

Relationships, Sex and Health Education (RSHE) & Personal, Social, Health and Economic Education (PSHEE) Policy and Procedure

Harwich and Dovercourt High School



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AMENDMENT TRACKER

Summary of all changes being proposed in this policy review:

Page	Details of amendment
4 Bulletin point 11	Wording amended from “students are encouraged to consider” to “students consider”. Sentence added at end of bullet point: “Issues surrounding peer-on-peer abuse are openly discussed and studied.”
14	Date changed on title of document to 2021-2022

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1. Aims of RSHE

The aims of relationships, sex, and health education (RSHE) at our school are to:

- Provide a framework in which sensitive discussions can take place.
- Prepare students for puberty and give them an understanding of sexual development and the importance of health and hygiene.
- To give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships.
- Help students develop feelings of self-respect, confidence, and empathy.
- To foster gender equality and LGBT+ equality.
- Create a positive culture around issues of sexuality and relationships.
- Teach students the correct vocabulary to describe themselves and their bodies.
- To provide Health education in order for students to live healthy and successful lives.
- To present facts in an objective and balanced manner, in order to enable students to comprehend a range of sexual attitudes and behaviour in present day society.
- To help students to consider their own attitudes and to make informed, reasoned, and responsible decisions about the attitudes that they should be encouraged to adopt while they are at school and in adulthood.
- Set a clear moral framework of physical aspects of sexual behaviour, in which students consider the importance of self-restraint, dignity and respect for themselves and others, and helped to recognise the physical, emotional and moral risks of casual and promiscuous sexual behaviour. Issues surrounding peer-on-peer abuse are openly discussed and studied.
- To inform students how to appreciate the benefits of a stable family life and the responsibilities of parenthood.
- Recognise that all genders should behave responsibly in sexual matters.
- Reflect on what makes a healthy or unhealthy relationship and how to respond in different situations.
- To know what is and is not legal.

2. PSHEE Overview

Personal, Social, Health & Economic Education (PSHEE) & Citizenship is a basic entitlement for all students at Harwich and Dovercourt High School. It is embedded within the ethos of the school and is reflected in the general aims of the school. PSHEE & Citizenship is a taught lesson that promotes students' well-being and self-esteem enabling them to take responsibility for their future life choices. Resources are provided to staff and students by the Head of PSHE & Citizenship Education.

<p>Personal – to do with ourselves.</p> <p>Social – to do with our interactions and relationships with others.</p> <p>Health – all about looking after our bodies both mentally and physically.</p> <p>Economic – to do with the economy.</p>	<p>PSHEE covers three different topics:</p> <p>Living in the Wider World – focuses on careers, personal finance, independent living, British Values, skills for life, personal values and SMSC (spiritual, moral, social and cultural development).</p> <p>Health and Wellbeing – focuses on health, hygiene, exercise, mental health, personal safety, drugs and alcohol.</p> <p>Relationships and Sex Education (RSE) – focuses on sex, relationships, friends and family matters, LGBT+, positive and unhealthy relationships.</p>
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PSHEE & Citizenship is about what it is to be a person, and how to be a valuable member of society. Fundamentally, this is concerned with the exploration of values and attitudes, with the development of skills, and with the acquisition of relevant knowledge and understanding. This should enable students to lead confident, healthy, responsible lives as individuals and a contributing part of society. From making responsible decisions to succeeding in their first job, PSHEE helps to manage many of the most critical opportunities, challenges, and responsibilities they will face growing up.

We want all our students to be healthy and to achieve at school and in life. We believe that by providing opportunities at school for enhancing emotional and physical health, we will improve long term health, reduce health inequalities, increase social inclusion, and raise achievement for all. Students are encouraged to take part in a wide range of

activities and experiences across and beyond the curriculum, contributing fully to the life of the school and the wider community. In particular the pastoral system, and the many activities organised within, support an inclusive and participatory ethos.

PSHEE & Citizenship aims to enable students to:

- Value others and feel valued.
- Respect others and be respected.
- Be independent, but also interdependent.
- Behave responsibly and to understand the consequences of actions.
- Have a concern for justice and uphold the rights of others.
- Treat others the way they wish to be treated.
- To prepare students for a world we can't envisage so when they're stuck with something they've never seen before they choose to think instead and act appropriately.



PSHEE and Citizenship gives students the opportunities to reflect on their experiences and understand how they are developing personally and socially, encompassing many of the SMSC (spiritual, moral, social and cultural development) issues in their lives and that of others in society. This will allow them to build meaningful relationships. It also promotes students' well-being and self-esteem enabling them to take responsibility for their future life choices.

Outside of the main curriculum, there are a series of drop-down enrichment days, where students study a particular PSHEE, Citizenship or Careers topic or topics for the entire day. Currently there are 3 per year, with the topic and purpose of each day, for each year group, reviewed.

The following, listed below, add value to the PSHEE and Citizenship covered through the main curriculum.

- Assemblies.
- Community / Year group activities.
- School charities.
- Cross-curricular projects.
- Theatre groups.
- Outside speakers and invited visitors.
- Tutor periods.
- Mentoring.
- Whole school events, such as sports day.
- Educational visits, school trips and Residential experiences.
- Sports teams.
- SIGMA and school newsletters.
- Young enterprise schemes.



Success criteria for PSHEE

Students will have an excellent knowledge of how to live a healthy and safe lifestyle. They will leave Harwich and Dovercourt High School with high quality life and employability skills.

The personal development of our students will lead to the majority of them being confident and articulate, showing mutual respect to each other and above all will develop maturity across the year groups.

Quality of teaching in PSHEE (Drop down days and timetabled lessons)

PSHEE enrichment days will be well planned in advance, in liaison with the postholder responsible for PSHEE. Lessons will be available to non-subject specialists providing clear guidance on how certain difficult issues may be approached with students, for example FGM or CIC.

Same gender staffing will be used as and where appropriate, for example with areas of sex education.

At the start of lessons, learning objectives will be made clear and there will be frequent checks on the understanding through review. Lessons will conclude with a plenary covering what has been learnt but also leaving students with a positive view of the subject matter. This will foster excellent relationships between staff and students encouraging greater participation and improved behaviour. Students will develop their vocabulary, reading, writing and oracy skills.

Teachers will have an awareness of PSHEE and Citizenship and be able to skillfully manage discussions on sensitive and, sometimes, controversial issues.

Outside speakers who are subject experts will be brought into the school, where appropriate, to inform our students and enrich the curriculum.

Students are responsible for their own learning and are unafraid to challenge concepts presented to them. They will feel confident to question teachers and visitors to broaden their understanding of the subject matter.

3. Statutory requirements

At Harwich and Dovercourt High School, we believe it is essential that we prepare our students for the challenges of life, PSHEE, Citizenship, Careers and RSHE being part of this. Children from the age of 11 years upward are to be taught RSHE, becoming a statutory requirement, along with health education, in 2020.

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

In teaching RSHE, we are required to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

The 1988 Education Act requires school to:

- Promote the spiritual, moral, social, cultural, and physical development of pupils.
- Prepare pupils for the opportunities, responsibilities, and experiences of adult life.

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. They also make Health Education compulsory in all schools. Personal, Social, Health and Economic Education (PSHEE) will continue to be compulsory at Harwich and Dovercourt High School. At Harwich and Dovercourt High School we teach RSHE as set out in this policy.

4. Policy development

This policy has been developed and agreed in consultation with staff, governors, pupils, parents/carers and various external bodies. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance.
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations. Staff teaching PSHEECC/RSHE were consulted during our yearly curriculum review.
3. Parent/stakeholder consultation – parents and any interested parties will be invited to attend a meeting about the policy. A draft policy will be provided for parental / guardian consultation.
4. Pupil consultation – we investigated what exactly pupils want from their RSHE / PSHEE.
5. Ratification – once amendments were made; the policy was shared with governors and ratified

5. Definition of RSHE

Relationship, Sex and Health Education (RSHE):

The aim of RSHE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It also covers contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what is acceptable and unacceptable behaviour in relationships.

This will help pupils understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed.

To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health, and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges, and complex contexts. Everyone faces difficult situations in their lives. PSHEE, Citizenship and RSHE can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.

The aim of teaching pupils about physical health and mental wellbeing is to give them the information that they need to make good decisions about their own health and wellbeing. It should enable them to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources. Pupils should also be taught about problems and challenges. This will include information

about the prevalence and characteristics of more serious mental and physical health conditions, drugs, alcohol, and information about effective interventions.

Physical health and mental wellbeing are interlinked, and it is important that pupils understand that good physical health contributes to good mental wellbeing, and vice versa.

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

RSHE involves a combination of sharing information and exploring issues and values.

RSHE is not about the promotion of sexual activity. Research has shown that RSHE reduces underage intercourse, teen pregnancies, and the spread of sexually transmitted diseases.

RSHE will help support pupils gain accurate information, develop skills, and form positive beliefs, values, and attitudes. It also gives pupils essential skills for building positive, enjoyable, respectful, loving, and non-exploitative relationships, staying safe both on and offline. It enables them to take responsibility for their body, relationships, reproduction, sexual health, and wellbeing.

6. Curriculum

Our curriculum is set out as per Appendix 1, but we may need to adapt it as and when necessary. For more information about our curriculum, see our curriculum map in Appendix 1.

RSHE is an integral element of a broader Personal, Social, Health and Economic Education (including Citizenship and Careers) curriculum. Students at Harwich and Dovercourt High School receive two 75-minute PSHEEC lessons a fortnight. RSHE will be studied in these lessons.

We have developed a new spiral curriculum in consultation with parents, pupils, and staff, considering the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner, so they are fully informed and do not seek answers online.

Our curriculum meets the requirements and guidance provided by the DfE and PSHE association. The curriculum is reviewed regularly to ensure that it stays relevant to the needs of our students.

Parents/guardians are key figures in helping children to cope with the physical and emotional aspects of growing up and in preparing them for the challenges and responsibilities which sexual maturity brings. The implementation of this curriculum will support both parents, carers/ guardians, and students.

Relationship, Sex and Health Education will be part of a broader whole school curriculum as subjects including Science, Sport, PE, Health Studies and Drama will cover some of the content included in their current schemes of work. Condom / Contraception Skills are taught during PSHEEC & enrichment days to Year 8 upwards.

PSHEE, Citizenship, Careers and RSHE is also delivered as three enrichment drop down days throughout the academic year. During these days, a variety of professionals and guest speakers come into the school to deliver training, presentations, and sessions for our students. These days further enrich student's education and experiences by providing real life examples and/or practical experiences.

We ensure RSHE & PSHEE is inclusive and meets the needs of all our students, including those with special educational needs and disabilities (SEND) by ensuring lessons are differentiated to meet the individual needs to the student.

7. What is high quality Relationship and Sex Education?

The 12 principles for delivery of high quality RSHE in all schools have been set out by the Sex Education Forum all based on evidence-based practice:

<http://www.sexeducationforum.org.uk/resources/advice-guidance/principles-good-rse>

1. Is an identifiable part of our personal, social, health and economic (PSHE) education curriculum, which has planned, timetabled lessons across all the Key Stages.
2. Is taught by staff regularly trained in RSHE and PSHEE (with expert visitors invited in to enhance and supplement the programme where appropriate).
3. Works in partnership with parents and carers, informing them about what their children will be learning and about how they can contribute at home.
4. Delivers lessons where pupils feel safe and encourages participation by using a variety of teaching approaches with opportunities to develop critical thinking and relationship skills.
5. Is based on reliable sources of information, including about the law and legal rights, and distinguishes between fact and opinion.

6. Promotes safe, equal, caring, and enjoyable relationships and discusses real-life issues appropriate to the age and stage of pupils, including friendships, families, consent, relationship abuse, sexual exploitation, and safe relationships online.
7. Gives a positive view of human sexuality, with honest and medically accurate information, so that pupils can learn about their bodies and sexual and reproductive health in ways that are appropriate to their age and maturity.
8. Gives pupils opportunities to reflect on values and influences (such as from peers, media, faith, and culture) that may shape their attitudes to relationships and sex, and nurtures respect for different views.
9. Includes learning about how to get help and treatment from sources such as the school nurse and other health and advice services, including reliable information online.
10. Fosters gender equality and LGBT+ (lesbian, gay, bisexual, trans) equality and challenges all forms of discrimination in RSHE lessons and in every-day school life.
11. Meets the needs of all pupils with their diverse experiences - including those with special educational needs and disabilities.
12. Seeks pupils' views about RSHE so that teaching can be made relevant to their real lives and assessed and adapted as their needs change.

8. Delivery of RSHE

RSHE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSHE are also taught within the science curriculum, and other aspects are included in drama, sport, food technology, PE, and Health studies.

Pupils also receive stand-alone sex education sessions delivered by a trained health professional during PSHEE and Citizenship drop down enrichment days. When healthcare professionals are involved, they are bound by their code of conduct to maintain strict confidentiality.

RSHE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families.
- Respectful relationships, including friendships.
- Online and media.
- Being safe.
- Intimate and sexual relationships, including sexual health.

For more information about our RSHE curriculum, see Appendices 1 and 2.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Why is RSHE in schools important?

High quality RSHE helps create safe school communities in which pupils can grow, learn, and develop positive, healthy behaviour for life, and for the following reasons:

- RSHE plays a vital part in schools fulfilling their statutory duties to protect and safeguard their pupils. Ofsted is clear that schools must have an RSHE programme that enables pupils to learn about safety and risks in relationships.
- Schools maintain a statutory obligation under the Children Act (2004) to promote their pupils' wellbeing and under the Education Act (1996) to prepare children and young people for the challenges, opportunities, and responsibilities of adult life.
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education from September 2020. They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHEE) continues to be compulsory in independent schools.
- Children and young people want to be prepared for the physical and emotional changes they undergo at puberty, and young people want to learn about relationships. Older pupils frequently say that relationships and sex

education was 'too little, too late and too biological'. Ofsted reinforced this in their 2013 Not Yet Good Enough report.

- Technology is evolving at a tremendous pace. The need to protect children and young people from inappropriate online content, cyber-bullying and exploitation is a growing concern. A comprehensive RSHE programme can support in addressing these issues.
- Research shows that a comprehensive RSE programme delays sexual activity for young people and increases the likelihood of using contraception. A link has been shown between effective school based RSE and reductions in teenage pregnancy (National Survey of Sexual Attitudes and Lifestyles 2013).

9. Roles and responsibilities

9.1 The Governing body

The governing body will approve the RSHE & PSHEE policy and hold the headteacher to account for its implementation. The governing body will also have responsibility to ensure HDHS has an up-to-date policy that describes the content and organisation of RSHE/PSHEE. The policy will be reviewed on a yearly cycle or sooner if necessary.

The governing body needs to ensure pupils are protected from teaching and materials which are inappropriate, having regard to the age, religious and cultural background of the pupils. It will ensure that the policy is available to parents and that parents know of their right to withdraw their children.

The school will have a dedicated link governor for RSHE & PSHEE.

9.2 The Headteacher

The Headteacher has responsibility for the day-to-day management of all aspects of the school's work, including teaching and learning. The Head teacher's responsibilities in respect of RSHE (delegated to the Assistant Head teacher / subject leader i/c PSHEECC) are to:

- Work with governors to ensure compliance with the statutory guidance.
- Liaise with the PSHE leader to ensure the effective delivery of the RSHE within the curriculum is being monitored.
- Keep the governing body fully informed of provision, issues, and progress around RSHE issues.
- Act upon any concerns which may arise from pupil's disclosure during RSHE sessions.
- Monitor staff training requirements in relation to effective teaching and learning of RSHE.
- Ensure parents/carers are informed when their children will be taught RSHE to support a partnership approach but also that they do have the right to withdraw their child.

9.3 Head of Department / Faculty

The head of department / faculty is responsible for ensuring that PSHEE, RSHE, Citizenship and Careers is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RSHE (see section 8). The head of department / faculty is also the schools Healthy Schools Leader.

The schools PSHEECC leader is responsible for all aspects of the subject including RSHE. In respect of RSHE, responsibilities are to:

- Ensure the implementation and quality of long term and medium term PSHEECC and RSHE schemes of work.
- Ensure that all staff are confident in the skills to teach and discuss PSHEECC / RSHE issues as trained, competent staff are essential to raising standards.
- Consider the needs of all pupils, and to achieve this recognise that the school might need to address some specific issue.
- Consult with pupils to inform provision around PSHEECC & RSHE and use the schools' survey results to inform planning.
- Access appropriate training.
- Monitor and advise on PSHEECC & RSHE organisation, planning and resource issues across the school.
- Ensure procedures for assessment, monitoring and evaluation are included.
- Liaise with the named governor for PSHEECC & RSHE.

- Liaise with any service provision to support aspects of sexual health.
- Co-ordinate with external providers to ensure their provision meets the outcomes of the planned provision using age appropriate materials.
- Liaise with the Head teacher to ensure parents/carers are informed when their children will be taught RSHE to support a partnership approach but also to inform of their right to withdraw their child.
- Monitor and evaluate the input of external agencies.

9.4 Staff

Staff are responsible for:

- Delivering PSHEECC & RSHE in a sensitive way.
- Modelling positive attitudes.
- Monitoring progress.
- Responding to the needs of individual pupils.
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science components of RSHE.
- Reporting any departmental, curriculum and behaviour issues to the subject leader.

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 department leader. RSHE will be taught by a team of experienced PSHEECC teachers.

9.5 Pupils

Pupils are expected to engage fully in RSHE & PSHEECC and, when discussing issues related to RSHE & PSHEECC, treat others with respect and sensitivity. Pupils are to follow the learning expectations at all times and act in a responsible, safe, and mature manner at all times.

10. Parents' right to withdraw

Parents do not have the right to withdraw their children from Relationships and Health Education.

Parents have the right to withdraw their children from the non-statutory components of sex education within RSHE 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 3 of this policy and addressed to the Head of PSHE & Citizenship, Mr S Sansom.

A copy of withdrawal requests will be placed in the pupil's educational record. The head of department / faculty will discuss the request with parents and take appropriate action.

Good practice is likely to include discussing with parents 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.

If a pupil is excused from sex education, it is the school's responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal. Alternative work will be given to pupils who are withdrawn from sex education.

HDHS aims to work in active partnership with families, value their views and keep them informed of the RSHE provision. If a parent/guardian/carer has any concerns about the RSHE provision, then time should be taken to address their concerns. Families can be invited to review the resources and can contact the Assistant Headteacher / subject leader with any queries or concerns.

This process is the same for pupils with SEND. However, there may be exceptional circumstances where a pupil's specific needs arising from their SEND are taken into account when making this decision.

Complaints

Parental or public complaints about the School's Relationships, Sex and Health Education or PSHEE provision should be addressed through the School's complaints procedure.

11. Training

Staff are trained on the delivery of RSHE as part of their induction and it is included in our continuing professional development calendar. Staff have been provided with online CPD training from Brook.

The head of department will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSHE. We also use various companies such as SexPlain, Boobs & Balls, CARA and Brook during enrichment days.

12. Monitoring arrangements

The delivery of PSHEEC and RSHE is monitored by Mr S Sansom (Head of PSHE & Citizenship) through planning scrutinise, learning walks, lesson observations and student / staff / parent voice questionnaires. Mr Sansom is the staff member responsible for leading PSHEE, Citizenship, Careers and RSHE.

Pupils' development is monitored by subject teachers as part of our internal assessment systems.

This policy will be reviewed by Mr S Sansom annually. At every review, the policy will be approved by the governing board and the headteacher.

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

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

13. Safeguarding and Confidentiality

PSHEEC & RSHE can be a sensitive issue. To protect privacy and engender respect for all, teachers will be expected to develop ground rules with pupils at the onset of work. This will include information on confidentiality and where pupils can get help on personal concerns both inside and outside school. Pupils should be informed about the remit of confidentiality and that teachers cannot offer or guarantee this to individual pupils unconditionally. Staff/students should be made aware that any discussions during PSHEEC & RSHE should not generally be repeated outside the classroom.

If pupils ask particularly sensitive questions that appear to be inappropriate in the circumstances, teachers will deal with this outside of the lesson but a holding statement should be used for example, 'that is a really interesting question and I need time to think because I want to give you a really good answer'. This then allows the teacher to follow a number of options. These include: further questioning of the pupil with another member of staff present asking them for interpretation of the question they asked, time to consult with colleagues to construct an appropriate answer, or liaise with the pupil's family, and obtain information about where to get further help, or, if the matter is considered a potential Safeguarding issue, the staff member responsible for this will be notified.

It is the responsibility of the school to support its pupils and to carry out its functions with a view to safeguarding and promoting the welfare of pupils. In fulfilling this duty, they must have regard to guidance around safeguarding. Whilst pupils have the same rights to confidentiality as adults no pupil should be guaranteed absolute confidentiality. If a member of staff is worried about a child's health, state of mind or safety as a result of comments during PSHEEC / RSHE, the concerns should be discussed with the relevant safeguarding member of staff. Staff will report any information or disclosure which raises concern that a child or children may be at risk of significant harm to the school's senior member of staff, with designated responsibility for Child Protection (Mr J Loten). The Designated Person will then, in line with the School's Child Protection policy take action as appropriate. Pupils will be made aware of the law relating to sexual offences and of those circumstances where confidentiality cannot be maintained.

14. Diversity

Pupils from all faiths and cultures have an entitlement to PSHEEC & RSHE. Effective PSHEEC & RSHE means being sensitive to the range of different values and beliefs within a multi-faith and multi-cultural society. Schools need to promote all pupils' spiritual, moral, social, and cultural development to enable them to participate fully in democratic, modern Britain. It is important when developing the curriculum to work in partnership with parents/carers and the wider

community. Research has shown that if parents/carers and faith leaders work together to examine assumptions and beliefs and ensure effective communication this reduces misunderstandings and allows for the development of a values framework for PSHEECC & RSHE.

15. Lesbian, Gay, Bisexual and Trans (LGBTQ+) and work on 'Different Families'

The 2010 Equalities Act sets out that schools are required to eliminate discrimination, advance equality, and foster good relations, so the curriculum should be inclusive for LGB, Transgender/transsexual and heterosexual pupils. This also means schools must be proactive in preventing and tackling homophobic, biphobic and transphobic bullying and make all children and young people feel included. Stonewall is a leading LGBTTT+ charity which provides a range of supporting materials for schools on their website www.stonewall.org.uk.

All families are different, so it is important to avoid using language which focuses on the conventional mum and dad family structure and instead talks about families more broadly. LGB pupils (who make up approximately 6% of any school population) often report that their RSHE is solely about heterosexual relationships, or that non heterosexual identities were addressed negatively.

Pupils should be provided with the opportunities to learn about different family structures. Supporting resources have been developed to enable schools to introduce the topic of 'different families – same love'. For older pupils when teaching RSHE, in particular in relation to partners and sexual health issues there needs to be integrated into the curriculum learning and resources that relate to LGB relationships.

It is also important when teaching RSHE at all age groups not to just refer to the two genders of boys and girls but to take the time to explore the spectrum of gender identify for example include trans and gender neutral identities as well as challenging gender stereotypes. (further information on trans identities can be found at <http://www.gires.org.uk/>)

16. Healthy Schools

Harwich and Dovercourt High School recognizes that a healthy school is one that is successful in helping pupils to do their best and build on their achievements. It is committed to ongoing improvement and development. It promotes physical and emotional health by providing accessible and relevant information and equipping pupils with the skills and attitudes to make informed decisions about their health. A healthy school understands the importance of investing in health to assist in the process of raising levels of pupil achievement and improving standards. It also recognizes the need to provide both a physical and social environment that is conducive to learning.

The National Healthy Schools Programme supports the links between health, behaviour and achievement; it is about creating healthy and happy young people, who do better in learning and in life. The impact of our programme is based on a whole-school approach to physical and emotional well-being focused on four core themes:

- Personal, Social, Health & Economic Education.
- Healthy Eating.
- Physical Activity.
- Emotional Health & Wellbeing.

THE HEALTHY SCHOOL VISION

We want all our students to be healthy and achieve at school and in life. We believe that by providing opportunities at school for enhancing emotional and physical health, we will improve long term health, reduce health inequalities, increase social inclusion, and raise achievement for all.

THE HEALTHY SCHOOL AIMS

- To promote a whole school approach to a healthy lifestyle and to help to reduce health inequalities.
- To support children and young people in developing healthy behaviours.
- To encourage children and staff to make informed decisions on a healthy lifestyle based on positive attitudes and information.
- To provide high quality Physical Education and School Sport and promote Physical Activity as part of a lifelong healthy lifestyle.
- To increase the students' knowledge and understanding of the importance of water in their diet through the provision of water bottles to all pupils.
- To provide children and staff with the opportunities to make informed choices about a healthy lifestyle based on current information and liaison with outside agencies.
- To develop the teaching of Food Technology aspect of the Design and Technology Curriculum with regard to Healthy Eating.
- To encourage children to choose a healthy snack during morning break and lunch time.

- To help children develop greater confidence, motivation, self-esteem and have the skills, information and understanding to make important life and health choices.
- To help raise the achievement of children and young people within a setting that supports their health and well being
- For children to learn how to develop good relationships and respect the differences between people.
- To support children and young people with their mental / physical health and wellbeing.

We continue to promote the importance of leading a healthy lifestyle and maintain the aims of a Healthy School whilst meeting the needs of our students. In June 2020, the school was successfully revalidated as meeting the requirements needed to hold the Healthy Schools Award. The school was awarded the status based on the recognition of the hard work and impressive outcomes we achieved in 2019 and 2020 to improve the health and wellbeing of our students through a whole-school approach. The school was moderated and submitted a wide range of evidence that maintained our status showing our continued commitment to improving the health and well-being of our students.

Appendix 1: Curriculum Map

HDHS RSHE, PSHEE & Citizenship Curriculum Map (2021-2022)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	<p>Managing Change</p> <p>Introduction to PSHEECC. Getting to know people. What is a community? Careers and your future. Sleep and Relaxation. Financial Education. Transition points and your life.</p>	<p>Puberty & Body Development</p> <p>Puberty. Personal Hygiene. Oral Hygiene. Growing up and FGM. Assertiveness, consent & Hormones. Self Esteem & Empowerment.</p>	<p>Politics, Parliament and Me</p> <p>Why is politics important. How is our country run? Create a political party. Elections and campaigning. Politics and Debating. Exploring inside Parliament.</p>	<p>Friendship, Respect & Relationships</p> <p>Consent and boundaries Respect and relationships What makes a good friend? Friendships and managing them Being positive & Self Esteem Pressure & Influence</p>	<p>Celebrating Differences</p> <p>Multicultural Britain What is your identity? Nature Vs Nurture Equality Act 2010 Breaking down Stereotypes Prejudice and Discrimination Challenging Islamophobia</p>	<p>Staying Safe Online & Offline</p> <p>Avoiding Gangs Staying Safe Online Fortnite, Grooming & online gaming What is alcohol? What is smoking? E-Cigs and vaping Energy Drinks</p>
Year 8	<p>Dangerous Society Online & Offline</p> <p>County Lines – What is it? & Who is at risk? Substance misuse. Online safety – Cyber bullying. Grooming Boys and Girls. Drugs Education – Alcohol safety. Child Exploitation and online protection.</p>	<p>Physical Health & Mental Wellbeing</p> <p>Health and Wellbeing. What is mental health? Positive body image. Child abuse. Types of Bullying. Healthy eating and Cholesterol. Stress management.</p>	<p>LGBTQ+ Explored</p> <p>LGBT what is it? LGBT Homophobia in schools. Supporting those that are LGBT. Challenging homophobia. Transphobia. Coming Out.</p>	<p>Law, Crime & Society</p> <p>Desert Island Living. Building a community. Making decisions & making priorities. Criminals, laws and society. Law making in the UK. Prisons, Reform and Punishment.</p>	<p>Identity, Relationships & Sex Education</p> <p>Healthy relationships. Dealing with conflict. Sexual Orientation. Gender Identity. Introduction to contraception What is Love. Periods and menstrual cycles (Sci)</p>	<p>Proud to be me</p> <p>Employability Skills. Proud to be me + Career choices. Career interests and Jobs. Self Esteem and the Media. Labour market information. Exploring careers.</p>
Year 9	<p>Body Confidence</p> <p>Self-esteem changes. What is a penis? What is a vulva? HBT – Bullying in all its forms. Dealing with Grief and loss. Media and Airbrushing. Cancer Prevention & Healthy lifestyles.</p>	<p>Combatting Extremism & Terrorism</p> <p>Conspiracies & Extremist narratives. Extremism in all its forms. What is Terrorism? Proud to be British. The radicalisation process. Counter Terrorism. Anti – Semitism.</p>	<p>Sex, the Law & Consent</p> <p>Sexual Consent & the law. FGM & The Law. Delaying Sexual Activity. Why have Sex? Relationships and Partners. Pleasure and Masturbation. What are STI's?</p>	<p>Legal & Illegal Drugs</p> <p>Introduction to drugs. Different types of Addictions. Cannabis products. Drug Classifications. "Party" Drugs – The dangerous side. Exploring illegal drugs & Effects. Volatile Substance Abuse.</p>	<p>Essential Life Skills</p> <p>From Failure to Success. First Aid x2 Lessons. Importance of Happiness. What is anger? Saving and managing money. Employment & Financial management. Social media and online stress.</p>	<p>Contraception & STI's</p> <p>STI Lesson. Contraception Available. The Condom Lesson. Exploring the realities of Contra. Sexual Harassment & Stalking. HIV and AIDS. AIDS – Prejudice & Discrimination.</p>
Year 10	<p>Rights & Responsibilities</p> <p>Instagram Generation. Targeted Advertising. Marriage what is it? Rights & Responsibilities. Consumer Rights. Employment rights. Exploring a paycheck.</p>	<p>Exploring Relationships & Sex Education</p> <p>Campaigning against FGM. Sexting nude Picks. Porn Life vs Real Life. Porn materials and attitudes. Domestic abuse and violence. Sexual violence (Assault and Rape). Sexualisation of the media.</p>	<p>Mental Health and Wellbeing</p> <p>Child abuse (CSE). Screen time & Safe mobile Phone use. Common types of Mental Health. Self-Harm. Suicidal thoughts & Support. Promoting emotional wellbeing.</p>	<p>Violence, Crimes & Seeking Safety</p> <p>Honour based Violence. Forced Marriages. Online Gambling. Social Media Validation. Keeping Data Safe. Modern Day Slavery. Preventing Knife Crime.</p>	<p>Exploring World Issues</p> <p>International Organisations. Brexit. Aid and Supporting Other Countries. Fair Trade. Peace, War and Conflict. Women's Rights & Equality. #Metoo Movement & Times Up.</p>	<p>Exploring British Values</p> <p>Critical thinking & Fake News. What is a cult? Exploring Britishness and British Values. LGBT Rights & British Values. What are Human Rights. Exploring Human Rights.</p>

Y e a r 1 1	<u>Sexual Health</u> Peer on peer bullying. Fertility and what impact it. Alcohol and Bad Choices. Importance of Sexual Health. Revisiting contraception. Revisiting STI's. Respect and Relationships.	<u>Staying Safe</u> Virtual Reality & Live Streaming. New Psychoactive Drugs (NPS). Festivals, Drugs. War on Drugs. Cosmetic & Aesthetic Procedures. Drugs substance addiction. Online reputation & Digital Footprints.	<u>Adult Health & Looking After Yourself</u> Organ donation & Donating Blood. Teenage Pregnancy Choices. Abortion (Morals, laws and thoughts) Testicular & Prostate Cancer. Cervical, breast & Ovarian Cancer. Parenthood. Love & Abuse are not the same.	<u>Your Future and Beyond</u> Time management. LGBT Rights across the world. Dealing with exam stress & Anxiety. Insta Life Vs. Real Life. Writing a Personal statement. Writing a CV. Emergency First Aid.	EXAMS	EXAMS
Y e a r 1 2	Health and Wellbeing	Careers	Drugs and Risk Education	Positive Wellbeing	Health, Safety and Diversity	Personal Finance
Y e a r 1 3	Relationships & Sex Education	Emotional Wellbeing	Personal Finance	Drugs and Risk Education	EXAMS	EXAMS

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

RELATIONSHIP EDUCATION

	Pupils should know:
Families	<ul style="list-style-type: none"> ▪ That there are different types of committed, stable relationships. ▪ How these relationships might contribute to human happiness and their importance for bringing up children. ▪ What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.
	<ul style="list-style-type: none"> ▪ Why marriage is an important relationship choice for many couples and why it must be freely entered into.
	<ul style="list-style-type: none"> ▪ The characteristics and legal status of other types of long-term relationships.
	<ul style="list-style-type: none"> ▪ The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.
	<ul style="list-style-type: none"> ▪ How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.
Respectful relationships, including friendships	<ul style="list-style-type: none"> ▪ The characteristics of positive and healthy friendships (in all contexts, including online) including trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship. ▪ Practical steps they can take in a range of different contexts to improve or support respectful relationships. ▪ How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). ▪ That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs. ▪ About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help. ▪ That some types of behaviour within relationships are criminal, including violent behaviour and coercive control. ▪ What constitutes sexual harassment and sexual violence and why these are always unacceptable. ▪ The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.
	<ul style="list-style-type: none"> ▪ Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.
	<ul style="list-style-type: none"> ▪ 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.
	<ul style="list-style-type: none"> ▪ Not to provide material to others that they would not want shared further and not to share personal material which is sent to them.
	<ul style="list-style-type: none"> ▪ What to do and where to get support to report material or manage issues online.
	<ul style="list-style-type: none"> ▪ The impact of viewing harmful content.
	<ul style="list-style-type: none"> ▪ 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.
<ul style="list-style-type: none"> ▪ That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail. 	

	<ul style="list-style-type: none"> How information and data is generated, collected, shared and used online.
Being safe	<ul style="list-style-type: none"> The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships. How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).
Intimate and sexual relationships	<ul style="list-style-type: none"> How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship. That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing. The facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause. That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others. That they have a choice to delay sex or to enjoy intimacy without sex. The facts about the full range of contraceptive choices, efficacy and options available. The facts around pregnancy including miscarriage. That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help).
including sexual health	<ul style="list-style-type: none"> 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.
	<ul style="list-style-type: none"> How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.

HEALTH EDUCATION

	Pupils should know:
Mental wellbeing	<ul style="list-style-type: none"> 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. 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. The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.
Internet safety	<ul style="list-style-type: none"> 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.

and harms	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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, including cancer and cardio-vascular ill-health. About the science relating to blood, organ and stem cell donation.
Healthy eating	<ul style="list-style-type: none"> How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.
Drugs, alcohol and tobacco	<ul style="list-style-type: none"> 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. 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. Awareness of the dangers of drugs which are prescribed but still present serious health risks. 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.
Health and prevention	<ul style="list-style-type: none"> About personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics. About dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist. (late secondary) 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	<ul style="list-style-type: none"> Basic treatment for common injuries. Life-saving skills, including how to administer CPR. The purpose of defibrillators and when one might be needed.
Changing adolescent body	<ul style="list-style-type: none"> Key facts about puberty, the changing adolescent body and menstrual wellbeing. The main changes which take place in males and females, and the implications for emotional and physical health.

Appendix 3: Parent form: withdrawal from sex education within RSHE



TO BE COMPLETED BY THE PARENT / CARER OR GUARDIAN

Name of Child:		Tutor Group:	
Name of Parent:		Date:	

Reason for withdrawing from sex education within relationships and sex education:

Any other information you would like the school to consider:

Parent Signature:	
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TO BE COMPLETED BY THE SCHOOL – HEAD OF DEPARTMENT

Notes from discussions with parents and agreed actions taken.	
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Agreed actions from discussion with parents.	Student will be taking part in all health and relationships lessons and during the sex education lessons, he/she will be working independently on in classroom with
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Appendix 4: Sex Education in the National Curriculum for Science

This sets out the sex education content within the programme of study (PoS) for science in the new National Curriculum (NC) at Key Stages 3 and in the GCSE subject content for single and combined science.

What are schools required to teach?

All secondary schools must teach the National Curriculum. Parents do not have a right to withdraw their child from this. Extracts from the National Curriculum (Science) and GCSE subject content:

Key Stage 3 - Biology (statutory from Sep 2014)

Structure and function of living organisms.

Reproduction & Health.

- Reproduction in humans (as an example of a mammal), including the structure and function of the male and female reproductive systems, menstrual cycle (without details of hormones), gametes, fertilisation, gestation and birth, to include the effect of maternal lifestyle on the foetus through the placenta.
- The effects of recreational drugs (including substance misuse) on behaviour, health and life processes.
- Genetics and evolution Inheritance, chromosomes, DNA and genes.
- Heredity as the process by which genetic information is transmitted from one generation to the next.

[Combined Science GCSE – Biology \(for teaching from 2016\)](#)

Cell Biology: Growth and development of cells

- Explain the role of meiotic cell division in halving the chromosome number to form gametes.
- Health, disease and the development of medicines.
- Health and disease.
- Describe the relationship between health and disease.
- Describe different types of diseases (including communicable and non-communicable diseases).
- Describe the interactions between different types of disease.
- Explain how communicable diseases (caused by viruses, bacteria, protists and fungi) are spread in animals and plants.
- Describe a minimum of one common human infection, one plant disease and sexually transmitted infections in humans, including HIV/AIDS.
- Describe the non-specific defence systems of the human body against pathogens.
- Explain the role of the immune system of the human body in defence against disease.

Antibodies

- Describe how monoclonal antibodies are produced.
- Describe some of the ways in which monoclonal antibodies can be used.

Treating, curing and preventing disease

- Explain the use of vaccines and medicines in the prevention and treatment of disease.
- Describe the process of discovery and development of potential new medicines, including preclinical and clinical testing.

- Explain how the spread of communicable diseases may be reduced or prevented in animals and plants, to include a minimum of one common human infection, one plant disease and sexually transmitted infections in humans including HIV/AIDS.

Co-ordination and control

Hormonal coordination and control in humans

- Describe the principles of hormonal coordination and control by the human endocrine system.
- Explain the roles of thyroxine and adrenaline in the body as examples of negative feedback systems.
- Describe the roles of hormones in human reproduction, including the menstrual cycle.
- Explain the interactions of FSH, LH, oestrogen and progesterone in the control of the menstrual cycle.
- Explain the use of hormones in contraception and evaluate hormonal and non-hormonal methods of contraception.
- Explain the use of hormones in modern reproductive technologies to treat infertility.

Inheritance, variation and evolution

Reproduction

- Explain some of the advantages and disadvantages of asexual and sexual reproduction in a range of organisms.

The genome and gene expression

- Describe DNA as a polymer made up of two strands forming a double helix.
- Describe the genome as the entire genetic material of an organism.
- Explain the following terms: gamete, chromosome, gene, allele/variant, dominant, recessive, homozygous, heterozygous, genotype and phenotype.

Inheritance

- Describe sex determination in humans.