



# Relationships, Sex and Health Education Policy

Review Date	Reviewer	Consultation with Parents/carers	Approved by	Date approved	Implementation
	J Bissicks/J Barker	July 2021	Executive Head	31 August 2021	1 September 2021
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## Revision History

<b>Issue No</b>	<b>Date</b>	<b>Description</b>
1	September 2021	New Policy

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## 1. Introduction

The North East Learning Trust and Rye Hills Academy is aware that children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline.

This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy and how to manage their academic, personal, and social lives in a positive way.

## 2. Aims

Rye Hills Academy believes the aim of RSHE 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, civil partnership, 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.

The RSHE policy will provide clear progression from what is taught in primary in Relationships Education. We will build on the foundation of RE, Science and Physical Education, as students grow up, at the appropriate time extend teaching to include intimate relationships. Alongside being taught intimate relationships, students will also be taught about family relationships, friendships and other kinds of relationships that are an equally important part of becoming a successful and happy adult.

## 3. Statutory Guidance

The Trust acknowledges that all secondary Academies must provide RSE to all students as per section 34 of the Children and Social Work Act 2017.

In teaching RSE, the Trust acknowledges that we are required by our funding agreement to have regard for the guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

This policy was developed in response to:

- [Statutory guidance on RSE and health education](#)
- [Keeping children safe in education: for schools and colleges](#)
- [Behaviour and discipline in schools: guidance for headteachers and staff](#)
- [Equality Act 2010: advice for schools](#)

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- [Special educational needs and disability code of practice: 0 to 25 years](#)
- [Alternative provision](#)
- [Mental health and behaviour in schools](#)
- [Preventing and tackling bullying](#)
- [Cyber bullying: advice for headteachers and school staff](#)
- [Advice for parents and carers on cyber bullying](#)
- [Sexual violence and sexual harassment between children in schools and colleges](#)
- [Promoting fundamental British values as part of SMSC in schools](#)
- [National Citizen Service: guidance for schools and colleges](#)

#### 4. Links with other Policies

This policy should be read alongside the following Trust and Academy policies:

- Acceptable Use
- Anti-bullying
- Equality Information
- E-safety/Online
- Mental Health and Wellbeing
- Prevent Policy
- Safeguarding Policy (including child sexual exploitation)
- Self-Harm Policy

#### 5. Consultation Process

The consultation process has included:

- Student focus groups
- Consultation and engagement with parents / carers
- Review of RSHE curriculum content with staff, students, and parents/carers
- Consultation with wider school community e.g., school nurse
- Consultation, agreement, and implementation of policy by the Trust.

#### 6. Roles and Responsibilities

##### 6.1 The Trust

The Trustees will:

- Monitor the implementation of the policy across all Academies within the Trust.
- Monitor student's progress to ensure that pupils achieve expected outcomes.
- Ensure that Rye Hills Academy is resource in such a way that the Trust fulfils its legal obligations.

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## 6.2 The Interim Academy Board

The Interim Academy Board will ensure:

- All pupils make progress in achieving the expected educational outcomes.
- The subjects are well led, effectively managed and well planned.
- That the quality of provision is subject to regular and effective self-evaluation.
- That the subjects are resourced in a way that ensures the Academy can fulfil its legal obligations.

## 6.3 Head of School

Head of School will ensure that:

- All staff are informed of the policy and the responsibilities included within the policy.
- All teachers explore how new pedagogies and technology can be fully utilised to support subjects.
- The subjects are staffed and timetabled in a way to ensure that Rye Hills Academy fulfils their legal obligations.
- The teaching of RSHE is monitored to ensure that it is delivered in ways that are accessible to all pupils with SEND.
- The Academy works with parents/carers when planning and delivering RSHE to pupils.
- Clear information is provided to parents/carers on the subject content and the right to request that their child is withdrawn.

## 6.4 Lead for RSHE

Mr K Lane, Assistant Headteacher and Lead for RHSE will ensure that:

- The monitoring and evaluation of RSE is co-ordinated, in the context of the overall school plans for monitoring the quality of teaching and learning.
- The PSHE programme will be treated as a subject department in this exercise, under which all departments undertake yearly self-evaluation and a twice-yearly monitoring and evaluation exercise.

## 6.5 Staff

All staff will ensure that:

- Ground rules are negotiated with the group before embarking on lessons of a sensitive nature so that both the staff and pupils can work together in a supportive atmosphere in which all members can speak with confidence and without fear of embarrassment, anxiety, or breach of confidentiality.

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- All students are offered the opportunity to explore ideas, situations, and feelings in an atmosphere of confidence and support.
- At all times teaching will take place in the context of an explicit moral framework.
- All points of view they may express during teaching RSHE are unbiased.
- The teaching of RSHE is delivered in ways that are accessible to all pupils with SEND.
- The emphasis of teaching RSHE will always be the importance and understanding of personal relationships and the right of the individual to make informed choices.
- Issues of stereotyping, sexual equality, harassment, rights, and legislation underpin the teaching of RSHE.
- Where appropriate they direct pupils to seek advice and support from an appropriate agency or individual. It is inappropriate for staff to give students personal advice on matters such as contraception.
- Where a student has embarked on a course of action likely to place them at risk, the member of staff will ensure that the student is aware of the implications of their behaviour. The member of staff should refer any potential concerns to the Designated Safeguarding Lead.

## 6.6 Parents/Carers

The Trust and Rye Hills Academy acknowledge the key role that parents/carers play in the development of their children's understanding about relationships. Parents/carers are the first educators of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships.

All parents/carers will be:

- Given every opportunity to understand the purpose and content of Relationships, Sex and Health Education.
- Encouraged to participate in the development of RSHE.
- Able to discuss any concerns directly with the Academy.

## 7. Teaching of RSHE

### Teaching of RSHE in Rye Hills Academy will enable students to:

- Distinguish between content and experiences that exemplify healthy relationships and those that are distorted or harmful.
- Understand the benefits of healthy relationships to their mental wellbeing and self-respect and to understand that unhealthy relationships can have a lasting, negative impact on mental wellbeing.
- Believe they can achieve goals and that to achieve those goals they must stick at the tasks despite the challenges they may face.
- Be taught the facts and the law about sex, sexuality, sexual health, and gender identity in an age-appropriate and inclusive way.

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- Recognise when relationships (including family relationships) are unhealthy or abusive (including the unacceptability of neglect, emotional, sexual, and physical abuse and violence including honour-based violence and forced marriage) and strategies to manage this or access support for themselves or others at risk.
- Recognise risks, harmful content, and contact, and how and when to report issues to keep them safe online.
- Within the law, be well equipped to make decisions for themselves about how to live their own lives in the future, whilst respecting the right of others to make their own decisions and hold their own beliefs.
- Learn the reasons for delaying sexual activity, and the benefits to be gained from such delay.
- Avoid an unintended pregnancy.
- Understand 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.
- Know the key facts about puberty, the changes in the adolescent body (including physical and emotional) and menstrual wellbeing (Health Education).
- Learn where to go for help and advice and how to access local and national services.

## 8. Delivery of the programme

Rye Hills Academy acknowledges that high-quality, evidence-based, and age-appropriate teaching can help pupils prepare for the opportunities, responsibilities and experiences of adult life as well as promoting the spiritual, moral, social, cultural, mental, and physical development of pupils both at school and in society.

RSHE will be set in the context of a wider whole-school approach to supporting Students to be safe, happy, and prepared for life beyond school. The curriculum on relationships and sex education will complement and be supported by the Trust and Academies wider policies on behaviour, inclusion, respect for equality and diversity, anti-bullying and safeguarding. RSHE will sit within the context of the Trust and Academy's broader ethos and approach to developing students socially, morally, spiritually, and culturally, and its pastoral care system.

The curriculum on health education will similarly complement, and be supported by, the Trust and Academy's education on healthy lifestyles through physical education, food technology, science and its sport, extra-curricular activities.

Rye Hills Academy will deliver the content set out in Appendix 1 in the context of a broad and balanced curriculum. Effective teaching will ensure that core knowledge is broken down into units of manageable size and communicated clearly to students, in a carefully sequenced way, within a planned programme of lessons. Teaching will include sufficient well-chosen opportunities and contexts for students to practice applying and embedding new knowledge so that it can be used skilfully and confidently in real life situations.

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The Lead Teacher will work closely with staff in related curriculum areas to ensure Relationships, Sex and Health Education programmes complement each other and do not duplicate, content covered in national curriculum subjects such as Science, Information Technology and Physical Education.

Rye Hills Academy specifically delivers Relationship and Sex Education and Health Education throughout KS3,4&5 through:

- Tutor Groups and related pastoral programme
- Assemblies
- Small group sessions
- External speakers, dramas, and agencies
- Interactive workshops
- Health care professionals
- Other curriculum delivery including science, RE, ICT, food technology, English, PE, and drama.

Much of the Relationship, Sex and Health Education at Rye Hills Academy takes place within PSHE weekly lessons. Form Tutors generally deliver the PSHE Curriculum with support from professionals where appropriate. Form tutors work closely with their students over several years, and we believe that they are usually the best people to work with the students on many of the RSHE topics as they are aware of each student's individual circumstances. RSHE lessons are set within the wider context of the PSHE curriculum and focus more on the emotional aspects of development of healthy relationships, although the physical aspects of puberty and reproduction are also included. The Science National Curriculum is delivered by staff in the science department. These lessons are more concerned with the physical aspects of development and reproduction, although the importance of relationships is built into the delivery to support RSHE. RSHE will be representative and inclusive of LGBTQ+ young people.

The PSHE Programme is taught in every year.

Any RSHE lesson may consider questions or issues that some students will find sensitive. Before embarking on these lessons, a group agreement, formerly known as ground rules, are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson.

When students ask questions, we aim to answer them honestly, within the group agreement established at the start of the sessions. When it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the students, the question may be dealt with individually at another time or referred to the Pastoral team to consider the best way to support.

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More expert or specialist teachers and other professionals may support staff who are uncomfortable with teaching certain aspects of the curriculum. Support and professional development will be provided for these staff, so that they can develop the confidence in delivering the whole of the RSHE programme.

Assessment is carried out, where appropriate, for example at the start and end of every module and involves teacher, student, Head of Year, RSHE Lead and Pastoral Staff to assess knowledge and understanding, interpersonal skills, and attitudes.

### **9. Pupils with special educational needs and disabilities (SEND)**

Relationships Education, RSE and Health Education will be accessible for all students. High quality teaching is differentiated and personalised, this is the starting point to ensure accessibility for all students. Rye Hills Academy will also be mindful of the preparing for adulthood outcomes as set out in the SEND code of practice, when preparing these subjects for pupils with SEND.

Rye Hills Academy is aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education can also be a priority for some pupils, for example some with Social, Emotional and Mental Health Needs or learning disabilities.

For some pupils there may be a need to tailor content and teaching to meeting the specific needs of children at different development stages through specific one to one or small group Personal Intervention Programmes.

### **10. Lesbian, Gay, Bisexual and Transgender (LGBT)**

In teaching RSHE, Rye Hills Academy will ensure that the needs of all students are appropriately met, and that all students understand the importance of equality and respect. The Trust and its Academies will comply with all relevant provisions of the Equality Act 2010, under which sexual orientation and gender reassignment are amongst the protected characteristics.

Rye Hills Academy will ensure that all teaching is sensitive and age appropriate in approach and content. When Rye Hills Academy decides it is appropriate to teach students about LGBT, this will be fully integrated into the programmes of study.

### **11. Physical health and mental wellbeing**

Rye Hills Academy acknowledges that the aim of teaching students about physical health and mental wellbeing is to give them the information that they need to make good decisions

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about their own health and wellbeing. How to recognise signs of concern with themselves or others, becoming self-aware of their own EHWP and being able to check in with how they are feeling including the impact online activity has. It should enable them to recognise what is respectful and appropriate.

Physical health and mental wellbeing are interlinked, and it is important that students understand that good physical health contributes to good mental wellbeing, and vice versa.

Rye Hills Academy recognises the importance of promoting students' self-control and ability to self-regulate, and strategies for doing so. This will enable students to become confident in their ability to achieve well and persevere even when they encounter setbacks or when their goals are distant, and to respond calmly and rationally to setbacks and challenges. This integrated, whole-school approach to the teaching and promotion of health and wellbeing will have a potential positive impact on behaviour and attainment.

Effective teaching will aim to reduce the stigma attached to health issues, particularly those to do with mental wellbeing. Rye Hills Academy will engender an atmosphere that encourages openness. This will mean that students feel that they can check their understanding and seek any necessary help and advice as they gain knowledge about how to promote good health and wellbeing.

Rye Hills Academy will utilise the flexibility to design and plan age-appropriate subject content but will ensure that the core areas for health and wellbeing as set out in the guidance are met.

## **12. Right to be excused from sex education**

Parents/carers have the right to request that their child be withdrawn from non-statutory/non-science components within RSHE. Before granting any such request, the Head of School will discuss the request with the parent/carer and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum.

Following the discussions, except in exceptional circumstances, the Academy will respect the parents' request to withdraw their child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school will arrange to provide the child with sex education during one of those terms.

The Head of School will ensure that where a student is excused from sex education, the student will receive appropriate, purposeful education during the period of withdrawal.

There is no right to withdraw from the National Curriculum.

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### 13. Working with external agencies

Rye Hills Academy is aware that working with external partners will enhance the delivery of RSHE and will support Academies to bring in specialist knowledge and implement different ways of engaging with young people.

Where external agencies are used, Rye Hills Academy will check the credentials of the visiting organisation and any visitors linked to the agency. Rye Hills Academy will also ensure that the teaching delivered by the visitor fits with the planned programme and the published policy and to ensure that the content delivered is age-appropriate and accessible for all pupils. Any materials that are used as part of the delivery must be approved by the Academy in advance of the session.

The Academy will ensure that the visitor is aware of aspects of confidentiality and understands how safeguarding reports should be dealt with in line with the Trust's Safeguarding Policy.

### 14. Safeguarding, reports of abuse and confidentiality

Rye Hills Academy recognises that at the heart of RSHE, the focus is on keeping children safe, and acknowledges the significant role Academies have in preventative education.

Rye Hills Academy will allow children an open forum to discuss potentially sensitive issues. Such discussions can lead to increased safeguarding reports. Children will be made aware of the processes to enable them to raise their concerns or make a report and how any report will be handled. This will also include processes when they have a concern about a peer or friend.

In line with the document Keeping Children Safe in Education (KCSIE), all staff are aware of what to do if a child tells them that they are being abused or neglected. Staff are also aware of need to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those that need to be involved, such as the Designated Safeguarding Lead and children's social care. A member of staff will never promise a child that they will not tell anyone about a report of abuse, as this is not in the best interests of the child.

The involvement of the Designated Safeguarding Lead (or Deputy Designated Safeguarding Lead) will ensure that trusted, high quality local resources are engaged, links to the police and other agencies are utilised and the knowledge of the any local issues it may be appropriate to address in lessons.

### 15. The Law

The Trust and Rye Hills Academy acknowledge the importance of knowing what the law says about, sex, relationships, and young people, as well as broader safeguarding issues.

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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 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 own actions. Students will be made aware of the relevant legal provisions when the relevant topics are being taught and materials will be delivered in an age and stage appropriate way, for example, these will include:

- 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/radicalisation
- Criminal exploitation (for example, through gang involvement or 'county lines' drugs operations)
- Hate crime
- Female genital mutilation (FGM)

### 15.1 Young People under the age of 13 years

A child under 13 is not legally capable of consenting to sexual activity. Any offence under The Sexual Offences Act 2003 involving a child under 13 is very serious and should be taken to indicate a risk of significant harm to the child. Cases involving under 13's should always be discussed with the nominated child protection lead.

Under the Sexual Offences Act, penetrative sex with a child under the age of 13 is classed as rape. Therefore, in all cases where the sexually active young person is under 13, a referral should be made to First Contact identifying the young person, and the sexual partner if known. Following this, a Strategy Meeting or discussion will be held. The meeting will involve a Team Manager, Social Worker, Police, Health Worker, Education and Welfare and other relevant agencies, to discuss appropriate next steps.

Where the allegation concerns penetrative sex, or other intimate sexual activity occurs, there would always be reasonable cause to suspect that a child, whether girl or boy, is suffering

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or likely to suffer significant harm. All cases involving under 13's should be fully documented and reported.

## 15.2 Young people between 13 – 16 years

Sexual activity with a young person in this age group is a criminal offence under the Sexual Offences Act 2003. The Act reinforces that whilst mutually agreed, non-exploitive, nor coercive sexual activity between teenagers does take place and that often no harm comes from it, the legal age of consent remains 16. This acknowledges that this group of young people is still vulnerable, even when they do not view themselves as such. Recent changes in law around consent places the emphasis on proving that consent is secured by the person initiating sex, and not the assumption that it has been obtained from the other person. This is based on them being free, able, has capacity to give consent, and that on each occasion it is negotiated and agreed.

Consideration should be given in every case of sexual activity involving 13-15-year-olds as to whether a discussion with other agencies and whether a referral should be made to Safeguarding and Specialist Services. Cases of concern should be discussed with the nominated child protection lead and subsequently with other agencies as required.

When confidentiality needs to be preserved a discussion can still take place as long as it does not identify the child (directly or indirectly).

Where there is a reasonable cause to suspect that significant harm to a child has occurred/might occur, there should be a presumption that the case is reported to Safeguarding and Specialist Service.

All cases should be carefully documented including when a decision is taken not to share information.

## 16. Working with Health Professionals

Health professionals in school are bound by their codes of conduct but have a duty to share information with relevant others, if they believe that a child is suffering abuse.

### 16.1 Fraser Guidelines

It is good practice for doctors and other health professionals to follow the criteria outlined by Lord Fraser in 1985, "The House of Lords" ruling commonly known as the Fraser Guidelines which states that:

- The young person understands the health professional's advice.

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- The health professional cannot persuade the young person to inform his or her parents or allow the doctor to inform the parents that he or she is seeking contraceptive treatment.
- The young person is very likely to begin or continue having intercourse with or without contraceptive treatment.
- Unless he or she receives contraceptive advice or treatment, the young person's physical or mental health or both are likely to suffer.
- The young person's best interests require the health professionals to give contraceptive advice, treatment, or both without parental consent.

*These procedures are read in conjunction with the Redcar and Cleveland LSCB protection procedures.*

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Rye Hills Academy will continue to develop knowledge on topics specified from primary schools and in addition, cover the following content by the end of secondary.

<p><b>Families</b></p>	<p>Students should know:</p> <ul style="list-style-type: none"> <li>• that there are different types of committed, stable relationships.</li> <li>• how these relationships might contribute to human happiness and their importance for bringing up children.</li> <li>• what marriage and civil partnerships are, including their legal status e.g., that marriage and civil partnerships carry legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.</li> <li>• why marriage is an important relationship choice for many couples and why it must be freely entered into.</li> <li>• the characteristics and legal status of other types of long-term relationships.</li> <li>• the roles and responsibilities of parents with respect to the raising of children.</li> <li>• how to: determine whether peers, adults or sources of information are trustworthy, judge when a family, friend, intimate or other relationships is unsafe (and to recognise this in others’ relationships); and, how to seek help or advice, including reporting concerns about others, if needed.</li> </ul>
<p><b>Respectful relationships, including friendships</b></p>	<p>Students should know:</p> <ul style="list-style-type: none"> <li>• the characteristics of positive and healthy friendships (both on and offline) including trust, respect, honesty, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.</li> <li>• 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).</li> <li>• 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 tolerance and respect to others and others' beliefs, including people in positions of authority.</li> </ul>

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	<ul style="list-style-type: none"> <li>• about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.</li> <li>• that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.</li> <li>• what constitutes sexual harassment and sexual violence and why these are always unacceptable.</li> <li>• 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.</li> </ul>
<b>Online and Media</b>	<p>Students should know:</p> <ul style="list-style-type: none"> <li>• their rights, responsibilities, and opportunities online, including that the same expectations of behaviour apply online and offline.</li> <li>• 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.</li> <li>• not to provide material to others that they would not want shared further and not to share personal material which is sent to them.</li> <li>• what to do and where to get support to report material or manage issues online.</li> <li>• the impact of viewing harmful content.</li> <li>• that specifically sexually explicit material often 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.</li> <li>• that sharing and viewing indecent images of children (including those created by children) is against the law.</li> <li>• how information and data is generated, collected, shared, and used online.</li> </ul>
<b>Being safe</b>	<p>Students should know:</p> <ul style="list-style-type: none"> <li>• the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, and domestic abuse and how these can affect current and future relationships.</li> </ul>

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<p><b>Intimate and sexual relationships, including sexual health</b></p>	<p>Students should know:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• the facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women.</li> <li>• that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure, and not pressurising others.</li> <li>• that they have a choice to delay sex or to enjoy intimacy without sex</li> </ul> <p>The facts about the full range of contraceptive choices, efficacy, and options available.</p> <ul style="list-style-type: none"> <li>• the facts around pregnancy including miscarriage.</li> <li>• 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).</li> <li>• 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.</li> <li>• about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.</li> <li>• how the use of alcohol and drugs can lead to risky sexual behaviour.</li> <li>• how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.</li> </ul>
<p><b>Mental wellbeing</b></p>	<p>Students should know:</p> <ul style="list-style-type: none"> <li>• how to talk about their emotions accurately and sensitively, using appropriate vocabulary.</li> </ul>

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	<ul style="list-style-type: none"> <li>• that happiness is linked to being connected to others.</li> <li>• how to recognise the early signs of mental wellbeing concerns.</li> <li>• common types of mental ill health (e.g., anxiety and depression).</li> <li>• 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.</li> <li>• the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.</li> </ul>
Internet safety and harms	<p>Students should know:</p> <ul style="list-style-type: none"> <li>• the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online.</li> <li>• 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.</li> </ul>
Physical health and fitness	<p>Students should know:</p> <ul style="list-style-type: none"> <li>• the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.</li> <li>• 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 cardiovascular ill-health.</li> <li>• about the science relating to blood, organ, and stem cell donation.</li> </ul>
Healthy eating	<p>Students should know:</p> <ul style="list-style-type: none"> <li>• how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.</li> </ul>
Drugs, alcohol, and tobacco	<ul style="list-style-type: none"> <li>• the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions.</li> </ul>

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	<ul style="list-style-type: none"> <li>• the law relating to the supply and possession of illegal substances.</li> <li>• the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.</li> <li>• the physical and psychological consequences of addiction, including alcohol dependency.</li> <li>• awareness of the dangers of drugs which are prescribed but still present serious health risks.</li> <li>• the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.</li> </ul>
Health and prevention	<p>Students should know:</p> <ul style="list-style-type: none"> <li>• about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.</li> <li>• about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.</li> <li>• (late secondary) the benefits of regular self-examination and screening.</li> <li>• the facts and science relating to immunisation and vaccination.</li> <li>• the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood, and ability to learn.</li> </ul>
Basic first aid	<p>Students should know:</p> <ul style="list-style-type: none"> <li>• basic treatment for common injuries.</li> <li>• life-saving skills, including how to administer CPR.</li> <li>• the purpose of defibrillators and when one might be needed.</li> </ul>
Changing adolescent body	<p>Students should know:</p> <ul style="list-style-type: none"> <li>• key facts about puberty, the changing adolescent body and menstrual wellbeing.</li> <li>• the main changes which take place in males and females, and the implications for emotional and physical health.</li> </ul>

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