



AKADEMEIA
HIGH SCHOOL

Akademeia High School

Relationships, Sex and Health Education Policy



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Introduction

Adolescence is a time when individuals experience significant physical, emotional, and social changes. Therefore, at Akademeia High School, we believe that Relationships, Sex and Health Education (RSHE) should equip young people with knowledge, skills and attitudes they need to develop self-awareness as well as healthy relationships, make informed decisions about their sexual health, and navigate the complexities of adulthood.

Aims of Relationships and Sex Education Policy

High-quality, evidence-based and age-appropriate teaching of Relationships, Sex and Health Education curriculum can help prepare pupils for the opportunities, responsibilities and experiences of adult life. Our Relationships, Sex and Health Education (RSHE) Policy is designed with the following aims:

- To inform students about different types of relationships, including friendships, family relationships and intimate relationships.
- To understand how to build healthy relationships, including self-respect and respect for others, commitment, tolerance, boundaries and consent; how to manage conflict and how to recognise unhealthy relationships.
- To ensure students know how relationships may affect health and wellbeing, including mental health.
- To promote healthy relationships and safety online.
- To teach factual knowledge around sex, sexual health and sexuality within the context of relationships; to help students acquire the skills and understanding to make considered decisions about safe and lawful sexual behaviour and personal safety, now and in the future.
- To help students acquire the skills and confidence to access confidential health advice, support and treatment if necessary.

Definitions

What is Relationships, Sex and Health Education (RSHE)

RSHE is lifelong learning about physical, social, moral, cultural, ethical, emotional and sexual development. It is about the understanding of the importance of stable and loving relationships, respect, love and care, for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. RSE hopes to provide accurate information about the body, reproduction, sex, and sexual health. It will also give students essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe in the modern world, both on and offline.

Principles and Values

Relationships, Sex and Health Education should:

- Be an integral part of the lifelong learning process, beginning in early childhood and continuing into adult life.
- Be an entitlement for all young people.
- Encourage every student to contribute to their collective community.
- Support each individual as they grow and learn.
- Support family commitment and kindness, respect and affection, knowledge and openness.
- Encourage students and teachers to share and respect each other's views and promote the values of kindness, respect and care for each other.
- Generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment.
- Recognise that parents are the key people in teaching their children about sex, relationships and growing up and seek to work with them to improve the curriculum.
- Recognise that the wider community has much to offer.

Main elements of RSHE

- Attitudes and values. Learning the importance of values and individual conscience and moral considerations. Learning the value of family life, marriage and stable and loving relationships for the nurture of children. Learning the value of respect, love and care. Exploring, considering and understanding of moral dilemmas. Developing critical thinking as part of decision making.
- Personal and social skills. Learning to manage emotions and relationships confidently and sensitively. Developing self-respect and empathy for others. Learning to make choices based on an understanding of differences and with the absence of prejudice. Developing an appreciation of choices made. Managing conflict. Learning how to recognise and avoid exploitation, abuse and sexual pressure.
- Knowledge and understanding. Learning and understanding physical development at appropriate stages. Understanding human sexuality, reproduction, sexual health, emotions and relationships. Learning about contraception, STIs and the range of local and national sexual health advice, contraception and support services. Learning the reasons for delaying sexual activity, the benefits to be gained from such delay and choices in pregnancy. Learning about the law and how it protects individuals from a range of harms as well as internet safety and harm, media, being safe, mental wellbeing, physical health and fitness, healthy eating, substance use, health and prevention, basic first aid.

RSHE will be age-appropriate, building knowledge and life skills over time in a way that prepares students for issues they will soon face.

Roles and responsibilities

RSE is taught through dedicated Relationships, Sex and Health Education (RSHE) classes as well as the Personal Development Scheme (PDS), Mentor's hour, assemblies and other curriculum areas. All teachers play an important pastoral role by offering support to students.

The Senior Leadership and Safeguarding teams will endeavour to support the provision and development of RSHE in line with this policy by providing leadership and adequate resourcing.

Deputy Head (Pastoral) will maintain an overview of RSHE provision and have overall responsibility for its development. This will include keeping up to date with developments and good practice, developing provision to meet student's needs, providing support and resources for staff, arranging staff training, liaison with outside agencies and monitoring and evaluation.

Wellbeing Team members and external experts may be involved in delivery of the RSHE curriculum. They will have access to educational resources and information about the RSHE programme and will be supported by the Deputy Head (Pastoral).

Governors have responsibilities for school policies. They will be consulted about the RSHE provision and policy and have regular reports at Governor's meetings.

Meeting the needs of all learners

Our RSHE curriculum is inclusive of all our learners. Young people may have varying needs regarding RSHE depending on their circumstances and background. Akademeia High School strongly believes that all students should have access to RSHE that is relevant to their needs. In line with the Equalities Act 2010, we are mindful of sexuality/sexual orientation, gender identity, ethnicity, gender special educational needs and disability. We are also mindful that 'family' is a broad concept and includes a variety of types of family structure, and acceptance of them.

When planning teaching for pupils with special educational needs and disabilities, high quality teaching that is differentiated and personalised is the starting point to ensure accessibility of this subject area. We consider the preparing for adulthood outcomes, as set out in the Special Educational Needs and Disabilities (SEND) code of practice, when teaching these subjects to those with SEND. Some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND.

Relationships, Sex Education and Health can also be particularly important subjects for some pupils; for example, those with Social, Emotional and Mental Health needs or learning disabilities. Such factors are taken into consideration when designing sessions.

Delivery of RSHE

The main RSHE programme will be planned and delivered through dedicated RSHE sessions as well as PDS lessons, Mentor's hours and assemblies. In addition, certain biological aspects are delivered through Science lessons, and cross-curricular links exist within a number of subject areas including Biology and English.

Our RSHE programme is taught through a range of teaching methods and interactive activities, including the use of quizzes, case studies, research, role play, video, small group discussion and use of appropriate guest speakers.

RSHE takes place within mixed sex classes or single gender groups as deemed appropriate and relevant.

Should a designated RSHE teacher be absent, it would not be undertaken by a supply inexperienced teacher.

Students should be secure in their knowledge and understanding of the topics taught and retention of knowledge is given priority. Formative assessment will be a key element of the RSHE provision.

Summary of the RSHE Curriculum

Year 9	Year 10	Year 11	Year 12	Year 13
Staying Safe Online p.1	Social Media and Online Safety (inc. sexting and body image) p.2	Social Media and Online Safety (inc. sexting, body image and grooming) p.3	Digital Footprint	Bullying: Further reflections (research) p.5
Bullying: Introduction p.1	Bullying: Cyberbullying and group pressure p.2	Bullying: Bystander p.3	Healthy relationships and safe sex p.4	Stress management
Empathic Communication p.1			Bullying: Microaggressions	

Basic First Aid	Empathic Communication p.2	Stereotypes and discrimination	and Implicit Bias p.4	Next stage in life and my wellbeing
Family and Friendships	Basic First Aid	Basic First Aid (refresher)	Basic First Aid (refresher)	Substance Misuse p.5 (research/ data focus)
Healthy relationships and safe sex p.1	Healthy relationships and safe sex p.2	Healthy relationships and safe sex p.3	Stress management	Discrimination and Radicalisation p.2
Sex and gender identity p.1	Sex and gender identity p.2	Substance Misuse p.3	Pregnancy and good parenting	Addiction (research) p.4
Mental Wellbeing: Feelings and Behaviours (inc. the importance of sleep and healthy eating) p.1	Substance Misuse p.2	Sex and gender identity p.3	Discrimination and Radicalisation p.1	
Substance Misuse p.1	Addiction (inc. mobile phone) p.1	Addiction (inc. mobile phone, pornography) p.2	Mental Wellbeing: Perfectionism, Anxiety and Depression p.4	
Mindfulness p.1	Mental Wellbeing: Feelings and Behaviours (inc. the importance of sleep and healthy eating) p.2	Mental Wellbeing: Feelings and Behaviours (inc. managing grief) p.3	Substance Misuse p.4	
Problem-Solving p.1	Anxiety and Eating disorders p.1	Anxiety and Eating disorders p.2	Addiction (inc. mobile phone, pornography, gambling) p.3	
Working with NGOs/Volunteering	Mindfulness p.2	Mindfulness p.3	Volunteering	
	Problem-Solving p.2	Working with NGOs	Poverty around the world	
	Working with NGOs/Volunteering			

Safe and Effective Practice

RSHE involves consideration of sensitive issues about which different people may hold strong and varying views. The school's approach to RSHE will be balanced and take account of, and be sensitive to, different viewpoints but will not be based on personal bias.

We will ensure a safe learning environment. At the beginning of each academic year, ground rules will be agreed to provide a common values framework within which to teach. Some of the rules will be as follows:

- No one (teacher or student) should be expected to answer a personal question.

- Respect and empathic communication will be promoted.
- No one will be forced to take part in a discussion.
- Only the correct names for body parts will be used.
- Meanings of words will be explained in a sensible and factual way.

Distancing techniques such as stories, scenarios, clips from TV programmes or case studies can provide fictional characters and storylines that stimulate discussion whilst 'de-personalising' discussions. This will enable students to engage more objectively with the lesson content. The following or similar questions can be used to support distanced discussion:

What is happening to them? Why might this be happening? How are they feeling? What are they thinking? What do other people think of them? Who could help them? What would you tell them to do if they asked for help? What could you say or do to persuade them to act differently?

Students will be given the opportunity to raise questions by having an anonymous question box available before, during and after all RSHE lessons. Pupils are also made aware of how to get support after the lesson, should they need it.

An individual student might ask an explicit or difficult question in the classroom. However, such questions do not have to be answered on the spot and can be addressed later. Our school believes that individual teachers must use their skill and discretion in these situations and if necessary, seek the advice of another member of staff about how to answer those questions. Where necessary, students can be referred to appropriate agencies (i.e. Designated Safeguarding Lead, Wellbeing member, student's mentor, external Counsellor).

Safeguarding

Teachers are aware that effective RSHE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. If a pupil discloses something of a personal nature, teachers will reach directly to the DSL or via CPOMS. If necessary, other members of the Safeguarding Team can be alerted. Alternatively, staff members can use the following channels, including anonymous reporting tools:

- Reaching out to any of the staff members, including teachers, mentors, wellbeing team members.
- Reaching directly to the Safeguarding Team members.
- Writing an e-mail to: safeguarding@akademeia.edu.pl

- Using an online and anonymous Safeguarding

Box:

<https://www.safeguarding.akademeia.edu.pl/>

Students given guidance related to reporting concerns anonymously that anonymized reports can limit further investigation. They are encouraged that if they choose to disclose their name it is treated on a confidential basis (adhering to Safeguarding rules), and every effort will be made to maintain confidence unless they themselves are at risk of immediate harm. In addition, anonymous is signposted as a means for students to alert the safeguarding team of concerns related to others. Students are encouraged to provide the information as outline below.

When an incident is reported it should be remembered that the following details need to be included:

- When and where the incident happened
- Who was involved and who the witnesses were (Year Group)
- What happened
- Anything else that is considered to be important for the case

A decision will be made about whether parents / carers need to be informed, and the student will be kept informed about how the disclosure is treated and who will have access to the information.

Staff cannot promise absolute confidentiality if approached by a student for help. Staff will make this clear to students.

All external visitors are selected carefully in line with our recruitment procedures, values framework and school ethos and are required to follow the Akademeia High School's safeguarding procedures from the point of arrival.

Visitors/external agencies which support the delivery of RSHE will be required to meet with the Deputy Head (Pastoral) before delivering any sessions to discuss content, make-up of the groups and our safeguarding procedures.

The Right to Withdraw

Department for Education statutory guidance states that from September 2020, all secondary schools must deliver Relationships, Sex and Health Education. Parents have the right to withdraw their children from all or part of the Sex education aspect of the curriculum, except for those parts included in the statutory National Curriculum for Science, specifically ‘the teaching of biological aspects of human growth and reproduction’. There is no right to withdraw from Relationships Education or Health Education (inc. Mentor’s Hour and assemblies), as set out by legislation. Parents are welcome to review any RSHE resources the school uses.

Requests for withdrawal should be put in writing and addressed to the Headmaster who will invite parents in for a discussion before granting such requests. Parents/carers are encouraged to discuss their decisions at the earliest opportunity. A copy of withdrawal requests will be placed in the pupil’s educational record. The Headmaster will discuss the request with the parent/carer and take appropriate action. If a pupil is excused from sex education, the school will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

Up to and until three terms before a student turns 16, if they wish to receive sex education rather than be withdrawn, we will make arrangements to provide them with sex education during one of those terms, as set out in Government mandatory guidance (2019).

How this policy was developed

This policy was produced by the Senior Leadership and Safeguarding team. All our staff were also given the opportunity to look at the policy and make recommendations, parents were invited to provide feedback on the policy and student voice was consulted about RSHE content and means of delivery. Once amendments were made, the policy was shared with governors and ratified.

Policy evaluation and review

The policy will be annually reviewed to assess the effectiveness of the Relationships, Sex and Health Education curriculum delivery. It will allow for necessary adjustments and improvements based on feedback from students, staff members and parents, as well as, changes in legal requirements and emerging research.

Policy Owner	Kay Czepli-George, Deputy Head (Pastoral)
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