

JKHS RELATIONSHIPS, SEX & HEALTH EDUCATION (RSHE) POLICY

Introduction

At JKHS, the PSHE and RSHE curriculum is thoughtfully planned and delivered to students in dedicated RESPECT sessions during tutor time. These sessions aim to ensure that our learners have the skills and resilience to lead healthy and productive lives when they leave us.

RESPECT is an intrinsic part of any student's education. High quality, evidence-based and age-appropriate teaching of this subject helps prepare students for the opportunities, responsibilities, and experiences of adult life. RESPECT involves acquiring information, developing skills, and forming positive beliefs, values, and attitudes.

At JKHS, we aim to create a positive and inclusive environment alongside a whole-school approach fostering healthy and respectful relationships between young people. We are keen that our Relationships, Sex and Health Education (RSHE) programme promotes mutual respect, trust, confidence and discussion between students and staff.

Our students come from diverse backgrounds, and we recognise that every young person is an individual with unique characteristics, needs and developmental pathways. A culture of openness and transparency is promoted where all staff understand their role and responsibility in preparing young people for being as healthy as possible in adult life and modern Britain.

The aim of policy is to outline our school's commitment to providing effective RSHE for all students in support of that offered by parents and carers, who are the first educators of their children in this area.

This policy will communicate to staff, trustees, parents, carers, students and visitors the way in which our whole-school RSHE curriculum is delivered. This is in accordance with the statutory guidance for implementation of Relationships, and Sex Education and Health Education (DfE, 13th September 2021).

Definition

It is a statutory requirement to teach RSHE in school. Our RESPECT Personal, Social Health and Economic (PSHE) education is the curriculum subject through which RSHE content is largely delivered.

A range of topics are covered in accordance with the statutory guidance and our aim is to provide students with the knowledge, understanding and skills to make informed decisions about healthy, nurturing relationships of all kinds. Such relationships are underpinned by character traits such as respect, perseverance, honesty, integrity, courage, humility, kindness, generosity, self-worth, goal-setting and a sense of justice.

The teaching of RSHE is factually accurate and in line with safe practice and, our aim is to create an inclusive, safe, age-appropriate and respectful learning environment. By the end of year 11 at JKHS, students will have further knowledge and understanding of families, respectful relationships, friendships, online risks, media, being safe, intimate and sexual relationships and sexual health. In addition, students will also continue to develop their knowledge of mental well-being, internet safety, social media, health and fitness, healthy eating, substances, basic first aid and the changing adolescent body.

All of the above subjects will be delivered alongside our broader JKHS ethos of educating young people in their spiritual, moral, social and cultural development to become respectful young citizens in society. Never



before has it been so important to prioritise RSHE education in supporting students' well-being and recovery as they return to the classroom.

What is effective RSHE?

RSHE is a partnership between JKHS staff, the trustees, its' students, parents, carers, the local community and external agencies. Life-long learning is vital if young people are going to thrive in the constantly changing world of today. Our RSHE programme builds on the foundation and skills taught at primary level with the knowledge that they will be further developed during the secondary school years.

JKHS staff have the subject knowledge and relevant skills to create a safe and respectful learning environment and to answer questions as well as having discussions surrounding sensitive issues. Staff are also able to recognise some of the challenges some students may face surrounding the subject matter and a variety of effective approaches are taken to mitigate these challenges. Teaching is relevant to real lives and assessed and adapted as needs change.

Capturing the voice of the young person remains a priority and we give our students an open forum to take things through freely knowing that through choice, opinion, feelings and emotions, they feel respected, valued and empowered.

Effective RSHE is a whole-school approach at JKHS to support all young people to be happy, healthy, successful, safe and respectful. Attitudes are shaped within the classroom, at home and beyond and real-life issues give students opportunities to reflect on their values and influences and nurture respect for different views. All forms of discrimination are challenged, and students are strongly encouraged to value and respect diversity. The RSHE programme supports young people through a journey of physical, emotional and moral development via the teaching of essential knowledge, skills and values within the framework of the law and provisions of the Equality Act 2010.

Our RSHE programme makes a significant contribution to our school's overarching aim and objective for all students, for them to be Happy, Healthy and Successful. This is underpinned by the following characteristics:

- Mutual respect
- Listen to others
- Have regard to the opinions of others
- Empathise with different perspectives
- Disagree respectfully
- Apologise when you are in the wrong
- Call out disrespectful behaviour
- Show gratitude and praise the achievements of others
- Offer your assistance to others
- Take care of yourself, your body and your mind

Legal requirements

This policy has regard to the statutory guidance from the Department for Education issued under 80A of the Education Act 2002 and section 403 of the Education Act 1996.



Our policy complies with Relationships Education, Relationships and Sex Education (RSE) and Health Education (DfE, June 2019) as well as Implementation of Relationships Education, Relationships and Sex Education and Health Education 2020 to 2021 (DfE, updated September 2021).

This policy should be read in conjunction with:

- [Keeping Children Safe in Education 2021](#)
- [Behaviour and Discipline in Schools](#)
- [Equality Act 2010 and Schools](#)
- [Mental Health and Behaviour in Schools](#)
- [Preventing and Tackling Bullying \(advice for schools, including advice on cyberbullying\)](#)
- [Sexual Violence and Sexual Harassment Between Children in Schools \(advice for schools\)](#)
- [Equality and Human Rights Commission Advice and Guidance](#)
- [Promoting Fundamental British Values as part of SMSC in schools](#)
- [SEND Code of Practice](#)

In addition, all schools must have the following:

- a policy which is published on the school website, meets the needs of students and reflects the community the school serves
- a policy which defines the subject content, how it is taught and who is responsible for teaching it
- a policy stating how the subject is monitored and evaluated
- information which clarifies parental right to request their child us excused from RSHE

Parents/carers have the right to remove their child from some or all of the sex education element of the RSHE curriculum, however, a young person can opt-in to sex education from 3 terms before their 16th birthday. There is no option for parents/carers to remove their child from relationships or health education. If a young person is withdrawn from sex education, the school will ensure they receive appropriate education during the period of withdrawal.

In developing our RSHE policy, we have consulted with students, parents and carers in both developing and reviewing the programme and policy. We have sought views and advice from the local community and a range of external agencies/professionals.

The RSHE curriculum

Our RSHE programme compliments several national curriculum subjects and where appropriate, we draw links between subjects and integrate teaching. We have a whole-school approach to wellbeing and health tailored to meet the changing needs of our students.

In science at key stage 3 and 4, it includes teaching about reproduction in humans to include the structure and function of the male and female reproductive systems, menstrual cycle, gametes, fertilisation, gestation, birth and HIV/AIDS.

The national curriculum for computing aims to ensure all students can understand and apply logic, algorithms and data representation. It also covers e-safety, with progression in the content to reflect the different and escalating risks that young people face as they get older. This includes how to use technology safely, responsibly, respectfully, and securely, how to keep personal information private, and where to go for help and support.

The national curriculum for PE aims to ensure that students develop competence to excel in a broad range of physical activities, are physically active for sustained periods of time, engage in competitive sport and activities and lead healthy, active lives.

Our RESPECT curriculum allows JKHS to meet the mandatory requirements for RSHE as well as promoting equal, safe, healthy and enjoyable relationships across the school, within the local community and beyond. Our programme is carefully structured and shows continuity between the years.

In years 7-11, students have 1 hour of PSHE every fortnight, RSHE is taught through the PSHE programme. In years 12 and 13, students have dedicated sessions linked to the 6th form calendar of live events and visiting speakers. Assemblies are also delivered by a wide variety of staff and visitors to the school.

RSHE programmes of study

JKHS is free to determine an age-appropriate, developmental curriculum which meets the needs of our young people and includes the mandatory content outlined in this policy.

At key stage 3, students build on the knowledge and understanding, skills, attributes and values they have acquired and developed during the primary phase. This curriculum acknowledges and addresses the changes that young people experience, beginning with transition to secondary school, the challenges of adolescence and their increasing independence. It provides learners with the knowledge and skills which will equip them for the opportunities and challenges of life. They learn to manage diverse relationships, their online lives, and the increasing influence of peers and the media.

Year 7

- Online safety – trolling, how to stay safe online
- Healthy relationships – how to develop genuine friendships, how it can be difficult to always be a good friend, the difference between friendships and toxic friendships, knowing the difference between bullying and banter
- Wellbeing – mindfulness; mental health, self-esteem, aspirations, smoking and vaping
- Human rights and responsibilities
- Prejudice and discrimination (including stereotyping the law), Equality Act 2010 and gender equality
- Crime, drug awareness, the rule of law, hate crimes
- LGBTQ+ awareness

Year 8

- Wellbeing – healthy living, alcohol, mental health and anxiety
- Online safety – cyber-bullying, online relationships, pornography
- Healthy relationships – what romance means, appropriate and inappropriate relationships, what a healthy romantic relationship is, ending of romantic relationships, emotional literacy, peer pressure
- Respect – prejudice, sexism, tolerance
- FGM
- Crime – drug abuse and psychoactive substances
- LGBTQ+ awareness

Year 9

- Wellbeing – exercise; mental health.
- Online safety – grooming; digital footprints.

- Healthy relationships – consent; contraception; male body image.
- Crime – psychoactive substances; class C drugs; extremist views.
- Human rights – UNICEF

At key stage 4, students deepen knowledge and understanding, extend and rehearse skills, and further explore attitudes, values and attributes acquired during key stage 3. The RESPECT education offered at key stage 4 reflects that learners are moving towards an independent role in adult life, taking on greater responsibility for themselves and others. We take pride in knowing we are preparing them for the next chapter of their lives. In this phase, students will learn more about topics such as substance use and abuse, healthy relationships, and British Values.

Year 10 & 11

- Extremist behaviour and hate crime – links to Prevent, grooming, equality
- Suicide and self-harm including body image, anxiety, social media, bullying
- Violence against women – including female genital mutilation (FGM), forced marriage, honour-based violence etc, links to families, respectful relationships, equalities, toxic masculinity
- Sexual health – links to contraception, sexual relationships/behaviours, LGBTQ+, stereotyping, importance of screening
- Pregnancy and choices – including miscarriage, the law
- Parenting – links to families, relationships, marriage
- Pornography – links to addition, healthy relationships, social media, the law

As students transition into their final years with us, the curriculum focuses on the next steps they will take into adulthood, whether they are planning to attend university or move on to apprenticeships or employment. Topics covered include managing money, living independently, more detailed drugs and alcohol awareness and a continuation of the relationships education that they have already received.

Year 12 & 13

- Setting in and icebreakers
- External visitor – Friends of Israel
- Assessment/revision
- External visitor – drink driving
- External visitor – internet safety
- External visitor – Drug misuse
- Safer roads
- External visitor – mental health
- External visitor – UCAS
- External visitor – why university?
- External visitor – apprenticeships
- Sporting events

In addition to the above, there is an ongoing focus upon the protected characteristics as an integral part of the taught curriculum. This includes:

- English – disability, race, religion and sexual orientation
- Drama – disability, race and religion
- History – age, race, religion and sexual orientation
- Geography – age and race
- RE – marriage, race, religion and belief



- Technology – disability and race
- Art – age, race and disability
- PE – race, gender and reassignment

Families

By the end of year 11, students will know:

- that there are different types of committed, stable relationships
- how these relationships might contribute to their happiness and their importance for bringing up children
- what marriage is, including its 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 children, including the characteristics of successful parenting.

Students will also know how to:

- judge when a family, friend, intimate or other relationship is unsafe, and recognise this in others' relationships
- how to seek help or advice if needed, including reporting concerns about others
- determine whether other children, adults or sources of information are trustworthy.

Respectful relationships, including friendships

By the end of year 11, students will know:

- the characteristics of positive and healthy friendships in all contexts (including online). This will focus upon: trust; respect; honesty; kindness; generosity; boundaries; privacy; consent and the management of conflict; reconciliation and ending relationships. This includes different (non-sexual) types of relationships
- practical steps they can take in a range of different contexts to improve or support respectful relationships
- how stereotypes, particularly those based on sex, gender, race, religion, sexual orientation or disability, can cause damage, e.g., how they might normalise non-consensual behaviour
- that in school and 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 seek help
- the types of behaviour in relationships that can be criminal, including violent behaviour and coercive control
- what constitutes sexual harassment and violence, and why these are always unacceptable
- the legal rights and responsibilities regarding equality, with reference to the protected characteristics defined in the Equality Act 2010, and that everyone is unique and equal

Online and media

By the end of year 11, students will know:

- their rights, responsibilities and opportunities online, and that the same expectations of behaviour apply in all contexts
- about online risks, including that material shared with another person 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 they receive
- 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 is a criminal offence which carries severe penalties, including jail
- how information and data is generated, collected, shared and used online

Being safe

By the end of year 11, students will know:

- 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 – this includes online

Intimate and sexual relationships, including sexual health

By the end of year 11, students will know:

- 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 and 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 both men and women
- the 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 enjoy intimacy without sex
- the facts about the full range of contraceptive choices, their effectiveness and options available
- the facts around pregnancy including miscarriage
- that there are choices in relation to pregnancy, with legally and medically 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) are transmitted, how risk can be reduced through safer sex and the importance of 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 danger of livestreaming – an internet safety reminder to include privacy, consequences of sharing indecent content
- social interactions, links to friendships, dating, risky behaviour, nightlife dangers, transport, road and rail safety
- safe sex, links to consent, respectful relationships and healthy lifestyles, importance of screening, alcohol and risky behaviours



- abusive relationships, links to mental health, domestic abuse, consent, rape, cohesive behaviour, sexual violence and harassment and the law
- abortion, links to pregnancy and the law
- wellbeing and encouraging positive mental health attitudes

How is RSHE taught?

Mrs Rachael Harries is the RESPECT lead, Mrs Harries also teaches English. She works with the Assistant Headteacher for Curriculum (James Bolt) and the Assistant Headteacher for Behaviour and Rewards (Jordan Salway)

All JKHS staff are devoted to the personal, social development, education and care of all students across the school. Pastoral care at JKHS is at the core of our school where happiness and welfare are prioritised, and success is built upon strong inclusive values.

At JKHS, we recognise we need to continue to build upon the primary school RSHE curriculum. With year 7 students arriving from over 40 plus different primary schools, we begin with their own experiences, beliefs, and values pre-JKHS. Mr Salway is also responsible for year 6 into 7 transition and time is spent getting to know new students before they arrive at secondary school.

Regular, discrete RSHE/PSHE lesson time is in place, and we use our own staff as well as external visitors to support our programme. All staff who teach RSHE are given lesson plans and resources well in advance of the lesson to ensure any additional support or guidance can be provided where required.

Any teaching about RSHE is inclusive, factually accurate and in line with safe practice. Staff have the relevant subject knowledge and skills to create a safe and secure learning environment. They know how to handle questions and discussions on sensitive issues appropriately and strong emphasis is placed on mutual respect and reflection.

Staff who may encounter difficult questions

Some of the content within the RSHE programme can be challenging to teach. Some subject matter may touch on personal and potentially sensitive parts of a child's life. The following may assist staff when faced with such questions:

- Clarify clear boundaries in class as well as specific ground rules to include no student or teacher will have to answer a personal question and no one will be forced to take part in a discussion
- If a staff member is unsure of the answers to a question, explain that you will find out and get back to the student/class
- If a question appears to be too explicit or is not age-appropriate for the student or the class, explain that it will be attended to later
- If a safeguarding concern is raised during the lesson, please follow the JKHS safeguarding protocol at once
- Reassure the class that should they have anything else they wish to share; they can speak to you or another trusted adult

Teaching of RSHE subject matter

RSHE teaching involves a range of teaching methods to make it as relevant, real and effective as possible. Conversations and discussions on subjects such as teenage pregnancy, contraception, abortion, sexuality,



and consent are not always easy, however, accurate and honest dialogue can lead to increased understanding and compassion.

Investing time in a culture of openness and support within the classroom can bring about a full range of emotions from students, and staff need to be ready to support their class. It is likely some students will form and explore their own connections between what they are learning and elements of their own lives. Staff knowledge of students and their own unique viewpoints helps them to frame lessons and resources in a way that is relevant for students. Guiding students safely through potentially difficult subject matter creates a safe space where students are engaged, and learning is relevant and effective. Role play, case studies and videos are ways of depersonalising discussions.

JKHS draws on the expertise of external agencies and professionals within the local area and far and wide. For example, school nursing services, Education Mental Health Practitioner (EMPH), CLD youth counselling, local GPs and health services, and the police.

Students with special needs, additional needs and other vulnerabilities

At JKHS, we recognise some of the challenges some young people may face in the teaching of RSHE. Safeguarding is the most pressing argument for teaching RSHE to our most vulnerable students. Students can be more vulnerable to abuse, bullying and exploitation, to name a few. They may need extra help to deal with peer pressure and coercion and they may find some of the lesson content challenging.

Due to the nature of their needs, some young people may ask more explicit, intrusive, or inappropriate questions. Once again, boundaries and ground rules should be established so staff can respond with confidence. As ever, the class teacher can always offer to answer questions in a later session or seek advice from colleagues. Where support staff are present in class, they should work under the guidance of the class teacher.

Some students who are likely to be directly impacted by issues covered in a lesson, should be highlighted by the head of year or class teacher in advance of the lesson. It may be appropriate for some young people to be taught 1:1, in a small group or via a targeted session dependent on their views/wishes and those of their parent/carer. It may also be necessary to repeat some lessons to consolidate learning as we recognise that a one-size fits all approach is not appropriate for everyone.

A clear process for reporting any safeguarding concerns or disclosures raised by a student is in place and all staff are aware of JKHS protocol. It is also important to consider the safeguarding needs of staff delivering the lessons and they are advised to speak to their line manager should they require any further support.

All staff are aware of students with SEND and they have knowledge of their individual needs. Mrs Rees (SENCo) is able to advise on individual needs and broad areas of need as are heads of year, tutors, and pastoral support officers.

Right of withdrawal

RSHE is an important part of our curriculum, and it is hoped all young people participate. However, parents/carers have a right to withdraw their child from some or all sex education (but not relationships or health education). Before granting any such request, it is good practice for the headteacher to discuss the request with parents/carers and, as appropriate, with the child to ensure their own wishes are understood.

Following discussions taking place, staff will respect the request to withdrawal, up to and until 3 terms before the child turns 16. At this point, if the child chooses to receive sex education, staff will respect the young person's wishes.

The above process is the same for students with SEND, however the headteacher may wish to liaise with the SENCo in finding out more about the needs of the young person prior to making an informed decision.

Any parent/carer wishing to exercise the right to withdrawal are asked to put their request in writing to the headteacher.

Monitoring and evaluation

Knowing the students in each lesson is key to assessing their knowledge and understanding of information and issues addressed in RSHE. Student voice and responses to content as well as staff voice is invaluable in monitoring the quality of provision. By asking students what they have learnt from the discussion as well as to what extent the content has helped them encourages reflection. Learning walks and evidence of increased respect and positive attitudes is also a big part of our monitoring and evaluation. The school council also has an active part to play, and they are regularly called upon to give their views.

Communication with parents, carers, the local community, and external agencies remains invaluable. It is especially important that 'home' is aware of what is being taught and when, so they can anticipate and follow their child's learning as well as add their own input. Student progress is recorded by form tutors via a formal comment in a school report to parents/carers.

The RSHE programme is a 'live' document that changes and evolves through consultation and reference to real cases both within school and in the local community.

Links with other policies

- JKHS safeguarding and child protection
- JKHS peer-on-peer
- JKHS youth peer-on-peer
- JKHS SEND
- JKHS protected characteristics
- JKHS behaviour for learning
- JKHS curriculum

Policy reviewed:	Spring 2024
Reviewed by:	Assistant Head Curriculum and RESPECT Lead
Review date:	Summer term 2026