

# Carew Academy

## Relationships, Sex and Health Education Offer

<i>Written by:</i>	Nicola Lim
<i>Reviewed by:</i>	Helen Morris
<i>Date of last review:</i>	November 2021, November 2022, November 2023.
<i>Date of next review:</i>	November 2024

## **What is Relationships, Sex and Health Education?**

Relationships, Sex and Health Education (RSHE) is an integral part of the curriculum to help children and young people to stay safe, make healthy and positive choices, and to be well prepared for life in modern Britain, developing and supporting their cultural capital.

This document outlines the intent and vision of RSHE at Carew Academy, the implementation and offer; including how it is monitored and quality checked to meet the needs of our pupils, as well as the impact RSHE has on children and young people.

From September 2020 the Department for Education (DfE) introduced compulsory Relationships and Sex Education (RSE) for Secondary schools in England. Educating pupils about relationships and sex gives children and young people the skills required to be able to develop healthy and nurturing relationships. The term relationships in this context is not limited to intimate relationships; it also includes a variety of relationships that pupils are likely to form throughout their life including family, friendships and work relationships. RSHE at Carew Academy enables pupils to learn about the emotional, social and physical aspects of growing up, relationships, sex, sexuality and sexual health, with the ultimate goal of allowing them to manage their online and offline academic, personal and social lives in a positive way which in turn will enable pupils to make wise and informed choices throughout their life.

## **The RSHE Vision at Carew Academy**

The Vision of RSHE at Carew Academy is to prepare children and young people for life in Modern Britain, so they are responsible, respectful and active members of their community and society developing their cultural capital. They understand the importance of healthy relationships amongst families, friends and romantic relationships.

Through effective RSHE, individuals are able to effectively transition from childhood into adolescence, and again into adulthood whilst being able to look after their physical, mental and emotional health. Where appropriate, further into their life, individuals will be prepared for the World of Work.

RSHE at Carew Academy is a springboard with the schools' vision for all pupils to be:

- Ambitious
- Independent
- Resilient
- Caring.

RSHE is delivered within a spiral curriculum which throughout an individual's schooling repeats the themes of:

- **Health and wellbeing**
- **Living in the wider world**
- **Relationships**

Tutor groups on the Skills for work and Skills for Further Education pathway typically have two lessons of RSHE per week. Content of the themes develop throughout the years enabling pupils to consolidate learning and develop their deeper understanding of topics. Themes and topics are signposted to those that may have been discussed and taught in other subjects to highlight cross curricula learning.

Skills for Life groups work on topics based on the following themes:

- Self-Awareness
- Self-care, self-support and safety
- Managing feelings
- Changing and growing
- Healthy lifestyles
- The world I live in

## **RSHE at Carew and OFSTED**

Pupils at Carew Academy frequently comment that they enjoy RSHE and developing such life skills key for their development now, and in their futures. Pupils develop a good understanding of relationships, friendships and how to communicate effectively with others.

In our recent OFSTED visit (January 2020) the report commented that:

*“Personal, social, health and economic (PSHE) education underpins everything the school does. Leaders’ work to support pupils’ personal development is exceptional. From a young age, staff encourage pupils to take on responsibilities. Pupils explore topics in depth. They learn about different beliefs and cultures and the importance of respecting difference. Staff seize opportunities to teach about citizens’ rights and responsibilities. Pupils talked enthusiastically about their mock election.”*

## **Sex Education**

Effective RSHE, and specifically sex education does not encourage early sexual experimentation. It should teach young people to understand human sexuality and to respect themselves and others. It enables children and young people to mature, build their confidence and self-esteem and understand the reasons for delaying sexual activity. Effective RSHE also supports children and young people, throughout life, to develop safe, fulfilling and healthy sexual relationships, at the appropriate time. Knowledge about contraception and safer sex, as well as sexual health remains important to ensure that young people are equipped to make safe, informed and healthy choices as they progress through adult life. This should be delivered in a non-judgemental, factual way and allow scope for young people to ask questions in a safe environment. Pregnancy and childbirth is also covered in an age and ability appropriate manner.

Information is offered about the law, and sensitive, but clear content about harmful sexual behaviour, ie coercion, harassment, abuse and violence.

Many teachers use approaches such as distancing techniques, setting ground rules with the class to help manage sensitive discussion and using question boxes to allow pupils to raise issues anonymously.

### **The role of parents/family**

The school maintain and further build a positive and supporting relationship with the parents of children through mutual understanding, trust and cooperation.

In promoting this objective, we will inform parents about the school's relationship education policy and offer through parent consultation events and communication with parents/families on content being delivered each term.

As a school we will of course answer any questions that parents may have about the relationship education of their child and inform parents about the best practice known regarding RSHE.

The school believes that, through this mutual exchange of knowledge and information, pupils will benefit from being given consistent messages about their changing bodies, keeping themselves safe online and offline, and their increasing responsibilities in different contexts and environments.

### **Right to Withdraw**

Parents/carers are able to withdraw their child (following discussion with the school) from any or all aspects of Sex Education, other than those which are part of the science curriculum up to and until three terms before the age of 16. After that point, the guidance states that 'if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex

education during one of those terms.’. Any requests to withdraw a child from RSHE needs to be discussed with Mr Kearns (Principal) and the process will be documented. Where Pupils are to be withdrawn, adequate provision for their supervision in school during this time will be made. Such withdrawals are to be reviewed on a yearly basis. Please note that the right to withdraw only applies to the sex education programme and all pupils will be required to attend lessons on relationships education.

### Topics covered within RSHE

Following the DfE’s statutory guidance for RSHE, below is a list of the content covered within the three strands of Relationships, Living in the Wider World and Health and Wellbeing.

Relationships	Living in the Wider World	Health and Wellbeing
Families and people who care for me	Mental & emotional wellbeing	Health and prevention
Caring friendships	Internet safety and harm	Basic first aid
Online relationships	Being safe	Healthy eating
Respectful relationships	Diversity, discrimination and equal rights	Changing adolescent body (puberty)
Intimate and sexual relationships, including sexual health	Economic and financial wellbeing	Drugs, alcohol and tobacco
	Current affairs and the media	Physical health and fitness
	Careers education	

As part of the RSHE offer, which also incorporates citizenship, pupils are given opportunities for age appropriate and ambitious debate on a wide variety of topics where they are able to consider the views of others, weigh evidence and articulate their own responses.

## **RSHE Assessment and Tracking of Learning**

At Carew Academy we have the same high expectations of the quality of pupils' work in RSHE as for other curriculum areas. Whilst there is no formal examined assessment for RSHE, pupils are encouraged to engage in entry level (baseline) quizzes, exit quizzes, mind maps, or self-evaluations to capture progress. A more formal assessment criteria document and Solar, or Evidence for Learning (For Skills for Life pupils) will be used where appropriate to track learning, and to identify areas for development in individuals.

The DfE's RSHE statutory guidance documentation for learning throughout the key stages (See appendix A) has been linked to key skills which teachers track and assess learning from. Lessons in RSHE will be planned to ensure that all pupils of differing abilities are suitably challenged, whilst also working towards the key skills needed. Teachers will identify and assess the needs of pupils who may require extra support or intervention.

## **Equality and Protected Characteristics**

Under the provisions of the Equality Act 2010, schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics). In line with the provisions made within the Equality Act, Children and young people at Carew Academy are taught to respect themselves and others regardless of age, colour, ethnicity, sexual orientation, or gender; to practise equality and inclusiveness. Additionally, sexism, misogyny, homophobia and gender stereotypes are not tolerated. A new initiative set out by Tender, November 2022 will support the delivery of this.

## **Subject content – Sexuality and Gender**

Pupils will be taught the facts and the law about sex, sexuality, sexual health and gender identity in an age-appropriate and inclusive way. All pupils should feel that the content is relevant to them and their developing sexuality. Sexual orientation and gender identity should be explored at a timely point and in a clear, sensitive and respectful manner. When teaching about these topics, it must be recognised that young people may be discovering or understanding their sexual orientation or gender identity at any age of their development. There will be equal opportunity to explore and celebrate the features of stable and healthy same sex relationships integrated appropriately into the RSHE programme.

## **Ensuring safe and effective RSHE**

Teachers who deliver RSHE will set ground rules with their class to ensure that everyone feels safe to participate and understand boundaries around behaviours and questions. Teachers will deliver lessons in a balanced, non-judgemental way without giving personal views and questions from pupils will be answered in a factual, age and ability appropriate way. Question boxes will be used to help pupils to ask the questions they need to if they are unable to ask verbally. All teaching will be inclusive of all pupils and families.

## **Resources for effective training and delivery**

Teachers who deliver RSHE will ensure that resources are age and ability appropriate for their classes. We use a range of resources suggested and accredited by PSHE Association. The Department for Education (DfE) have training modules for each topic within RSHE so teachers have access to ensuring safe and effective teaching of the topic content. The RSHE lead teacher will meet half termly with RSHE staff to look over the modules, and to ensure teaching of the curriculum is developed effectively and safely.

Carew Academy also use Discovery Education's Health and Relationships package to support the inclusion of RSHE. It contains lessons for teaching all aspects of the guidelines, including the non-statutory aspects of primary sex education. The programme develops skills and knowledge in a values-based context which enables us to convey and enhance values, learning and behaviour, supporting these whole-school approaches to developing pupil wellbeing.

## **Accreditation**

To highlight the achievement of our pupils, accreditation within the RSHE curriculum is undertaken with The Prince's Trust Achieve Award in Personal Development and Employability Skills. This helps to prepare our pupils for the world of work, and is an excellent accreditation to have on a CV. Pupils have the opportunity to complete units available at Entry Level 3, Level 1 and Level 2 including: Digital Skills, Managing Money, Personal Project (Enterprise), Career Planning, Healthy lifestyles, and Wellbeing (Physical and Mental). From September 2023 there is a new Developing Resilience qualification from The Princes' Trust for pupils at Level 1.

## Safeguarding

Through RSHE, pupils will learn the knowledge they need to recognise and report abuse, including emotional, physical, and sexual abuse. This can be delivered by focusing on boundaries and privacy ensuring children and young people understand that they have rights over their own bodies. It will also include understanding boundaries in friendships with peers, as well as in families and with others, in all contexts, including online.

Pupils will be taught how to report concerns and seek advice when they suspect, or know that something is wrong. Pupils will also develop their understanding of making sensible decisions to stay safe (and within the law) online and offline.

Where additional (reactive) teaching of RSHE is required for individuals as part of the safeguarding offer, this will be discussed and agreed with the safeguarding team and recorded on Safeguard, our reporting system for safeguarding.

Pupils will be informed about a full range of perspectives and, within the law, will be well equipped to make decisions for themselves about how to live their own lives, whilst respecting the right of others to make their own decisions and hold their own beliefs. Key aspects of the law relating to sex which will be taught include the age of consent, what consent is and is not, the definitions and recognition of rape, sexual assault and harassment, and choices permitted by the law around pregnancy. Grooming, sexual exploitation and domestic abuse, including coercive and controlling behaviour, will also be addressed sensitively and clearly.

Pupils will be taught about the physical and emotional damage caused by female genital mutilation (FGM). As well as addressing this in the context of the law, pupils will also be taught to recognise when relationships (including family relationships) are unhealthy or abusive (including the unacceptability of neglect, emotional, sexual and physical abuse and violence, including honour-based violence and forced marriage) and strategies to manage this or access support for themselves or others at risk.

Internet safety is addressed across all Key Stages. Pupils will be taught the rules and principles for keeping safe online. This will include how to recognise risks, harmful content and contact, and how and to whom to report issues. Pupils will have a strong understanding of how data is generated, collected, shared and used online, for example, how personal data is captured on social media or understanding the way that businesses may exploit the data available to them.

Through RSHE and our Safeguarding policy and procedures we recognise the importance of making clear that sexual violence and sexual harassment are not acceptable, will never be tolerated and is not an inevitable part of growing up. We aim to teach our pupils not to tolerate or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”. RSHE is



used as a vehicle to challenge behaviour (potentially criminal in nature), and that child on child sexual abuse and harassment online and offline is not acceptable in any form.

## Teaching about The Law

It is important to know what the law says about sex, relationships and young people, as well as broader safeguarding issues. This includes a range of important facts and the rules regarding sharing personal information, pictures, videos and other material using technology. This will help young people to know what is right and wrong in law, but it can also provide a good foundation of knowledge for deeper discussion about all types of relationships. There are also many different legal provisions whose purpose is to protect young people and which ensure young people take responsibility for their actions. Pupils will be made aware of the relevant legal provisions when relevant topics are being taught, including:

- Marriage
- Consent, including the age of consent
- Violence against women and girls
- Online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, etc.)
- Pornography
- Abortion
- Sexuality
- Gender identity
- Substance misuse
- Violence and exploitation by gangs
- Extremism/radicalisation
- Criminal exploitation (for example, through gang involvement or 'county lines' drugs operations)
- Hate crime
- Female genital mutilation (FGM)

## Mental Health and Wellbeing

At Carew Academy we are committed to ensuring the positive wellbeing and mental health for the school community including all pupils and staff, so we can learn successfully for life, as well as develop and maintain positive relationships amongst ourselves.

## **The Mental Health Vision**

To be a school which actively values and supports all members of its community on their journey to positive mental health.

### **We will achieve this vision by:**

- Raising awareness and understanding of mental health across all stakeholders.
- Providing a culture and ethos that supports the emotional wellbeing and mental health of the whole school community.
- Ensuring mental health education runs through the whole curriculum, equipping students with strategies to maintain good mental health.
- Identifying those members of the school community who are at risk of developing mental health issues.
- Providing various tiers of mental health support within school for students, staff and families
- Supporting pupils, staff and families to access specialist mental health services outside school when they need them.

Carew Academy are part of the NHS Mental Health trailblazer scheme to offer pupils group workshops on anxiety and low mood, consultation sessions with teaching professionals and parents, and 1:1 cases where necessary for early mental health intervention. The service is also offering staff workshops on issues such as anxiety and how to support pupils with a range of mental health concerns.

Since September 2022, Carew Academy have begun The Therapeutic Schools Award project with the aim for completion by July 2024.

## **Review and Evaluation**

The delivery of the RSHE curriculum will be reviewed on an annual basis by the Governors' Curriculum Committee based on the observations by the RSHE Lead. This policy will be monitored by the Senior Leadership Team and the Governing Body throughout the year and reviewed on an annual basis.

Review date: November 2024.

Appendix A:

**DfE Statutory RSE Guidance 2019 - By the end of primary school**

<p><b>Families and people who care for me</b></p>	<p><b>Pupils should know</b></p> <ul style="list-style-type: none"> <li>• that families are important for children growing up because they can give love, security and stability.</li> <li>• the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</li> <li>• that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</li> <li>• those stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.</li> <li>• that marriage<sup>13</sup> represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> <li>• how to recognise if family relationships are making them feel unhappy or unsafe and how to seek help or advice from others if needed.</li> </ul>
<p><b>Caring friendships</b></p>	<p><b>Pupils should know</b></p> <ul style="list-style-type: none"> <li>• how important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>• that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</li> <li>• how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</li> </ul>

<b>Respectful relationships</b>	<ul style="list-style-type: none"> <li>• <b>Pupils should know</b></li> <li>• the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</li> <li>• practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• the conventions of courtesy and manners.</li> <li>• the importance of self-respect and how this links to their own happiness.</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 those in positions of authority.</li> <li>• about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</li> <li>• what a stereotype is and how stereotypes can be unfair, negative or destructive.</li> <li>• the importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul>
<b>Online relationships</b>	<p><b>Pupils should know</b></p> <ul style="list-style-type: none"> <li>• that people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>• that the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous.</li> <li>• the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>• how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>• how information and data is shared and used online.</li> </ul>
<b>Being Safe</b>	<p><b>Pupils should know</b></p> <ul style="list-style-type: none"> <li>• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>• about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</li> <li>• that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>• how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>• how to ask for advice or help for themselves or others, and to keep trying until they are heard,</li> </ul>

	<ul style="list-style-type: none"> <li>• how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>• where to get advice e.g. family, school and/or other sources.</li> </ul>
--	--

### DfE Statutory RSE Guidance 2019 - By the end of secondary school

Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary:

<b>Families</b>	<p><b>Pupils should know</b></p> <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>
<b>Respectful relationships, including friendships</b>	<ul style="list-style-type: none"> <li>• <b>Pupils should know</b></li> <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</li> </ul>

	<p>others, including people in positions of authority and due tolerance of other people's beliefs.</p> <ul style="list-style-type: none"> <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>
<p><b>Online and media</b></p>	<p><b>Pupils should know</b></p> <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>
<p><b>Being safe</b></p>	<p><b>Pupils should know</b></p> <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>
<p><b>Intimate and sexual relationships,</b></p>	<p><b>Pupils should know</b></p> <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> </ul>

<p><b>including sexual health</b></p>	<ul style="list-style-type: none"> <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>
---------------------------------------	--

