

Relationship, Sex and Health Education Policy: The Deanery Church of England Academy

Our school's approach to Relationship, Sex and Health Education (RSHE) follows that of the Church of England Education Office in that it seeks to be faith-sensitive and inclusive. It is underpinned by two key Biblical passages:

"So God created humankind in his image, in the image of God he created them"
(Genesis 2:7)

"I have come in order that you might have life - life in all its fullness"
(John 10:10)

At The Deanery Church of England Academy, everyone will be treated with dignity as all people who are made in the image of God and are loved equally by God.

All pupils have a right to an education which enables them to flourish and is set in a learning community where differences of lifestyle and opinion (within that which is permissible under UK law) are treated with dignity and respect; where bullying of all kinds is eliminated; and where they are free to be themselves and fulfil their potential without fear.

Our school seeks to ensure that the RSHE curriculum protects, informs and nurtures all pupils. It clearly differentiates between factual teaching (biology, medicine, the law, marriage, different types of families and the composition of society) and moral teaching about relationships and values, recognising that the distinction can be easily blurred and that there needs to be discernment about the manner in which this is taught. We teach RSHE within a moral (but not moralistic) framework.

RSHE in The Deanery Church of England Academy is about what constitutes wellbeing and loving care for ourselves (physical and mental health education), how we show loving care for others (relationships education) and, when at an appropriate age and stage in life, how we show loving care to those we choose to be intimate with, including within marriage (sex education).

It is also about the spiritual and moral aspects of healthy, loving and nurturing relationships within a context of a Christian vision for the purpose of life.

Pupils will consider how to ensure that they treat themselves and others, at all times and in all contexts, with dignity and respect.

Defining health education

Health education is learning about physical health and mental wellbeing so that pupils can make wise choices to ensure their own flourishing and the flourishing of others.¹

Defining relationship and sex education

Relationships and sex education (RSE) is about giving young people the information they need to make choices that will help them to form healthy and appropriate relationships of all kinds, including intimate relationships.

RSE will support people throughout their lives to develop safe, fulfilling and healthy sexual relationships at the appropriate time.

The right to withdrawal from sex education

Parents do have the right to excuse their children from this aspect of RSHE and can do so by making concerns known and applying in writing to the Principal/Head of School. The school will invite any enquiring parents or legal guardians to talk through concerns. An explanation of the rationale for RSHE will be given; an opportunity will be offered to review the intended materials and consider the impact of not receiving sex education with peers.

Withdrawing a child from sex education remains a statutory right as a parent or legal guardian up until three terms before the child turns 16 years of age. After that point, if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those terms. If a pupil is excused from sex education, it is the school's responsibility to ensure that the pupil receives

¹ See *Mental Health and Wellbeing: Towards a Whole School Approach* (March 2018)

appropriate, purposeful education during the period of withdrawal. There is no right to withdraw from relationships education or health education.

The school will document this process to ensure a record is kept.

The RSHE Curriculum

At The Deanery Church of England Academy we teach:

Year	Term 1 Faith (alternating the ALIVE values)	Term 2 Faith (alternating the ALIVE values)	Term 3 Respect	Term 4 Perseverance	Term 5 Positive Relationships	Term 6 Wisdom
7	<p>Transition and Safety (H1, H2, H30, H33, R13, L1, L2)</p> <p>Transition to secondary school and personal safety in and outside school, including first aid.</p>	<p>Developing Skills and Aspirations (R15, R39, L1, L4, L5, L9, L10, L12)</p> <p>Careers, teamwork and enterprise skills and raising aspirations.</p>	<p>Diversity (R3, R38, R39, R40, R41)</p> <p>Diversity, prejudice and bullying.</p>	<p>Health and Puberty (H5, H13, H14, H15, H16, H17, H18, H20, H22, H34)</p> <p>Healthy routines, influences on health, puberty, unwanted contact and FGM.</p>	<p>Building Relationships (H1, R2, R9, R11, R13, R14, R16, R24)</p> <p>Self-worth, romance and friendships (including online) and relationship boundaries.</p>	<p>Financial Decision Making (H32, L15, L16, L17, L18)</p> <p>Saving, borrowing, budgeting and making financial choices.</p>
8	<p>Drugs and Alcohol (H23, H24, H25, H26, H27, H29, H31, H5, R42, R44)</p> <p>Alcohol and drug misuse and pressures relating to drug use.</p>	<p>Community and Careers (R39, R41, L3, L8, L9, L10, L11, L12)</p> <p>Equality of opportunity in careers and life choices and different types and patterns of work alongside transferable skills for the workplace.</p>	<p>Discrimination (R39, R40, R41, R3, R4, R42, R43)</p> <p>Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism,</p>	<p>Emotional Wellbeing (H3, H4, H6, H7, H8, H9, H10, H11, H12, L24)</p> <p>Mental health and emotional wellbeing, including body image and coping strategies.</p>	<p>Identity and Relationships (H35, H36, R4, R5, R10, R16, R18, R24, R25, R26, R27, R29, R30, R32)</p> <p>Gender identity, sexual orientation, consent, 'sexting' and an introduction to contraception.</p>	<p>Digital Literacy (H3, H30, H32, R17, L19, L20, L21, L22, L23, L24, L25, L26, L27)</p> <p>Online safety, digital literacy, media reliability and gambling hooks.</p>

			homophobia, biphobia and transphobia.			
9	<p>Peer influence, Substance use and Gangs (H24, H25, H27, H28, H29, R1, R20, R37, R42, R44, R45, R46, R47)</p> <p>Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation.</p>	<p>Setting Goals (L2, L3, L6, L7, L8, L9, L11, L12, L13, L14)</p> <p>Learning strengths, career options and goal setting as part of the GCSE options process.</p>	<p>Respectful Relationships (H2, R1, R6, R19, R21, R22, R23, R35, R36)</p> <p>Families and parenting, healthy relationships, conflict resolution, and relationship changes.</p>	<p>Healthy Lifestyle (H3, H14, H15, H16, H17, H18, H19, H21)</p> <p>Diet, exercise, lifestyle balance and healthy choices, and first aid.</p>	<p>Intimate Relationships (R7, R8, R11, R12, R18, R24, R26, R27, R28, R29, R30, R31, R32, R33, R34, L21)</p> <p>Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography.</p>	<p>Employability Skills (R13, R14, L2, L4, L5, L8, L9, L14, L21, L24, L27)</p> <p>Employability and online presence.</p>
10	<p>Mental Health (H2, H5, H6, H7, H8, H9, H10)</p> <p>Mental health and ill health, stigma, safeguarding health, including during periods of transition or change.</p>	<p>Financial Decision Making (H25, R38, L16, L17, L18, L19, L20, L25)</p> <p>The impact of financial decisions, debt, gambling and the impact of advertising on financial choices.</p>	<p>Healthy Relationships (R1, R2, R3, R6, R7, R8, R14, R15, R18, R19, R22, R28, R29, R30, R31)</p> <p>Relationships and sex expectations, myths, pleasure and challenges, including the</p>	<p>Exploring Influence (H19, H20, H21, R20, R35, R36, R37)</p> <p>The influence and impact of drugs, gangs, role models and the media.</p>	<p>Addressing Extremism and Radicalisation (R5, R6, R9, R10, R14, R28, R29, R30, R31, R34, L24, L26, L27, L28, L29)</p> <p>Community cohesion and challenging extremism.</p>	<p>Work Experience (H1, L1, L2, L3, L5, L7, L8, L9, L10, L11, L12, L13, L14, L15, L23)</p> <p>Preparation for and evaluation of work experience and readiness for work.</p>

			impact of the media and pornography.			
11	<p>Building for the Future (H2, H3, H4, H8, H12, L22)</p> <p>Self-efficacy, stress management, and future opportunities.</p>	<p>Next Steps (L1, L2, L3, L4, L6, L7, L8, L11, L12, L21)</p> <p>Application processes, and skills for further education, employment and career Progression.</p>	<p>Communication in Relationships (H26, H27, H28, H29, R16, R17, R21, R23, R32)</p> <p>Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse.</p>	<p>Independence (H3, H4, H11, H13, H14, H15, H16, H17, H18, H22, H23, H24)</p> <p>Responsible health choices, and safety in independent contexts.</p>	<p>Families (H30, H31, H32, H33, R4, R11, R12, R13, R24, R25, R26, R27, R33)</p> <p>Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships.</p>	<p>Revision</p>

These are the requirements for RSHE from the Department for Education [click [here](#)]

How will RSHE be taught in our school?

RSHE will be delivered professionally and as an identifiable part of PSHE. It will be led, resourced and reported to parents in the same way as any other subject. There will be a planned programme delivered in a carefully sequenced way.

RSHE will be delivered in a way that affords dignity and shows respect to all who make up our diverse community. It will not discriminate against any of the protected characteristics in the Equality Act and will be sensitive to the faith and beliefs of those in the wider school community. RSHE will seek to explain fairly the tenets and varying interpretations of religious communities on matters of sex and relationships and teach these viewpoints with respect. It will value the importance of faithfulness as the underpinning and backdrop for relationships. It will encourage pupils to develop the skills needed to disagree without being disagreeable, to appreciate the lived experience of other people and to live well together.

RSHE will seek to build resilience in our pupils to help them form healthy relationships, to keep themselves safe and resist the harmful influence of the excesses of media in all its forms.

RSHE will promote healthy resilient relationships set in the context of character and virtue development that sits within the schools Christian Vision and Values.

Values such as such as honesty, integrity, self-control, courage, humility, kindness, forgiveness, generosity and a sense of justice

All staff teaching this sensitive and important subject will have received training. This training will be regularly reviewed and revisited.

Pupils with SEND will have had the content made accessible to them by the SEND team.

At The Deanery Church of England Academy RSHE is taught by confident trained staff and only some elements will be taught by outside agencies (such as First Aid or aspects about

puberty). It is important that pupils have confidence in the teacher and that a 'safe space' is created where pupils feel confident and can ask age-appropriate questions.²

RSHE will be monitored and evaluated

This will follow the same monitoring and evaluation processes used throughout the school for other subjects i.e. pupil conferencing, work reviews, learning walks etc.

Policy Review

This policy has been produced by consultation with the Diocese of Bristol, Diocese of Bristol Academy Trust, the Academy Council, parent and student voice.

It has been produced in consultation with parents and will be reviewed in consultation with parents. It must, however, be recognised that the law specifies that what is taught and how it is taught is ultimately a decision for the school.

This policy will be reviewed every: 2 years

It was approved by FGB: July 2021

Reviewed: July 2024

It is due to be reviewed again: July 2026

This policy should be read in conjunction with The Equalities Act 2010

<https://www.gov.uk/guidance/equality-act-2010-guidance>

²It does not need to be the class teacher or tutor who teaches Relationships [and Sex] Education. It is best delivered by teachers who are skilled and confident at managing sensitive issues and are good at handling class discussion. See research from Bristol University about secondary RSE
<https://bmjopen.bmj.com/content/7/5/e014791>