



# The Hinckley SCHOOL

## Relationships, Sex and Health Education Policy (RSHE)

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## Definitions and Overview:

- 1 The Department for Education set out to introduce compulsory Relationships and Sex Education (RSE) for secondary students from September 2020. From September 2020, it will be also compulsory for all schools to teach Health Education.
- 2 The Relationships, Sex and Health Education (RSHE) curriculum at The Hinckley School has been designed and continues to be developed in response to the DfE's changes and covers the core content of both Relationships and Sex Education (RSE) and Health Education. As well as to respond to the changing world in which we live in and the needs and wishes of our local community.
- 3 RSHE at The Hinckley School is about supporting the emotional, social and cultural development of students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.
- 4 RSHE involves a combination of sharing information and exploring issues and values through discussion. (Talking Points).
- 5 RSHE is not about the promotion of sexual activity.
- 6 As written in section 76 of the Department for Education's (DfE) statutory guidance for RSE: "It is recognised that there will be a range of opinions regarding RSE. The starting principle when teaching each of these must be that the applicable law should be taught in a factual way so that pupils are clear on their rights and responsibilities as citizens."

This policy was originally developed in response to Relationship and Sex Education (RSE) Guidance DfE 2000, the National Teenage Pregnancy Strategy and National Healthy Schools Programme. This has since been replaced by the 2020 RSE guidance.

The objective of the RSE curriculum at The Hinckley School is that it fulfils our statutory responsibility to support students' spiritual, moral, cultural, mental and physical development and prepare them for the opportunities, responsibilities and experience of life.

The Department of Education states RSE is compulsory from September 2020 as well as Health Education, made under section 34 and 35 of the Children and Social Work Act 2017.

In March 2023, we were told RSHE start guidance will be completed by end of this year – guidance still not published and this policy will be renamed and amended as soon as published.

## What is Relationship, Sex and Health Education?

RSHE is lifelong learning about physical, sexual, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. It is about being inclusive and celebrating all different manners of relationships in a safe and respectable way. It is about the focus on consent and healthy minds and healthy relationships.

## Aims:

The aim of RSHE at The Hinckley School is to provide balanced factual information about human reproduction, together with consideration of the broader emotional, ethical, religious and moral dimensions of sexual health. Our RSE programme aims to prepare students for an adult life in which they can:

- develop positive values and a moral framework that will guide their decisions, judgements and behaviour; have the confidence and self-esteem to value themselves and others; have respect for individual conscience and the skills to judge what kind of relationship they want;
- understand the consequences of their actions and behave responsibly within sexual and wider relationships;
- avoid being exploited or exploiting others or being pressured into unwanted or unprotected sex;
- communicate effectively by developing appropriate terminology for relationship and sex issues;
- develop awareness of their sexuality and understand human sexuality; challenge sexism and prejudice, and promote equality and diversity;
- understand the arguments for delaying sexual activity;
- understand the reasons for having protected sex;
- have sufficient information and skills to protect themselves and, where they have one, their partner from sexually transmitted infections and unplanned conceptions;
- be aware of the sources of help and acquire the skills and confidence to access confidential health advice, support and treatment if necessary;
- know how the law applies to sexual relationships, including consent;
- know how to stay safe when using social media and the wider internet, including sexting;
- Allow students to explore a number of key issues surrounding relationships such as consent, peer on peer abuse, media impact, dealing with relationships when 'they don't go your way', body confidence, FGM, forced marriage, contraception and safe sex and much more
- Students should understand the society in which they are growing up from a factual point of view, including the protected characteristics as outlined in the [Equality Act 2010](#).

The aims above are underpinned by PRIDE – The Hinckley School’s core set of values and behavioral expectations that we promote to all students. Through PRIDE and our RSHE curriculum we aim for students to foster respect for others and for difference and educate students about healthy relationships. RSHE should meet the needs of all students, whatever their background – this should include age-appropriate teaching about different types of relationships in the context of the law.

Healthy Relationships	Romantic relationships	Key messages: <ul style="list-style-type: none"> <li>• FGM</li> <li>• ‘Coming out’/ Sexuality</li> <li>• Transgender and Diversity</li> </ul>	‘Young sex’ – when is the right time to have sex? / Consent
Puberty	The role of the media and relationship/ body expectations	Key messages #2: <ul style="list-style-type: none"> <li>• Peer on Peer abuse</li> <li>• Sexting and the Law</li> <li>• Online Safety</li> </ul>	Contraception lesson

## **Statutory Requirements:**

As a secondary academy school, we must provide RSHE to all students as per section 34 of the [Children and Social work act 2017](#).

In teaching RSHE, 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 The Hinckley School we teach RSHE as set out in this policy.

## **Policy Development:**

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

- a) Review – RSHE leads pulled together all relevant information including relevant national and local guidance.
- b) Staff consultation – staff reviews sent out to tutors
- c) Parent/stakeholder consultation – parents and any interested parties were sent a letter and invited to contribute
- d) Student consultation
- e) Ratification – once amendments were made; the policy was shared with governors and ratified

## **Curriculum:**

The overview of our RSHE curriculum overview will need to be adapted as and when necessary in accordance with student needs, local and global issues etc. The curriculum has been designed to meet the end points outlined in the [guidance](#) issued by the Secretary of State on 25 June 2019 and along with recommendation of the PSHE association. RSHE falls under the Key Theme of 'Health and Well-being and is run under the umbrella of our PSHE curriculum. We also cover the other main Themes of PSHE: Health and Wellbeing, Living in Wider Society and Relationships.

## Organisation and Content of Relationships and Sex Education:

The Hinckley School specifically delivers RSHE through its Personal Development and Careers (PDC) Programme, PE and Science lessons at KS3 and KS4.

Much of the RSHE at our school takes place within PDC lessons. Tutors generally deliver the PSHE Curriculum with support from professionals where appropriate. Tutors work closely with their tutees and we believe that they are usually the best people to work with the students on many of the RSHE topics as they are aware of each student's individual circumstances. RSHE lessons are set within the wider context of the PDC Curriculum and focus more on the emotional aspects of development and relationships, although the physical aspects of puberty and reproduction are also included as well as lessons on contraception and critical thinking around 'the right time to have sex'.

The Science Curriculum is delivered by staff in the science department. These lessons are more concerned with the physical aspects of development and reproduction, although the importance of relationships is not forgotten and contraception is also discussed here.

The PDC Programme is taught in every year group and follows a spiral curriculum where key concepts are built on throughout the years. These include topics focusing on Healthy Relationships with Mental Health at the forefront. Examples of lessons include: key messages consent, 'coming out/ sexuality', transgender and diversity, FGM, self-esteem and body confidence, the role of the media on relationships, forced marriages, sexting and the law and online safety and much more.

Any PDC lessons may consider questions or issues that some students will find sensitive. Before embarking on these lessons ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson. When students ask questions, we aim to answer them honestly, with the ground rules established at the start of the sessions. When it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the students, the question may be dealt with individually at another time.

More expert or specialist teachers support tutors who are uncomfortable with teaching certain aspects of the curriculum. Support is offered with the year team or from the PDC Leader who will help with the planning or delivery of lessons if required. All staff are offered training on the 'red box' and contraception lesson beforehand. The contraception lessons are taught in same sex classes in order for students to ask sensitive questions although it is clearly explained that contraception is the couple's responsibility.

All materials used are Government approved through the PSHE Association and/or Unifrog. The content of the sessions can be found on our website.

## **Inclusion:**

### *Ethnic and Cultural Groups*

We intend our policy to be sensitive to the needs of different ethnic groups. We respond to parental requests and concerns after a letter is sent home to all parents/ careers before the PDC lessons take place.

### *Students with Special Needs*

We will ensure that all young people receive relationship and sex education, and we will offer provision appropriate to the particular needs of all our students, taking specialist advice where necessary.

### *Sexual Identity and Sexual Orientation*

We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate questions and offer support. Young people, whatever their developing sexuality, need to feel that relationship and sex education is relevant to them. There is a separate policy on trans-gender. LGBTQ+ flags are displayed in all classrooms throughout the year to show inclusivity. These have been in place from 2018 following on from a School Council project where a LGBTQ+ group was set up.

## **Right of Withdrawal of Students from Relationship and Sex Education:**

Some parents prefer to take the responsibility for aspects of this element of education. They have the right to withdraw their children from the contraception PDC element except for those parts included in the statutory curriculum. We would make alternative arrangements in such cases. Parents are encouraged to discuss their decisions with staff at the earliest opportunity after receiving their letter. Parents are welcome to review any PDC resources the school uses and this is made clear to them in a letter sent home to parents.

## **Confidentiality, Controversial and Sensitive Issues:**

Teachers cannot offer unconditional confidentiality. In a case where a teacher learns from an under 16-year-old that they are having or contemplating sexual intercourse:

- the young person will be encouraged, wherever possible, to talk to parent/carer and if necessary seek medical advice.
- safeguarding procedures will be considered, and referred if necessary to the Designated Safeguarding Lead, under the school's Safeguarding Policy (available as a separate document).

- the young person will be properly advised by a health professional (under Fraser Guidelines), including precise information about where young people can access contraception and advice services.
- Extra information and support can be gain from the Health and Well-being Team
- We also work closely with Hinckley and Bosworth Council (HBBC) and the education team (Angela Egan is the lead) who come into school and do workshops with our Year 11s before they leave focusing on PDC. The aim of this is to recap key messages before they depart for Exam Leave.
- Regular visits by the HBBC team for 6<sup>th</sup> form before holidays.

In any case where safeguarding procedures are followed, the teacher will ensure that the young person understands that if confidentiality has to be broken, they will be informed.

Health professionals in school are bound by their codes of conduct in a one-to-one situation with an individual student. The Health and Wellbeing Suite provides age-appropriate access to advice, information and guidance regarding relationships and sexual health.

## **Roles and responsibilities:**

### **The Governing Board**

The Governing Board will approve the RSHE policy and hold the Headteacher to account for its implementation.

### **The Headteacher**

The Headteacher is responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw students from non-statutory components of Sex Education (see section Parents' Right to Withdraw).

### **Staff**

Staff are responsible for:

- Delivering RSHE in a sensitive way
- Modelling positive attitudes to RSHE
- Monitoring progress
- Responding to the needs of individual students
- Responding appropriately to students whose parents wish them to be withdrawn from the non-statutory components of Sex Education.
- Encouraging students to speak respectfully and listen to viewpoints they may not agree with. Staff do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching RSHE are encouraged to discuss this with the PSHE lead or the Headteacher.

### **Students**

Students are expected to engage fully in RSHE and, when discussing issues related to RSHE, treat others with respect and sensitivity.

### Parents' right to withdraw

- New legislation brought in through the Children and Social Work Act 2017 brought changes in relation to parental rights to withdraw children from school sex education.
- Parents do not have the right to withdraw their child from the elements of our **PDC** Curriculum that also feature in the National Science Curriculum. This is the biological aspects of human growth and reproduction.
- Parents do have the right to withdraw their child from the non-science components of Sex Education within PDC up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.
- Requests for withdrawal should be put in writing using the form found in Appendix 4 of this policy and addressed to the Headteacher.
- A copy of withdrawal requests will be placed in the student's educational record. The Headteacher will discuss the request with parents and take appropriate action.
- Alternative work will be given to students who are withdrawn from sex education.

### Training

- Year 10 tutors are offered Red Box training for the Contraception Lesson
- Specialist visitors from outside the school, such as school nurses or sexual health professionals, will be invited to provide additional support and training to staff teaching PDC when required.

### Monitoring and Evaluation of Relationship and Sex Education:

It is the responsibility of the PDC Leader to oversee and organise the monitoring and evaluation of PDC, in the context of overall school plans for monitoring the quality of teaching and learning. The PDC Programme will be treated as a subject department in this exercise, under which all departments undertake annual self-evaluation in addition to regular meetings with the senior line manager.

The Academy Trustees are responsible for overseeing, reviewing and organising the revision of the Relationship and Sex Education Policy.

Ofsted is required to evaluate and report on spiritual, moral, social and cultural development of students. This includes evaluating and commenting on the school's relationship and sex education policy, and on support and staff development, training and delivery.

## Appendix 1: Statutory Guidance: By the end of secondary school students should know

### Relationships and Sex Education Topics

TOPIC	STUDENTS SHOULD KNOW
Families	<ul style="list-style-type: none"> <li>• That there are different types of committed, stable relationships</li> <li>• How these relationships might contribute to human happiness and their importance for bringing up children</li> <li>• 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</li> <li>• Why marriage is an important relationship choice for many couples and why it must be freely entered into</li> <li>• The characteristics and legal status of other types of long-term relationships</li> <li>• The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting</li> <li>• 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</li> </ul>
Respectful relationships, including friendships	<ul style="list-style-type: none"> <li>• 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</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• 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)</li> <li>• 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</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</li> <li>• That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</li> <li>• What constitutes sexual harassment and sexual violence and why these are always unacceptable</li> <li>• 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</li> </ul>

TOPIC	STUDENTS SHOULD KNOW
Online and media	<ul style="list-style-type: none"> <li>• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</li> <li>• 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</li> <li>• Not to provide material to others that they would not want shared further and not to share personal material which is sent to them</li> <li>• What to do and where to get support to report material or manage issues online</li> <li>• The impact of viewing harmful content</li> <li>• 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</li> <li>• That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</li> <li>• How information and data is generated, collected, shared and used online</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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)</li> </ul>

TOPIC	STUDENTS SHOULD KNOW
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</li> <li>• That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</li> <li>• That they have a choice to delay sex or to enjoy intimacy without sex</li> <li>• The facts about the full range of contraceptive choices, efficacy and options available</li> <li>• The facts around pregnancy including miscarriage</li> <li>• 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)</li> <li>• 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</li> <li>• About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</li> <li>• How the use of alcohol and drugs can lead to risky sexual behaviour</li> <li>• How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</li> </ul>

### Health Education Topics

RSE TOPIC	STUDENTS SHOULD KNOW
Mental wellbeing	<ul style="list-style-type: none"> <li>• How to talk about their emotions accurately and sensitively, using appropriate vocabulary</li> <li>• that happiness is linked to being connected to others</li> <li>• How to recognise the early signs of mental wellbeing concerns</li> <li>• common types of mental ill health (e.g. anxiety and depression)</li> <li>• 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</li> <li>• The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness</li> </ul>

RSE TOPIC	STUDENTS SHOULD KNOW
Internet safety and harms	<ul style="list-style-type: none"> <li>The similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships (including social media), the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online</li> <li>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</li> </ul>
Physical health and fitness	<ul style="list-style-type: none"> <li>The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress</li> <li>The characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health.</li> <li>The science relating to blood, organ and stem cell donation</li> </ul>
Healthy eating	<ul style="list-style-type: none"> <li>How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer</li> </ul>
Drugs alcohol and tobacco	<ul style="list-style-type: none"> <li>The facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions</li> <li>The law relating to the supply and possession of illegal substances</li> <li>The physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood</li> <li>The physical and psychological consequences of addiction, including alcohol dependency</li> <li>Awareness of the dangers of drugs which are prescribed but still present serious health risks</li> <li>The facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so</li> </ul>
Health and prevention	<ul style="list-style-type: none"> <li>About personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics</li> <li>About dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist**</li> <li>(late secondary) The benefits of regular self-examination and screening</li> <li>The facts and science relating to immunization and vaccination</li> <li>The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn</li> </ul>
Basic first aid	<ul style="list-style-type: none"> <li>Basic treatment for common injuries</li> <li>Life-saving skills, including how to administer CPR</li> <li>The purpose of defibrillators and when one might be needed</li> </ul>

RSE TOPIC	STUDENTS SHOULD KNOW
Changing adolescent body	<ul style="list-style-type: none"> <li>Key facts about puberty, the changing adolescent body and menstrual wellbeing</li> <li>The main changes which take place in males and females, and the implications for emotional and physical health</li> </ul>

## Appendix 2: Leicestershire Healthy Schools Supporting guidance for LGBTQ+

Guidance Statement LGBT+

### Supporting LGBT young people

Schools play a vital role in supporting lesbian, gay, bisexual and trans (LGBT) young people.

As around 6% of the UK population (3.9 million people) may identify as LGBT, each school is likely to have 2 lesbian, gay or bisexual pupils per class and one trans young person per year group.

LGBT young people may worry that those around them will react negatively to who they are and often experience high levels of bullying in school. Creating an inclusive environment is a key part of making LGBT young people feel welcome and valued at school.

The law is clear that schools must meet the needs of all LGBT young people and tackle homophobic, biphobic and transphobic (HBT) bullying. It is important that RSE meets the needs of all young people.

Schools can help create an inclusive environment in which LGBT young people will feel safe, happy and fulfil their potential if they:

- Take a whole school approach to tackling HBT bullying and language
- Challenge gender stereotypes from an early age
- Ensure LGBT people and different families form part of inclusive RSE and other curriculum areas
- Make LGBT people visible in aspects of school life including library books, positive posters and special events
- Work with other schools and organisations to meet the needs of pupils, including the provision of information and support

All staff, not just LGBT staff, can be important role models for all young people by talking positively about LGBT people.

### Local support

The Leicestershire Healthy Schools Programme works very closely with the Leicestershire County Council Anti Bullying Team to address the needs of LGBT pupils.

The Hinckley School has a LGBTQ+ support group previously student led by Student Council and the Junior Leadership Team which is now being run by the DSL.

Sources:

The Department for Education has published statutory guidance (June 2019) regarding the implementation of Relationship Education, Relations and Sex Education (RSE) and Health Education in all schools across England by 2020. Schools are encouraged to implement the curriculum from 2019.

“Students should be able to understand the world in which they are growing up which means understanding that some people are LGBT, that they should be respected in British society, and that the law affords them and their relationship recognition and protection (DFE 2019).

The **Equality Act 2010** states that it is against the law to discriminate against anyone because of:

- ☐ Age
- ☐ Disability
- ☐ Gender reassignment
- ☐ Marriage and civil partnership
- ☐ Pregnancy or maternity
- ☐ Race
- ☐ Religion or belief
- ☐ Sex
- ☐ Sexual orientation

The **Public Sector Equality Act** (April 2011) states that all public bodies have to consider all individuals when carrying out their day-to-day work. It also requires that public bodies:

- ☐ Have due regard to the need to eliminate discrimination
- ☐ Advance equality of opportunity
- ☐ Develop good relations between different people

Department for Education RSE Guidance (Draft, Feb 2019, June 2019) Page 15

36. In teaching Relationships Education and RSE, schools should ensure that the needs of all students are appropriately met, and that all students understand the importance of equality and respect. Schools must ensure that they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics.

37. Schools should ensure that all of their teaching is sensitive and age appropriate in approach and content. At the point at which schools consider it appropriate to teach their students about LGBT, they should ensure that this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a standalone unit or lesson. Schools are free to determine how they do this, and we expect all students to have been taught LGBT content at a timely point as part of this area of the curriculum.

NEU statement April 2019 Extract:

“Schools need to be confident that they’re right to make sure their Relationships and Sex Education (RSE) education is inclusive of all families and relationships, including LGBT+ people, in an age-appropriate way. RSE is just one area of the school curriculum in which the experiences of LGBT+ students need to be appropriately included if we want to break the cycles of discrimination.

### **Damien Hinds to Schools Week, March 2019**

“I’ve always been clear that I support headteachers to make decisions and we believe inschool autonomy, that school leaders are best-placed to make decisions.

“Of course, it’s also right to consult with parents. That is just good practice anyway, and in the new guidance that’s quite clear about the need to consult with parents, but yes I do back teachers.”

Suggested Resources:

The Equality Act 2010 <https://www.gov.uk/guidance/equality-act-2010-guidance#public-sector-equality-duty>

Department for Education RSE Guidance (Draft, Feb 2019)

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/781150/Draft\\_guidance\\_Relationships\\_Education\\_Relationships\\_and\\_Sex\\_Education\\_RSE\\_and\\_Health\\_Education2.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/781150/Draft_guidance_Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education2.pdf)

Stonewall <https://www.stonewall.org.uk/supporting-schools>

PSHE Organisation <https://www.pshe-association.org.uk/news/key-questions-mandatory-pshe-requirements-health>

No outsiders <http://www.equalitiesprimary.com/home.html>

The Anne Frank Trust UK | UK anti-prejudice education charity <https://annefrank.org.uk/>

Roadmap to statutory RSE | PSHE Association <https://www.pshe-association.org.uk/curriculum-and-resources/resources/roadmap-statutory-rse>

Valuing ALL God’s Children (C of E resource)

[file:///C:/Users/cvjul669/AppData/Local/Microsoft/Windows/INetCache/Content.Outlook/XXHFDHFK/Valuing%20All%20God's%20Children's%20Report\\_0.pdf](file:///C:/Users/cvjul669/AppData/Local/Microsoft/Windows/INetCache/Content.Outlook/XXHFDHFK/Valuing%20All%20God's%20Children's%20Report_0.pdf)

### Appendix 3: FAQs answered by the Department for Education

Below, the DfE have explained some of the common misconceptions around these subjects.

#### Will my child's school have to consult with me before teaching these subjects?

Schools will be required to consult with parents when developing and reviewing their policies for Relationships Education and RSE, which will inform schools' decisions on when and how certain content is covered. Effective consultation gives the space and time for parents to input, ask questions, share concerns and for the school to decide the way forward. Schools will listen to parent's views, and then make a reasonable decision as to how they wish to proceed. What is taught, and how, is ultimately a decision for the school and consultation does not provide a parental veto on curriculum content.

A school's policies for these subjects must be published online, and must be available to any individual free of charge. Schools should also ensure that, when they consult parents, they provide examples of the resources they plan to use, for example the books they will use in lessons.

#### Will my child be taught sex education at primary? This is too young.

We are not introducing compulsory sex education at primary school.

We are introducing Relationships Education at primary, to put in place the building blocks needed for positive and safe relationships of all kinds. This will start with family and friends, how to treat each other with kindness, and recognising the difference between online and offline friendships.

Some primary schools choose to teach sex education (which goes beyond the existing national curriculum for science), and in those instances we recommend you discuss this with the school to understand what they propose to teach and how. If you continue to have concerns, you have an automatic right to withdraw your child from these lessons.

#### Does the new Relationships Education and RSE curriculum take account of my faith?

The subjects are designed to help children from all backgrounds build positive and safe relationships, and to thrive in modern Britain.

In all schools, when teaching these subjects, the religious background of students must be considered when planning teaching, so that topics are appropriately handled. Schools with a religious character can build on the core content by reflecting their beliefs in their teaching.

In developing these subjects, we have worked with a number of representative bodies and faith organisations, representing all the major faith groups in England. Several faith organisations produce teaching materials that schools can choose to use.

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Do I have a right to withdraw my child from Relationships and Sex Education?

Parents will have a right to withdraw their child from sex education delivered as part of RSE in secondary schools which, unless there are exceptional circumstances, should be granted up to three terms before their child turns 16. At this point, if the child themselves wishes to receive sex education rather than be withdrawn, the school should decide for this to happen in one of the three terms before the child turns 16 - the legal age of sexual consent.

There is no right to withdraw from Relationships Education at primary or secondary as we believe the contents of these subjects – such as family, friendship, safety (including online safety) – are important for all children to be taught.

Has the government listened to the views of my community in introducing these subjects?

A thorough engagement process, involving a public call for evidence and discussions with over 90 organisations, as well as the public consultation on the draft regulations and guidance, has informed the key decisions on these subjects. The consultation received over 11,000 responses from teachers, schools, expert organisations, young people and parents – these responses have helped finalise the statutory guidance as well as the regulations that have been laid in Parliament.

Will these subjects promote LGBT relationships?

No, these subjects don't 'promote' anything, they educate.

Students should be taught about the society in which they are growing up. These subjects are designed to foster respect for others and for difference and educate students about healthy relationships. RSE should meet the needs of all students, whatever their developing sexuality or identity – this should include age-appropriate teaching about different types of relationships in the context of the law.

Students should receive teaching on LGBT relationships during their school years - we expect secondary schools to include LGBT content. Primary schools are enabled and encouraged to cover LGBT content if they consider it age appropriate to do so, but there is no specific requirement for this. This would be delivered, for example, through teaching about different types of family, including those with same sex parents.

Will teachers receive training before delivering these subjects?

The department is committed to supporting schools to deliver these subjects to a high standard. We know that training is a priority for teachers and we will be consulting with teachers, trade unions and other key stakeholders over the coming months on how we structure the training.

In addition, we are encouraging schools to act as early adopters for this curriculum and to start teaching the subjects from September 2019. To help early adopter schools, we will provide further advice on how they can improve their practice. Lessons learned from the early adopters and best practice from schools will be shared with all schools from September 2020.

## Appendix 4: Letter sent to Parents:

Date

Dear Parent(s)/Carer(s)

As a part of your child's education at The Hinckley School, we promote personal wellbeing and development through a comprehensive Personal, Social, Health and Economic (PSHE) education programme. PSHE education is the curriculum subject that gives young people the knowledge, understanding, attitudes and practical skills to live safe, healthy, productive lives and meet their full potential.

I am writing to let you know that, over the next 2 PSHE lessons, dated xxxxxxxxxxxxxx your child will be taking part in lessons which will focus on the relationships and sex education (RSE) aspect of this programme. RSE is a Government statutory requirement. RSE lessons in Key Stages 3 and 4 will include the following topics:

Year 7:

- An introduction to healthy relationships; including friendships and managing feelings
- Growing and changing; including puberty and personal hygiene

Year 8:

- Understanding romantic relationships
- The role of the media and relationships/ body expectations

Year 9:

- A focus on key messages including: FGM (female genital mutilation and forced marriage), 'Coming out'/ Sexuality, Transgender and Diversity, Peer on Peer abuse, Sexting, the Law and online safety

Year 10:

- Keeping safe in relationships and the importance of consent (including Contraception lesson)

All students will also have opportunities to ask questions that help them prepare for relationships of all kinds in the modern world, Including LGBTQ+ awareness. The Hinckley School prides itself on being an inclusive academy.

PSHE education is taught throughout the school in every year group and is monitored and reviewed regularly by the staff and Trustees. Please visit the academy website for more detail about our PSHE curriculum. All PSHE teaching takes place in a safe learning environment and is underpinned by our school ethos and values. PSHE is delivered by your child's Form Tutor.

The Hinckley School is committed to working in partnership with parents/carers; recent parental feedback has indicated that the overwhelming majority of parents continue to be highly supportive of the relationships and sex education programme. If you would like to find out more or discuss any concerns, please do not hesitate to email Mr Boast [mboast@thehinckleyschool.co.uk](mailto:mboast@thehinckleyschool.co.uk) or call the academy phone number to leave me a message with your name and number and I will return your call at the earliest opportunity.

Yours sincerely

Year Leader

## Appendix 5: Copy of parent withdrawal form

These are filled in once a parent / carer contacts the school after receiving the letter

TO BE COMPLETED BY PARENTS			
Name of child		Tutor	
Name of parent		Date	
Reason for withdrawing from sex education within RSHE			
Any other information you would like the school to consider			
Parent signature			
TO BE COMPLETED BY THE SCHOOL			
Agreed actions from discussion with parents	<i>Include notes from discussions with parents and agreed actions taken.</i>		
Staff member name and signature		Date:	