



Waltham Toll Bar
Academy

Relationship, Health and Sex Education Policy (RHSE)

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To make changes to this policy, please
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Lincolnshire Gateway
Academies Trust

Introduction

At Waltham Toll Bar Academy, we value the importance of Relationship, Health and Sex Education (RHSE), and our ethos and philosophy within the Academy reflects this through our whole school approach to health and wellbeing. As part of our whole school approach, RHSE develops the qualities, values and attributes pupils need to thrive as individuals, family members and members of the society. The policy provides a framework within which all governors, staff and children work together to promote RHSE.

This policy is an ongoing, working document and as such it reflects how we want this very important work to be delivered and progress over time. It demonstrates how we plan, teach, and assess the learning taking place. We have a drive and passion to engage with all parents, staff, and pupils to develop a curriculum that is high quality, evidence based, fit for purpose, and relevant for the needs of our pupils.

Opportunities are provided for all children and staff to share and develop ideas whilst respecting each other's views. In doing so we aim to develop pupil's self-esteem, resilience, and confidence.

Statutory Requirements

Under the Academies Act 2010, all schools must provide a balanced and broadly-based curriculum which: - promotes the spiritual, moral, cultural, mental, and physical development of pupils at the school and of society, and prepares pupils at the school for the opportunities, responsibilities, and experiences of later life. This framework has included requirements from the following pieces of legislation: Equality Act 2010, DfE (2018) 'Keeping children safe in education', DfE (2019) 'Relationships Education, Relationships and Sex Education (RHSE) and Health Education', DfE (2015) 'National curriculum in England: science programmes of study', The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 and Children and Social Work Act 2017.

RHSE is defined as Relationships and Sex Education. The focus at Waltham Toll Bar Academy will be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to the five main themes from the RHSE guidance, these include:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

Development

Pupils' voice is very important to us and pupils were consulted through school council and questionnaires. Local data from Public Health was used to inform our direction and need of our pupils and local community.

Aim

- To provide a caring and stimulating environment, which is safe and welcoming to all, to foster responsible attitudes and encourage good behaviour and relationships, both in and out of school.

- To encourage all children to learn how to live and work with other people, to recognise their responsibility and contribute positively to society.
- To develop an understanding of good morals and values, as well as respect for all faiths, cultures, and ways of life.
- For all children to have the opportunity to develop accurate and age-appropriate knowledge, skills, and attitudes to support their physical, emotional, and moral development.

Pupils will be taught:

- How to develop and maintain a variety of healthy relationships, within a range of social and cultural contexts.
- How to recognise and manage emotions within a range of relationships.
- How to recognise risky or negative relationships including all forms of bullying and abuse.
- How changes to the body, mind and emotions including menstruation and reproduction happen.
- How to respond to risky or negative relationships and how to ask for help.
- How to respect equality and diversity in relationships.

Within RHSE and Science children from year 7 to year 13 will be taught to name all body parts using the correct scientific terminology. This includes the use of the following words: penis and vagina.

Answering difficult questions

All teachers are encouraged to use an 'Ask it Basket' box where pupils can ask questions anonymously. This also allows staff time to prepare suitable responses. If a child asks an explicit or difficult question, staff will answer appropriately in an age-appropriate way in accordance with RHSE learning intentions. Teachers will suggest that questions raised outside these guidelines should be discussed with an adult at home or someone whom the child trusts.

If a question about sex is asked by a child who is withdrawn from sex education, staff should give a brief 'holding' response and mention to parents or carers, unless there are safeguarding concerns in which case safeguarding processes should be followed.

Timetabling

Staff will allocate one hour per week across the academic year, this will be integrated into the CPHSE programme and the whole school ethos on health and wellbeing and links with SMSC and British Values.

Using visitors and outside agencies

We use outside agencies and visitors from the community to deliver some aspects of RHSE such as School NuRHSE Service, Drugs Education, Sex and Relationship and Healthy Lifestyles programmes.

Teachers inviting visitors will use the Visitor Guidance Document and evaluation processes for planning effectively, this will include:

- the visitor is thoroughly briefed in advanced of the nature and involvement of their visit and understands their involvement
- there is sufficient time to prepare questions that pupils may like to ask
- there is follow up sessions from the visit with the pupils
- the visitor knows how many pupils are involved, their age and ability, the equipment available
- the visitor is never left alone in the classroom and the teacher remains in charge of behaviour and safety within the classroom
- the visitor contributions complement the teacher's contribution to any pre- and post-learning
- pupils and staff evaluate the visitor's contribution and feedback.

Training

All staff will be trained appropriately to deliver RHSE and will be kept up to date with any changes related to this area of the curriculum. The PSHE leader will ensure that staff are given the opportunity to further develop their subject knowledge through inset staff training, which will be delivered by an RHSE expert. This training will take place regularly and upon need.

Monitoring and Evaluation/Assessment

The CPSHE leader will monitor RHSE following the delivery of the sessions in each year group and staff will assess the understanding shown by the pupils through discussion and work produced considering the teaching. Further questions will be followed up sensitively when appropriate.

Teachers will build pre and post assessment into their planning to inform children's learning and future planning. Observations will be on going. Teachers record any assessments by annotating plans and or completing assessment for learning sheets which will inform future planning on a short-term basis.

Roles and Responsibilities

The RHSE programme will be led by the CPSHE coordinator. It will be taught by all teachers in the Academy and supported by teaching staff and sometimes involve support from outside agencies depending on the topics covered. Staff will receive RHSE training to support pupils with the programme.

Role of RHSE coordinator

The role of the coordinator subject leader is to ensure all staff are up to date and equipped with the relevant knowledge and resources to deliver effective RHSE. The leader will monitor that RHSE is being taught as outlined in this policy. Staff will assess the understanding and learning shown by the pupils throughout the lessons. The current RHSE lead is Mrs Laura Fothergill.

Role of the Local Governing Body

All Local Governors and our named Governor with responsibility for safeguarding were involved in the development of this policy and will hold leaders to account for the effective delivery of an appropriate RHSE curriculum for our pupils.

Home/Academy Partnership

Children are exposed to information and messages from television, internet, film, music videos, books, and magazines. They are influenced by family and friends and significant adults. Part of our role is to ensure that children can understand and not misinterpret the information they acquire, and to provide context where they are able to consider and evaluate the information they receive.

We believe that parents have the primary role in delivering relationship and sex education. We aim to provide a programme in partnership, ensuring all pupils receive high quality provision in line with national good practice recommendations.

It is hoped that the Academy curriculum and the ethos of the Academy complements and enhances home teaching and values, giving due regard to the value of family life, loving and stable relationships.

We provide parents with opportunities to discuss and shape the Academy's policy and practice. Parents will be consulted and informed about the curriculum offer and will have opportunity to look at resources, leaflets, support materials and helpful support networks. Parents are encouraged to have open communication, discuss, and ask questions at any time with the Academy. Further communication will be through newsletters, letters, and website.

Parents' right to withdraw

Parents do not have the right to withdraw their child from the relationship's element of the RHSE curriculum and elements that are covered within other statutory subjects such as science. However, parents have the right to request that their child be withdrawn from some or all 'sex elements' of RHSE. Before granting any such request, the Principal will discuss the request with parents/carers to ensure that their wishes are understood and to clarify the nature and purpose of the RHSE curriculum. This discussion will include the Principal discussing with the parent the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher.

Dissemination of policy

- This policy is to give information and guidance to staff, pupils, and parents/carers.
- This policy is available on the Academy website; parents/carers may request to see a paper copy.

Supporting guidance

Equalities

The Equality Act 2010 covers the way the curriculum is delivered, as schools and other education providers must ensure that issues are taught in a way that does not subject pupils to discrimination. At Waltham Toll Bar Academy, we recognise that we have a duty under the Equality Act to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual, and transgender (LGBT).

Inclusive RHSE will foster good relations between pupils, tackle all types of prejudice – including homophobia – and promote understanding and respect.

All pupils, regardless of ability and disability, culture and faith, gender and sexual orientation will receive high quality, evidence based RHSE. This will be achieved through teaching to the needs of the year group and where appropriate, with advice from parents/carers and specialists.

Pupils with special needs will receive RHSE. Teachers may find that they must be more explicit and plan work in different ways to meet the individual needs of those children with special educational needs or learning difficulties.

Child Protection

Any issues or disclosures which occur during, or because of RHSE lessons or content, will be dealt with as outlined by the Academy's Child Protection and Safeguarding Policy.

Links with other policies

- Behaviour Policy
- Anti-Bullying Policy
- Child Protection and Safeguarding Policy

Appendix One – What we will teach

Relationships and Sex education within Waltham Toll Bar Academy

Year 7

Physical and emotional changes during puberty, menstruation, masturbation, wet dreams, personal hygiene, Female Genital Mutilation (FGM), pregnancy and birth, developing and maintaining healthy friendships, recognising toxic and unhealthy relationships, cyberbullying, healthy eating, exercise and the importance of sleep.

Year 8

Safer online relationships, consent, media and body image, self-esteem, viewing harmful content, cyberbullying, romantic relationships, types of family and relationships, sexual stereotypes, LGBTQ+. Sexual abuse and sexual harassment.

Year 9

Anatomy of the reproductive system, FGM, Honour based violence, sexual intercourse, masturbation, condoms, contraception, STIs. Consent and trust in a relationship. Recognising healthy and unhealthy relationships. Intimate relationships, sexting, online sexual harassment, pornography, fertility, the menopause, outcomes of pregnancy. Parenting, parental responsibility.

Year 10

Marriage, co-habitation and civil partnerships. Abuse, domestic abuse, sexual abuse, coercive control, forced marriage, healthy and unhealthy relationships, health screening including checking for breast, cervical and testicular cancer. The importance of regular screening and health checks. Harassment and misinformation online.

Year 11

Abusive and coercive relationships, exploitation, sexual harassment, friendships, abuse and bullying.

Appendix Two - Key vocabulary

Year Group	Vocabulary
KS3	Relationships, friendship, differences, similarities, special, family, behaviour, fair, unfair, kind, unkind, right, and wrong, comfortable, and uncomfortable, feelings, teasing, bullying, privacy, afraid, safe, penis, vagina, menstruation, masturbation, tampons, wet dreams, stereotyping, prejudice, sexual orientation, consent, inappropriate, abuse, harassment, marriage, civil partnerships, commitment, female genital mutilation.
KS4	All the above as well as the following: Dispute, coercive control, honour-based violence, the menopause, miscarriage, contraception, cervix, womb, ovaries, labia, sperm, testes, prostate, breast, trust, parental responsibility, pornography, exploitation.