the Equality Act (2010): culture, ethnicity, disability, faith, age, sexual orientation, and gender identity. Teaching strategies will consider the ability, age, readiness and cultural backgrounds of the students to ensure that all can access the full RSHE provision.

We will ensure that any students with additional or educational needs are able to access the curriculum.

We promote social learning and expect our students to show a high regard for the needs of others. RSHE is a good vehicle for addressing all aspects of the Equality Act (2010) and ensuring equal opportunities for all.

## **Assessment**

As with any learning, the assessment of students' progress in RSHE is important. The assessment in RSHE will provide information, which indicates students' progress and achievement.

Students do not pass or fail RSHE, however, they are still expected to make progress in this subject. In order to assess the progress of students a variety of methods will be used including low stakes testing or assessment, workbooks, in-class questions, or discussion. Teachers will assess the students' progress and be responsible to intervene if they deem that the students are not making expected progress.

## **Monitoring and Evaluation**

RSHE and Health Education holds the same status as all mandatory curriculum subjects, including the way it is managed, resourced, assessed, recorded and reported.

Progress will be monitored each term by learning walks and feedback. Feedback will be collected from multiple sources including staff, parents/carers and by listening to our students. Student feedback will be a key driver to deliver improvement in the RSHE curriculum.

The subject content will be evaluated by the Coordinator of PSHE. The curriculum will be amended as required to ensure that the needs of all students are being met. Any local trends or issues that arise will be addressed promptly and incorporated into the curriculum.

## **Students, Staff Members and Parental/Carer Involvement**

### **Students:**

- Students will have an opportunity to discuss RSHE lessons termly.
- This will be done via the school council and online surveys.

### **Parents/Carers:**

- The school policy is freely available on the school website.

- A parental/carer consultation will be arranged regarding the new RSHE curriculum.
- If required support can be given to parents/carers so they are able to discuss the issues raised in lessons at home.

**Staff Members:**

- Staff members will have the opportunity to discuss RSHE lessons termly.
- Staff training is provided internally and by external agencies.

## **The Right to be Excused from Sex Education**

The role of parents/carers in the development of their children's understanding about relationships is vital. Parents/carers are the first teachers of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships. While it is the school's preference that all students are present for all lessons it is the right of the parents/carers to remove their child from some parts of sex education delivered as part of statutory RSHE.

However:

- Parents/carers cannot withdraw their child from any aspect of Relationship Education or Health Education curriculums.
- Parents are only able to withdraw the student from Sex Education (excluding parts in science) up to three terms before the age of 16.
- After this point if the child wishes to receive Sex Education rather than be withdrawn, The John Fisher School will make provision for that to happen.
- In exceptional circumstances the Headteacher can request the student remains in RSHE lessons.
- If a student is excused from sex education, the student will receive appropriate, purposeful education for the period of withdrawal.

## **Monitoring**

Responsibility for the implementation, monitoring and review of this policy lies with the Governors of the School and the Headteacher.

## Appendix

The DfE specifies that by the end of secondary school students should continue to develop knowledge on topics specified for primary school pupils, and in addition cover the following content by the end of secondary school:

### ***Families***

Students should know:

- 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 – for example, 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 freely entered.
- The characteristics and legal status of other types of long-term relationships.
- The roles and responsibilities of parents with respect to 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), how to seek help or advice, including reporting concerns about others, if needed.

### ***Respectful relationships, including friendships***

Students should know:

- The characteristics of positive and healthy friendships, in all contexts including online, such as: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict -reconciliation and ending relationships, this includes different (non-sexual) types of relationships.
- 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 (for example, how they might normalise non-consensual behaviour or encourage prejudice).
- That in school and in 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***

Students should know:

- 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 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, for example 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***

Students should know:

- 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***

Students should know:

- 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, for example 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 contraceptive choices, 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 and 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.

### ***The Law***

It is important to know what the law says about sex, relationships, and young people, as well as broader safeguarding issues. This includes a range of important facts and the rules regarding sharing personal information, pictures, videos and other material using technology. This will help young people to know what is right and wrong in law, but it can also provide a good foundation of knowledge for deeper discussion about all types of relationships. There are also many different legal provisions whose purpose is to protect young people, and which ensure young people take responsibility for their actions.

Students should be made aware of the relevant legal provisions when relevant topics are being taught, including for example:

- Marriage.
- Consent, including the age of consent.
- Violence against women and girls.
- Online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, etc).
- Pornography.
- Abortion.
- Sexuality.
- Gender identity.
- Substance misuse.
- Violence and exploitation by gangs.
- Extremism and radicalisation.
- Criminal exploitation (for example, through gang involvement or 'county lines' drugs operations).
- Hate crime.



- Female genital mutilation (FGM).