



**Hazel** Wood  
High School

Respect Responsibility Aspiration

# RSE Policy



Part of the

**Oak**



Learning Partnership

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1	September 2023	NHU	New policy created, replacing all previous versions.
2	September 2024	NHU	Policy reviewed – no changes needed.
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## Our Commitment and Intent

At Hazel Wood High School, we aim to provide a curriculum that upholds our core values of Respect, Responsibility and Aspiration. The Hazel Wood learning journey allows pupils to explore how to be safe and healthy and how to manage their academic, social and personal lives so that they can make responsible and well-informed decisions.

Relationships and Sex Education is a compulsory element of pupil education in England and helps prepare pupils for some of the challenges they will face throughout their adult life. Through the teaching of RSE we can promote the spiritual, moral, social and cultural development of pupils at school and in society.

At Hazel Wood we recognise that pupils are living their lives in a more complex world that switches seamlessly between on and offline forums. We have a responsibility to educate our pupils using accurate information from a wide range of sources. We must stay up-to date with the technological advances we face and how these impact on our pupils' views of relationships and sex.

We will deliver high quality, age-appropriate RSE lessons that fulfil our legal obligations and consider parental views. At Hazel Wood we will also provide pupils with opportunities to talk about sensitive issues, ask questions and dispel misconceptions.

This policy outlines how the school's RSE curriculum will be organised, delivered and monitored to ensure it meets the needs of all our pupils.

## Rationale

From September 2020, in line with the DfE guidance, all schools must have in place a written policy for Relationship and Sex Education (RSE). Our policy will provide clarity on how the RSE policy has been generated, how it is organised and how it is delivered at Hazel Wood High School.

The policy was reviewed and developed in response to the following guidance:

- Relationships Education, Relationships and Sex Education (RSE) and Health Education (DfE, 2019 and updates 2020 and 2021)
- Keeping Children Safe in Education (DfE, 2022)
- 16-19 Study programmes: Guidance (DfE/ESFA, 2022)
- National Curriculum in England: Secondary curriculum (DfE, 2014)
- Sharing nudes and semi-nudes: advice for education settings working with children and young people (DfE 2020)
- Approaches to preventing and tackling bullying (DfE, 2018)
- Equality Act 2010: Guidance (DfE, 2015)
- Teaching about relationships, sex and health (DfE, 2021)
- Children and Social Work Act 2017

The policy should be read in conjunction with the following school policies and curriculum overviews:

- Anti-Bullying Policy
- Behaviour and Relationships Policy and Procedural Instruction
- Child Protection and Safeguarding Policy
- Equality information and objectives Policy
- PSHE Curriculum Overview
- SEND Policy
- Create – Health and Social Care Curriculum Overview, Sports Studies Curriculum Overview, Food Curriculum Overview
- Explore – RE Curriculum Overview
- Science - Curriculum Overview

## Legal Obligations

The Relationships, Sex and Health Education Regulations (2019) made under the Children and Social Work Act (2017) brought compulsory changes into effect in all schools from September 2020. However, due to COVID restrictions this was delayed until September 2021.

This policy was created with regard to all the relevant legislation, including the guidance listed in the rationale section of the policy.

Under the new guidance the focus of RSE is to teach the fundamental building blocks and characteristics of positive relationships including family relationships, friendships and relationships between children and with adults. The aim of RSE is to give young people the information and tools they need to help them develop healthy relationships of all kinds, not just intimate relationships.

From September 2020, the law also states that schools must consult with parents/carers about the RSE policy once it is formed and if it is updated.

The parental right to withdraw pupils from Sex Education remains but only to those elements not already covered as part of the Science Curriculum.

## Our Roles and Responsibilities

The local governing committee is responsible for:

- Ratifying the RSE policy using DfE guidelines.
- Ensure that HWHS complies with its duties under the RSE legislation.
- Guarantee that the RSE policy, procedures and training opportunities in HWHS are effective and always comply with the law.
- Make sure that pupils are taught about RSE, including protection against dangers online (including when they are online at home), through teaching and learning opportunities, as part of providing a broad and balanced curriculum.

- Guarantee that there are procedures in place to handle pupils' RSE allegations against other pupils.
- Ensure that appropriate disciplinary procedures are in place, as well as policies pertaining to the behaviour of pupils and staff.
- Ensure that procedures are in place to eliminate unlawful discrimination, harassment and victimisation, including those in relation to peer-on-peer abuse.

The Headteacher is responsible for, and may delegate through the Deputy Headteachers:

- Ensuring all staff are suitably trained to deliver the subject content.
- Ensuring parents are fully informed of this policy.
- Ensuring the policy is available to the public through the school website.
- Reviewing all requests to withdraw pupils from non-statutory elements of the RSE curriculum.
- Discussing withdrawal requests with parents/carers and their child, if appropriate, to ensure their wishes are understood and to clarify the nature and purpose of the RSE curriculum.
- Ensuring withdrawn pupils receive appropriate, purposeful education during the period of withdrawal.
- Reporting to the governing body on the effectiveness of the policy and the RSE curriculum.
- Reviewing the policy.

The Director of Personal Development and Wellbeing is responsible for:

- Ensuring that the RSE curriculum is well planned and sequenced, both as part of an overall long-term plan and specific schemes of work.
- Overseeing the delivery of RSE.
- Enabling colleagues to have opportunities to collaboratively plan the lesson content.
- Working closely with other faculties to ensure the RSE curriculum compliments and does not duplicate the content of other national curriculum subjects.
- Ensuring the curriculum is age appropriate and of high-quality.
- Monitoring the teaching and learning of RSE and provide support to staff when necessary.
- Ensuring teachers are provided with adequate resources to support the teaching of RSE.
- Ensuring the continuity and progression between each year group with a spiral approach to the curriculum.
- Leading staff meetings and ensuring all members of staff involved in the curriculum has appropriate training.
- Ensuring teaching staff have the necessary skills and training to co-ordinate and monitor their year teams in the delivery of RSE.
- Organising, providing and monitoring CPD opportunities in the subject.

- Ensuring the correct standards are met for recording and assessing pupil performance.
- Responding appropriately to pupils whose parents have requested to withdraw them from the non-statutory components of RSE by providing them with alternative education opportunities.
- Ensuring the school meets the statutory requirements in relation to RSE.
- Reviewing the changes to the RSE curriculum and advising on their implementation.
- Conducting QA processes in line with school policy.

The teaching staff are responsible for:

- Acting in accordance with and promoting this policy.
- Delivering RSE in a sensitive way that is appropriate for each year group.
- Ensuring they do not express personal views or beliefs when delivering the RSE curriculum.
- Ensuring the lessons are differentiated appropriately.
- Modelling a positive attitude to the topics covered under the RSE curriculum.
- Liaising with the SENCO about responding to individual needs of SEND pupils.
- Liaising with Director about key topics and resources for individual pupils.
- Monitoring pupil progress in RSE through regular marking and feedback opportunities including RESPECT marking.
- Reporting any concerns regarding the teaching of RSE to the Director or a member of SLT.
- Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the DSL.

The SENCO is responsible for:

- Advising teaching staff how best to identify and support pupils' individual needs.
- Advising staff on the use of Learning Manager's to meet pupils' individual needs.
- Consulting with EAL staff on the best ways to support pupils who are EAL.

## Staff Training

At Hazel Wood High School, we do our utmost to ensure all pupils receive the best education possible. To facilitate this, we ensure we have highly effective and dedicated staff who are well informed and trained in the subjects that they teach.

As part of the staff training for RSE the Director of Personal Development and Wellbeing has undertaken specific training which was led by the PSHE association and created in line with the DfE guidance.

Training will continue to be provided to all teaching staff at Hazel Wood on RSE, this will be led by the Director of Personal Development and Wellbeing.

Training will be scheduled around any updated guidance on the curriculum and any new developments that may need to be addressed within the curriculum.

The school will ensure that all teachers receive training on the Social Exclusion Report on Teenage Pregnancy and the new DfE guidance on teaching about sexual harassment between peers.

Appropriately trained staff will be able to give pupils information on where and how to obtain confidential advice, counselling and treatment, as well as guidance on emergency contraception and their effectiveness.

## Organisation of the RSE curriculum

For the purpose of this policy:

- "RSE" is used to refer to the overall programme of relationships, sex and health education.
- "RSE" refers to relationships and sex education and is defined as teaching pupils about developing healthy, nurturing relationships of all kinds, and helping them to understand human sexuality and to respect themselves and others.
- "Health education" is defined as teaching pupils about how they can make good decisions about their own health and wellbeing, and how physical health and mental wellbeing are interlinked.

The RSE curriculum has been developed, and will be monitored and reviewed, in consultation with teachers, pupils and parents, and in accordance with DfE recommendations.

We will gather the views of teachers, pupils and parents in the following ways:

- Questionnaires
- Meetings
- Letters
- Training sessions

The majority of the RSE curriculum is delivered through PSHE education, with statutory elements taught via the science curriculum. The RSE subject leader will work closely with their colleagues in related curriculum areas to ensure the curriculum complements and does not duplicate the content covered in national curriculum subjects.

The school will ensure that the curriculum remains in line with the DfE's 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' guidance at all times.

The school will consider the context and views of the wider local community when developing the curriculum to ensure it is reflective of circumstances in the local area. The religious background of all pupils will also be considered when planning teaching, to ensure all topics included are appropriately handled.

The RSE curriculum will be informed by topical issues in the school and wider community, to ensure it is tailored to pupils' needs, e.g. if there was a local prevalence of specific sexually transmitted infections, our curriculum would be tailored to address this issue.

## RSE Curriculum Content

RSE at Hazel Wood High school will continue to develop pupils' knowledge on the topics taught at primary school, in addition to the content outlined in this section. The curriculum is planned to ensure that the key content is taught at the appropriate time for each pupil. The key content is outlined below and is provided within the DfE's 2019 statutory guidance 'Relationships Education, Relationships and Sex Education and Health Education'. This does not include related content taught as part of the National Curriculum for Science or related content taught as part of Health Education.

### **Families**

- 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**

- 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.

## **Online and media**

- 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**

- The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced

marriage, honour-based violence and FGM, and how these can affect current and future relationships.

- How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).

### **Intimate and sexual relationships, including sexual health**

- 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 and menopause.
- 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.

## The Delivery of RSE

At Hazel Wood High School, the RSE curriculum will be taught through PSHE lessons within the Summer term. However, the curriculum does complement several other subjects within school and, where appropriate, we will look for opportunities to make links between subjects.

The RSE curriculum will be delivered by appropriately trained staff who have the necessary knowledge to communicate the content to pupils in a clear, sequenced way, within a planned scheme of work.

We will include sufficient and well-chosen opportunities for pupils to embed new knowledge and explore case studies so that pupils can use this information

confidently in real-life situations. The curriculum will also be delivered in a non-judgemental, age appropriate factual and inclusive way that allows pupils to ask questions and dispel misconceptions in a safe environment.

The teaching of the RSE curriculum will reflect the requirements set out by law, so that pupils understand what the law does and does not allow, and the wider legal implications of the decisions they make.

As an inclusive school we will integrate LGBTQ+ content into the RSE curriculum. This will be approached in a sensitive, age-appropriate and factual way that allows pupils to explore the features of stable and healthy LGBTQ+ relationships.

We will also ensure all teaching resources are assessed by the Director of Personal Development and Wellbeing to ensure they are appropriate for the age and maturity of pupils, are sensitive to different religious backgrounds and meet the needs of all pupils including SEND.

Pupils will be assessed on their progress throughout a topic, details of which are outlined in Monitoring, Reporting and Evaluation.

## Delivery of Health Education

The physical health and mental wellbeing curriculum will continue to develop pupils' knowledge on the topics taught at a primary level, in addition to the content outlined in this section.

### **Mental wellbeing**

By the end of secondary school, pupils will know:

- How to talk about their emotions accurately and sensitively, using appropriate vocabulary.
- That happiness is linked to being connected to others.
- How to recognise the early signs of mental wellbeing concerns.
- About common types of mental ill health, e.g. anxiety and depression.
- 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.
- About the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.

### **Internet safety and harms**

By the end of secondary school, pupils will know:

- About the similarities and differences between the online world and the physical world, including the impact of unhealthy or obsessive comparison with others online, over-reliance on online relationships, the risks related

to online gambling, how information is targeted at them and how to be a discerning consumer of information online.

- 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.

## **Physical health and fitness**

By the end of secondary school, pupils will know about:

- The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.
- The characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health.
- About the science relating to blood, organ and stem cell donation.

## **Healthy eating**

By the end of secondary school, pupils will know how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.

## **Drugs, alcohol and tobacco**

By the end of secondary school, pupils will know about:

- The facts about legal and illegal drugs and their associated risks, including the link between drug use and serious mental health conditions.
- The law relating to the supply and possession of illegal substances.
- The physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.
- The physical and psychological consequences of addiction, including alcohol dependency.
- The dangers of drugs which are prescribed but still present serious health risks.
- The facts about the harms from smoking tobacco, the benefits of quitting and how to access the support to do so.

## **Health and prevention**

By the end of secondary school, pupils will know about:

- Personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.
- Dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.
- The benefits of regular self-examination and screening.
- The facts and science relating to immunisation and vaccination.
- The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.

## Basic first aid

By the end of secondary school, pupils will know:

- Basic treatments for common injuries.
- Life-saving skills, including how to administer CPR.
- About the purpose of defibrillators and when one might be needed.

## Changing adolescent body

By the end of secondary school, pupils will know:

- Key facts about puberty, the changing adolescent body and menstrual wellbeing.
- About the main changes which take place in males and females, and the implications for emotional and physical health.

# Equality and Accessibility

The school delivers RSE in-line with the guidelines established through the Equality Act 2010. Hazel Wood High school will uphold the protected characteristics; age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership and sexual orientation.

We recognise that our school caters to a diverse community of pupils and that they have varying needs regarding RSE, depending on their personal experiences, circumstances and background. We are also aware that some of our pupils are more vulnerable to exploitation or bullying due to the nature of their SEND and that liaison with the SENCO will be vital in ensuring the curriculum is adapted to best suit their needs. We strongly believe that all pupils should have access to RSE, in a way that is considerate and relevant to their particular needs.

Our school also caters for pupils from various ethnic cultural and religious groups that may have different attitudes and beliefs with regards to RSE. We will consult parents/carers about their needs, and consider their views and promote respect for and understanding of the different ethnic, cultural and religious groups in line with the school's statutory duty to keep pupils safe and deliver certain aspects of RSE.

Some of our pupils may also define themselves as Lesbian, Gay, Bisexual or Trans or have parents/carers or family members who define themselves in this way. Our teaching will reflect this and be age appropriate and sensitive. As a school we will also encourage healthy and respectful peer-to-peer communication and behaviour between boys and girls, and provide an environment which challenges any perceived limits placed on pupils because of their gender or any other protected characteristic.

As a school we will also ensure we are actively aware of everyday issues such as sexism, homophobia and gender stereotypes and build a culture that demonstrates that these are not tolerated and that any occurrences will be tackled efficiently and quickly. We will also make clear that any form of sexual violence or sexual harassment will not be tolerated and will be handled in accordance with the school's anti-bullying policy.

## Safeguarding and Confidentiality

At Hazel Wood High school there is a strong focus on keeping pupils safe and the RSE curriculum plays an important role in our preventative education. As part of the preventative education elements of RSE we will teach pupils how to keep themselves safe, including online.

As part of the planning process for the teaching of the RSE curriculum the Director of Personal Development and Wellbeing will liaise with the Pastoral Year Lead about any safeguarding information that might be pertinent when teaching and discussing certain RSE topics. This will enable the curriculum to be planned in a sensitive and inclusive way.

Confidentiality is an important component of RSE and teachers are expected to respect the confidentiality of their pupils, as far as possible, in compliance with our school Safeguarding Policy. However, some aspects of RSE may lead to a pupil raising a safeguarding concern, if this happens, or if a disclosure is made, the teacher will follow the school's Safeguarding Policy and alert the Designated Safeguarding Lead or Operational Safeguarding Lead immediately.

Pupils will be made aware of how to raise their concerns or make a report. Pupils will be informed of how the information will be handled and that the member of staff cannot promise that they will not tell anyone else, as this may not be in the best interests of the child.

## Monitoring, Reporting and Evaluation

The Director of Personal Development and Wellbeing is responsible for the monitoring of the RSE curriculum and the teaching and learning of its content. The quality of RSE teaching will be subject to effective evaluation which will include learning walks, work scrutiny, pupil voice and lesson observations.

The curriculum will also be quality assured before the topics are taught and reviewed afterwards. Throughout this process questions will be asked such as:

- Is the curriculum being taught as intended and in-line with government guidance?
- Is the quality of teaching consistent and are the teachers skilled and knowledgeable?
- Are the resources used suitable and accessible for all?

The high expectations of the quality of pupils work in RSE will reflect the whole school approach. The curriculum will build on the pupil's previous knowledge and

provide opportunities for feedback on pupil progress. Learning will be assessed and assessment information will be used to track progress, provide support, intervention or challenge. Assessment methods will be diverse and varied and could include pieces of drama, written assignments, self/peer evaluations, structured questioning, presentations, mind maps, quizzes and art work.

## Consultation

At Hazel Wood High school, we are committed to liaising with parents/carers about all aspects of their child's education. As such, we understand the importance of the role of parents/carers in the development of their child's understanding of relationships and sex.

From September 2020 that law requires school to consult with parents/carers on the RSE policy when it is formed and whenever it is updated. Each year when the policy has been reviewed, updated and uploaded to the school's website we will provide an opportunity for parents/carers to respond with their views.

We will also provide additional support to parents/carers by providing:

- Notification of when RSE will be taught and the topics to be covered.
- Examples of the resources the school intends to use in delivering the RSE curriculum.
- Information about the right to withdraw from non-statutory elements of RSE.

We understand that some aspects of the RSE curriculum may cause concern for parents/carers and we will listen to and carefully consider these views. However, the school has the final decision about what is taught and when, which will be decided in line with statutory obligations and the needs of our pupils.

## Right to Withdraw

RSE is an important part of our curriculum at Hazel Wood and it is hoped that all pupils will participate in all aspects of these lessons. However, the school acknowledges the legal rights as detailed below.

- From September 2020 parents/carers will NOT have the right to withdraw their child from any aspect of Relationships education which includes learning about changes to the adolescent's body and puberty.
- Parents/carers will NOT be able to withdraw their child from any aspect of the Science curriculum including those related to reproduction, hormones, contraception and communicable diseases including STI's.
- Parents/carers WILL be able to withdraw their child from any or all aspects of sex education (apart from those listed above) up to and until 3 terms before the child's 16th birthday.

- Any parent/carer wishing to withdraw their child from RSE must apply in writing to the Head teacher. This will be followed by a discussion between the Head teacher, the Director of Personal Development and Wellbeing, the parent/carer and, where appropriate, the child.
- All records of the discussions with parents will be documented.
- In line with statutory guidance, if the pupil wishes to receive sex education, even if they have been withdrawn, then the opportunity will be provided in the last 3 terms before their 16th birthday.
- Pupils who are withdrawn from RSE will be provided with appropriate and purposeful education during the full time of the withdrawal.

## Review

The policy will be reviewed by the Deputy Head Teacher of Pastoral Care and the Director of Personal Development and Wellbeing on an annual basis. As described earlier, parents will be given the opportunity to share their views. All teaching staff will be informed of any changes to the policy. The policy will be available on the school website and all stakeholders will be notified of any changes.

