



Relationships, Sex and Health Education Policy at Tupton Hall School

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Section 1 - Introduction

Tupton Hall School 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.

As part of the students' education at Tupton Hall, we teach a comprehensive Life Skills and Wellbeing (PSHE) education programme through weekly 1 hour sessions. Life Skills are the basis of all subject content, that gives young people the knowledge, understanding, attitudes and practical skills to live safe, healthy, productive lives and meet their full potential.

Section 2 - The aims of Relationships, Sex and Health Education

The aim of this policy is to communicate to staff, governors, parents/carers, visitors and students the manner in which RSHE will be delivered and supported at Tupton Hall School.

The aim of RSHE is to give students 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.

Our RSHE policy will provide clear progression from what is taught in primary in Relationships, Health Education (RHE). We will build on the foundation of RHE and, 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.

Teaching of RSHE at Tupton Hall will enable students:

- to distinguish between content and experiences that exemplify healthy relationships and those that are distorted or harmful;
- provide a framework in which sensitive discussion can take place;
- to help pupils develop feelings of self-respect, confidence and empathy;
- to teach pupils correct vocabulary to describe themselves and their bodies



- to be taught the facts and the law about sex, sexuality, sexual health and gender identity in an age-appropriate and inclusive way;
- to create a positive culture around issues of sexuality and relationships;
- to recognise when relationships (including family relationships) are healthy and 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;
- to recognise risks, harmful content and contact, and how and when to report issues to keep them safe online and offline;
- to, 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;
- to prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene

Section 3 – Statutory Requirements & Links with other policies

This policy should be read in conjunction with the following policies:

- Safeguarding Policy
- Anti-Bullying Policy
- E-Safety Policy
- Equality Information

As a secondary academy school we must provide RSE to all pupils as per section 34 of the [Children and Social work act 2017](#). In teaching RSE, we are required by our funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#). At Tupton Hall we teach RSE as set out in this policy.

Section 4 – Policy Development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy



4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

Section 5 - What is effective Relationships, Sex and Health Education?

It is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of a stable and loving relationship. It is also about the teaching of sex, sexuality, and sexual health as well as preparing students at school for opportunities, responsibilities and experiences of later life. It is not about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching. Our curriculum is also designed to support children growing up in an increasingly complex and digital world. Whilst the internet is an overwhelmingly positive development in our lives, it does present significant challenges, particularly for young people. The dominance of social media, the prevalence of cyberbullying and the risk that children learn about relationships from untrustworthy sources.

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

We aim to support children to make the right decisions and keep themselves safe and happy.

5.1 Attitudes and values

Students are taught to examine the value of family life, marriage and civil partnerships, and stable and loving relationships for the nurture of children. They are also encouraged to explore and consider moral dilemmas. RSHE can also help pupils to develop a positive self-image and high self-esteem, responsibility and the ability to make informed decisions.

5.2 Personal and social skills

RSHE encourages students to manage emotions and relationships confidently and sensitively whilst developing self-respect and empathy for others. Students are taught to make choices based on an understanding of difference, with an absence of prejudice and learning how to recognise and avoid exploitation and abuse. It also provides opportunities to develop communication skills and assertiveness within a range of different situations.

5.3 Knowledge and understanding

RSHE focuses on understanding physical development at appropriate stages. The students will explore: human sexuality, reproduction, sexual health, emotions and relationships. Students will also be provided with information on contraception and the range of local and national sexual health advice support services. Students will look at the reasons for delaying sexual activity, the benefits to be gained from such delay and the avoidance of unplanned pregnancy.

Section 6 - Delivery of RSHE at Tupton Hall School

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

The RSHE curriculum will be taught through the Life Skills & Wellbeing weekly programme, providing a safe environment to explore these topics, as well as an Impact Morning in December and July. All lessons are taught in year groups. Additionally, we may use outside agencies to provide specialist, age specific support to deliver some of the RSHE content. Furthermore, we recognise that RSHE is not an isolated subject and many other subjects provide a focus for exploring some elements of RSHE, for example: Food, Sociology, Technology, PE and Philosophy, Religion and Ethics. The biological aspects of RSE are taught within the science curriculum.

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

When studying RSHE, the School recognises the need to create a supportive and secure atmosphere where students can develop the confidence needed to talk, listen and think about sex, health and relationships. In order to do this, teachers will:

- Establish ground rules with students

- Emphasise the importance of mutual respect
- Encourage reflection
- Make students aware of the relevant people to approach
- Not force individuals to speak about topics they do not feel comfortable in speaking about

At Tupton Hall all teachers will be involved in delivering the RSHE curriculum outlined in section 8 of this policy. The lead teachers for PSHE and RSHE will work closely with colleagues to ensure resources used to teach the curriculum are relevant, accessible and of a high standard. Effective teaching will ensure that core knowledge is broken down into topics of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme of lessons. Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

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, LGBT 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).

Section 7 - Pupils with special education needs and disabilities (SEND)

Relationships, Sex and Health Education (RSHE) will be accessible for all pupils. High quality teaching is differentiated and personalised, this is the starting point to ensure accessibility for all pupils. The School 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.

We are aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. RSHE 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.

Section 8 - Roles and Responsibilities

8.1 The Trust

Monitor the implementation of the policy across all Academies within the Trust.

8.2 The Governors

That the Quality of provision is subject to regular and effective self-evaluation and that the subject is well led, planned and effectively managed. The governing board will approve the RSE policy, and hold the headteacher to account for its implementation.

8.3 Senior Leadership

The Head Teacher and Assistant Head Teacher are responsible for ensuring that RSHE is taught consistently across the school and for managing requests to withdraw students from the non-statutory/non-science components of RSHE.

8.4 Personal Development Team

The team will make sure the most update resources and curriculum are available for staff to deliver to each year group. Lessons and resources will be made available to view in a timely manner, ready for each week's delivery. The team will make sure they are attending training appropriate to their area of specialism and passing on this to staff, through the teaching and learning groups. Information to staff will be shared via email when appropriate and all resources will be available to view using the schools Intranet site. Updates, changes or amendments will be notified to staff within an appropriate time frame, including the staffing for each lesson. Correspondence with parents/carers will be kept up to date via social media platforms and the website and will liaise with parents/carers where there is a wish for a child to be withdrawn.

8.5 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;
- Deliver RSHE in a sensitive way;
- All students are offered the opportunity to explore ideas, situations and feelings in an atmosphere of confidence and support;
- Model positive attitudes to RSHE;
- Respond to the needs of individual pupils
- 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.
- Respond appropriately to pupils whose parents wish them to be withdrawn from aspects of the RSHE curriculum (see section 8)
- Staff will be supported through teaching all aspects of RSE. Staff who have concerns about teaching RSHE are encouraged to discuss this with the Personal Development Team;
- Attend training sessions and access support to improve knowledge, understanding and practices best fit for different aspects of RSHE.
- Take time to learn, deliver and review weekly lessons, amending where appropriate to their group.

8.6 Parents/carers

The Trust acknowledge the key role that parents/carers play in the development of their children's understanding about relationships. Parents 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 Education and RSHE;
- Encouraged to participate in the development of Relationships Education and RSHE;
- Able to discuss any concerns directly with the School/Academy.

8.7 Pupils

Pupils are encouraged to engage in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity. Pupils will not be challenged if they do not wish to contribute and no pupil will be asked for their opinion if they do not want to share.

Section 9 - Parental right to withdrawal from RSHE

Parents have the right to request that their child be withdrawn only from some of the sex education delivered as part of statutory RSHE. The School, before granting any such request, will require the Head Teacher/Personal Development Team to 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.

Rights to withdraw students are explained to all new starters on application forms and parents/carers can inform the school of their choice at this point. Parents have access to the curriculum on the website, plus there are updates via the parent news on topics each term

and sometimes weekly. Should any parent/carer have concerns through the terms, they can contact the Personal Development Team who will arrange a meeting to go through curriculum in more detail.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher. A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action.

Following the discussions, except in exceptional circumstances, the School 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 make arrangements to provide the child with sex education during one of those terms. The Head Teacher/Personal Development Team will ensure that where a pupil is excused from sex education, the pupil will receive appropriate, purposeful education during the period of withdrawal. There is no right to withdraw from the National Curriculum.

Section 10 - Working with external agencies

We are aware that working with external partners will enhance the delivery of RSHE and will support staff to bring in specialist knowledge and implement different ways of engaging with young people. Where external agencies are used, we will check the credentials of the visiting organisation and any visitors linked to the agency. We will also ensure that the teaching delivered by the visitor fits with the planned programme and the published policy. We will work with external agencies 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 School in advance of the session. The School will ensure that the visitor is aware of aspects of confidentiality and understands how safeguarding reports should be dealt with in line with the School's Safeguarding Policy.

Section 11 - Safeguarding, reports of abuse and confidentiality

The Trust recognises that at the heart of RSHE, the focus is on keeping children safe, and acknowledges the significant role the School have in preventative education. In our curriculum we 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. 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 the 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. 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 particular local issues it may be appropriate to address in lessons.

Section 12 - Procedure for Monitoring and evaluating RSHE

The policy and its implementation will be reviewed every 12 months. The School's RSHE link Governor will be kept up to date. RSHE will be monitored by an Assistant Head Teacher, and the Leader for Personal Development, whose responsibility is to:

- Ensure that a balanced RSHE curriculum is covered in the schemes of work for Life Skills & Wellbeing lessons;
- Monitor the use of teaching and learning styles;
- Monitor the use of teaching materials;
- Evaluate the effectiveness of the RSHE programme;
- Ensure the content is age appropriate.



Section 13 – RSHE curriculum content

Appendix 1: Curriculum map

Relationships and Sexual Health Education Curriculum Map

(Including the whole PSHE program)

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 7	Autumn 1	Diversity, prejudice and bullying	PSHE Association
	Autumn 2	Transition and safety	Cre8tive
	Spring 1	Developing skills and aspirations	True Tube
	Spring 2	Health and puberty	EC Resources
	Summer 1	Building relationships	Stand Against Violence
	Summer 2	Financial decision making	Derbyshire Victim Services & Got Your Back
Year 8	Autumn 1	Discrimination	Hate Crime Educational Services
	Autumn 2	Drugs and alcohol	National Schools Partnerships
	Spring 1	Community and careers	Dove Self-Esteem Projects
	Spring 2	Emotional wellbeing	Just Like Us
	Summer 1	Identity and relationships	Derbyshire Services for Schools
	Summer 2	Digital literacy	Into Film
Year 9	Autumn 1	Respectful relationships	Beyond Secondary Resources
	Autumn 2	Peer influence, substance use and gangs	Young Minds
	Spring 1	Setting goals	Flic
	Spring 2	Healthy lifestyle	About You
	Summer 1	Intimate relationships	Childnet
	Summer 2	Digital literacy	Disrespect NoBody
Year 10	Autumn 1	Healthy relationships	Bishtraining.com
			Brook.org



	Autumn 2	Mental health	NSPCC GOV.org Twinkl
	Spring 1	Financial decision making	
	Spring 2	Exploring influence	
	Summer 1	Addressing extremism and radicalisation	
	Summer 2	Work experience	
Year 11	Autumn 1	Communication in relationships	
	Autumn 2	Building for the future	
	Spring 1	Families	
	Spring 2	Next steps	
	Summer 1	Building for the future	

Appendix 2: By the end of secondary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families	<ul style="list-style-type: none"> • 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 e.g. 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 into • 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); and, how to seek help or advice, including reporting concerns about others, if needed
Respectful relationships, including friendships	<ul style="list-style-type: none"> • The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship • 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 (e.g. 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



TOPIC	PUPILS SHOULD KNOW
Online and media	<ul style="list-style-type: none"> • 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 e.g. 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	<ul style="list-style-type: none"> • 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)



TOPIC	PUPILS SHOULD KNOW
<p>Intimate and sexual relationships, including sexual health</p>	<ul style="list-style-type: none"> • 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, e.g. 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 • 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/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

