



ReFocus School

*Relationships, Sexual and Health Education Policy - including spiritual,
moral, social 'cultural development 2022/23*

The following policy has been approved by the Executive Head Teacher and agreed with the management team.
The policy will be reviewed on an annual basis unless circumstances arise requiring the policy to be reviewed earlier.

Date: August 2022

Review Date: January 2023

Review Record:

Name (Print): Katie Close Name (signature): Date: 17/08/2022	Name (Print): Name (Signature): Date:
Name (Print): Name (Signature): Date:	Name (Print): Name (Signature): Date:

- This policy covers the relationship and sex education policy for ReFocus School.
- This policy is not stand alone and should be used with other ReFocus School policies including, but not limited to: RHSE curriculum, Safeguarding Policy, Behaviour and Anti-Bullying Policy the Staff handbook and Code of Conduct.
- When referring to staff members this includes all full-time staff members, volunteers, support staff and supply staff.



1. Policy Overview

Our school values are **Employable, Sociable, Ready**. An excellent RSHE policy intertwined with not just our PSHE lessons but imbedded within the curriculum will help our students build their individual foundations, understanding their own value and becoming 'self-managers'. Our students will be more sociable and gain confidence and skills to help them become positive members of society. Excellent RSHE at school is linked to keeping yourself safe, goal setting, strong peer relationships, social skills, a good work ethic and a safe lifestyle

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

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence, and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Raise awareness of sources of help and acquire the skills and confidence to access confidential health advice and support and treatment if necessary.
- Understand boundaries, consent and terms such as coercive and exportation.
- To help pupils understand and recognise different forms of abuse such as domestic violence, sexual violence, controlling behaviours, coercion and exploitation
- To teach pupils about different forms of harassment the law and the different avenues of help available.
- To raise awareness of stereotypes, prejudice and equality.

Promoting safeguarding and welfare in the curriculum

ReFocus school plays a crucial role in preventative education. This is in the context of a whole-school approach to preparing pupils for life in modern Britain, and a culture of zero tolerance of sexism, misogyny/misandry, homophobia, biphobia and sexual violence/harassment. This will be underpinned by our behaviour policy, and planned programme of relationships, sex and health education (RSHE).

Our RSHE program is imbedded within our values and intertwined within our curriculum. Many topics are covered in within other subjects and are taught as a part of a wider qualifications such as Employability and Personal, social development (PSD)



2. Statutory requirements

As a secondary educational provider, 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 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 ReFocus School we teach RSHE as set out in this policy.

3. Future Policy development

- Review – members of staff pulled together all relevant information including relevant national and local guidance
- Staff consultation – senior management were given the opportunity to look at the policy and make recommendations
- Pupil consultation – We used discussion, questionnaires, and anecdotal feedback from staff to identify specific pupil requirement.
- Ratification – once amendments were made, the policy was shared with governors and ratified



4. Definitions

Relationships, Sex, and health Education (RSHE) is lifelong learning about physical, moral, and emotional development and helps and supports young people move with confidence into adulthood. It is about the understanding of the importance of family life, stable and loving relationships, respect, love, and care. It is also about the teaching of sex, sexuality, sexual health, healthy lifestyles, diversity, and personal identity. Effective relationship and sex education is essential if young people are to make responsible and well-informed decisions.

RSHE involves a combination of sharing information and exploring issues and values. RSHE is not about the promotion of sexual activity.

Spiritual, moral, social and cultural development (SMSC) is the development of our students own ability to be reflective about their own beliefs (religious or otherwise) and perspective on life. It is the development of knowledge and respect of different people's faiths, feeling and values. This is for students individual development within society, to prepare them for opportunities, responsibilities and experiences of later life.

British values - a government initiative to teach students the values of democracy, the rule of law, individual liberty and mutual respect and tolerance of others

5. Curriculum

Our curriculum is set and mapped but we may need to adapt it as and when necessary.

We have developed the curriculum 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 don't seek answers online.

6. Delivery of RSHE

RSHE is taught within the personal, social, health and economic (PSHE) education curriculum. In addition, biological aspects of RSHE will be taught within PSHE lessons or / and as a part of standalone sessions. Other aspects of PSHE are taught within Aims Personal, Sociable development (PSD) qualification. Topics within PSD lessons include Hate Crime, LGBTQ+ Community, understanding the news, drugs & Alcohol awareness, Careers and global issues.

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 PSHE curriculum

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, LGBTQ+ 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).

ReFocus School recognises that a one size fits all approach may not be appropriate for all students and a more personalised or contextualised approach for more vulnerable students, victims of abuse and some SEND students might be needed.

Roles and responsibilities

The Executive Head Teacher will:

Approve the RSHE policy and hold staff to account for its implementation. The Executive Head Teacher is responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSHE.

Staff will:

- Deliver RSHE in a sensitive way
- Model positive attitudes to RSHE
- Monitor progress
- Respond to the needs of individual pupils
- Respond appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSHE
- Ensure the importance of taking victims seriously, keeping them safe and that victims are never made to feel like they are creating a problem for reporting abuse, sexual abuse, sexual violence, or sexual harassment.

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 Executive Head Teacher.

Pupils are:

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

Parents' right to withdraw

Parents have the right to withdraw their child from the non-statutory/non-science components of sex education within RSHE up to and until 3 terms before the child turn 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.



Parents can't withdraw their child from the relationship's education in RSHE or health education.

Parents are encouraged to discuss their decisions with staff at the earliest opportunity. If a parent wishes to withdraw their child from RSHE they will need to meet with the Executive Head Teacher to discuss their concerns and then confirm their decision in writing. A copy of withdrawal requests will be placed in the pupil's educational record.

Staff agree to the delivery of RSHE during interview and it is included in our continuing professional development calendar.

Resources on GOV.UK available as a one-stop page for teaching staff which can be accessed on the website under the heading: Teaching about relationships, sex, and health. This also includes training modules.

Other resources can be found on:

- DFE advice for schools: [teaching online safety in schools](#)
- UK council for Internet safety (UKCIS) guidance: [Education for a connected world](#)
- UKCIS guidance: [Sharing nudes and semi nudes: advice for education settings working with children and young people.](#)
- The UKCIS [external visitor guidance](#)

7. Monitoring arrangements

The delivery of RSHE is monitored by the senior management team and the member of staff with responsibility for RSHE through PSHE lessons. Tutors are responsible for ensuring that students work within PSD is assessed with criteria set out by AIM qualifications, that it is marked, internally verified and apart of the overall qualification.

8. Reporting and gathering evidence if a disclosure or concern has been made during RSHE / SMSC lesson

ReFocus School staff members are all trained in safeguarding and how to report a disclosure or concern safely and confidently. All staff members will be aware of the who the designated safeguarding officer is and the deputies. All staff members should seek further support and follow our Safeguarding policy as well as speaking to our DSL. Here at ReFocus School our DSL is Hayley Perry. The deputies are Katie Close and Liam Kerr.

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Relationships and Sex Education Policy including spiritual, moral, social and cultural development 2021/22

Appendix 1: By the end of secondary school pupils should know

TOPIC	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• Why marriage is an important relationship choice for many couples and why it must be freely entered into• The characteristics and legal status of other types of long-term relationships• The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting• 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

TOPIC	PUPILS SHOULD KNOW
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

TOPIC	PUPILS SHOULD KNOW
Online and media	<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. Understanding cyber bullying. • 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 • Not to provide material to others that they would not want shared further and not to share personal material which is sent to them • What to do and where to get support to report material or manage issues online • The impact of viewing harmful content • That specifically sexually explicit material e.g., pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners • That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail • How information and data is generated, collected, shared, and used online
Being safe & Sexual violence and Harassment	<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) • How to report a crime, inappropriate behaviour. • How / where to seek support if required through different agencies and groups. Both locally and country wide.

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- To understand what sexual violence and harassment is and how both victims and perpetrators can be peers in an education environment.
- That peer-on-peer abuse can involve sexual exploitation, sexual abuse, or sexual harassment, such as indecent exposure, sexual assault, up skirting or sexually inappropriate pictures or videos (including sexting)
- Initiation/hazing type violence and rituals such as activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may be an online element is unacceptable, is a form of bullying, could be a criminal offence and you should

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TOPIC	PUPILS SHOULD KNOW
<p>Intimate and sexual relationships, including sexual health</p>	<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 • 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) • 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 • How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment

TOPIC	PUPILS SHOULD KNOW
<p>Our British values</p> <p>Spiritual, moral, social and cultural development</p> <p>Being a 'self-manager'</p>	<ul style="list-style-type: none"> • What our British values are and why they are our fundamental values in our society. • The value of democracy within our society and what a society looks like without democracy • The rule of law. Our fundamental laws and their purpose • Understanding what Individual liberty is and have an understanding of what would look like if we didn't have individual liberty. • Understand what mutual respect and tolerance of others means - Hate crime, discrimination, racism and xenophobia and you from hate crime. why the law protects individual faith, beliefs and culture. • Have a better understanding of their own beliefs (religious or otherwise) and their perspective on life • Have developed understanding, knowledge and respect of different people's faiths, feelings and values • To understand own culture and the differences with other cultures • To develop individual values and individual responsibilities within society and to prepared for those experiences in later life. • Understanding the term Self manager • Understanding helpful and nonhelpful behaviours