



# HODGE HILL GIRLS' SCHOOL

"Educating tomorrow's women today"

## RSE Policy

### Document Information

<b>Role of individual completing review:</b>	AHT- Personal Development
<b>Approved by:</b>	Curriculum & Pastoral committee
<b>Date approved:</b>	26/02/2024 Draft
<b>Date of next review:</b>	Annually
<b>Additional notes:</b>	Amendments Pg: 2, 4 - 8

## HODGE HILL GIRLS SCHOOL



### RSE POLICY

#### **Rationale:**

At Hodge Hill Girls' School, we want all pupils to grow up happy, safe and able to manage the challenges and opportunities of the modern world, both on and offline. Therefore, all children at our school are taught Relationships, Sex and Health Education in line with current government guidance, through PSHCE lessons. PSHCE lessons are delivered by a designated team of Hodge Hill Girls' School teachers, all of which receive relevant training in line with government guidance regarding policy, practice and PSHCE curriculum delivery.

These subjects are designed to equip children with knowledge so that they can make informed decisions about their well-being, health and relationships as well as preparing them for a successful adult life. The RSE programme helps pupils understand what healthy and unhealthy relationships look like, internet safety, as well as managing physical and mental health.

The RSE element of the PSHCE programme is integral to our Safeguarding Policy in school and contributes to protecting children and young people by addressing national and local health priorities, [as well as contributing to the school ethos and values.](#)

The content of the RSE curriculum, which all children are taught in line with government statutory guidance and expectations, brings children's knowledge and understanding into the 21<sup>st</sup> century. The curriculum is delivered in a way that is sensitive and flexible to age, physical and emotional maturity, and considers the religious backgrounds and needs of individual learners including SEND (Special educational needs and disabilities). [RSE does not promote sexual activity and, whilst it encourages equality and respect for all groups, it does not pressure students to adopt beliefs or practices that are inconsistent with their values, which may be linked to their faith, culture, or another aspect of their background.](#)

#### **What is RSE:**

[RSE is about the emotional, social, and cultural development of pupils and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity, and personal identity.](#)

[RSE is a lifelong learning about physical, social, moral, cultural, ethical, emotional, and sexual development. It is about the understanding of the importance of stable and loving relationships, respect, love, and care for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.](#)

[RSE hopes to provide accurate information about the body, reproduction, sexuality and sexual health. It will also give students essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe in the modern world, both on and offline.](#)

### **Parents' and carers' rights:**

The important lessons parents teach their children about healthy relationships, looking after themselves and staying safe, are respected and valued under the RSE curriculum. Teaching at school will complement and reinforce the lessons parents teach their children as they grow up. We wish to build a positive and supporting relationship with the parents and carers of young people at our school through mutual understanding, trust and co-operation.

If parents do not want their child to take part in some or all of the Sex Education lessons, they can ask for their child to be withdrawn. Requests will be considered and discussed with parents. This will be granted in all but exceptional circumstances, up until three school terms before the child turns 16. At this stage, a child can independently choose to receive Sex Education if they want to, and the school can arrange for the child to receive this teaching in one of these three terms (unless there are exceptional circumstances).

Parents cannot withdraw their child from Health Education or the Relationships Education element of Relationships and Sex Education. It is important that all children receive this content, covering topics such as friendships and how to stay safe.

Parents cannot withdraw their child from the statutory science curriculum which includes content on human development, including reproduction.

### **Curriculum content:**

#### **Relationship and Sex Education:**

Relationships and sex education will build on the teaching at primary school. It aims to give young people the information they need to help them develop healthy, nurturing relationships.

We will cover content on what healthy and unhealthy relationships look like and what makes a good friend, colleague and successful marriage or committed relationship. At the appropriate time, the focus will move to developing intimate relationships, to equip your child with knowledge they need to make safe, informed and healthy choices as they progress through adult life.

By the end of Key Stage 4, pupils will have been taught content on;

- families
- respectful relationships, including different types of relationships and friendships
- online media
- being safe
- intimate and sexual relationships, including sexual health

#### **Health Education:**

Health education aims to give your child the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise.

By the end of Key Stage 4, pupils will have been taught content on;

- mental wellbeing
- internet and safety harms
- physical health and fitness,
- healthy eating
- drugs, alcohol and tobacco
- health and prevention
- basic first aid
- changing adolescent body

### Inclusivity

We will teach about these topics in a manner that:

- considers how a diverse range of pupils will relate to them.
- Is sensitive to all pupils experiences.
- During lessons, make sure students feel safe and supported and are able to engage with the key messages.

We will also:

- Make sure students learn about these topics in an environment that's appropriate for them, for example in a whole class setting or through small groups or targeted sessions.

### Use of resources

We will consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance.
- Would support pupils in applying their knowledge in different contexts and settings.
- Are age-appropriate, given the age, developmental stage and background of our pupils.
- Are evidence-based and contain robust facts and statistics.
- Fit into our curriculum plan.
- Are from credible sources.
- Are compatible with effective teaching approaches.
- Are sensitive to pupils' experiences and won't provoke distress.

### Staff

HHGS staff delivering RSE should ensure:

- Delivering RSE in a sensitive way.
- Modelling positive attitudes to RSE.
- Monitoring progress.
- Responding to the needs of individual pupils.
- Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the non-statutory components of RSE
- Contact can be made through emailing the lead for PSHE Mrs S Barron ([s.barron@hodgehgs.bham.sch.uk](mailto:s.barron@hodgehgs.bham.sch.uk))

### **Monitoring and Evaluation:**

This is a working document and as such will be updated, when necessary, to make sure that all students are receiving the best possible level of RSE. RSE provision will be periodically reviewed to ensure that it is up to date and of the highest quality. As part of our reflection we will invite students to provide feedback through 'Pupil Voice Surveys' about our RSE provision to ensure that we are meeting the needs of all students.

The RSE Policy can be found on the school website and further information can also be found by searching 'relationships, sex and health education' on GOV.UK

### **RSE Policy links:**

This policy supports/complements the following policies at Hodge Hill Girls' School;

Safeguarding and Child Protection Policy

Spiritual Moral Social and Cultural Education Policy

Special Education Needs and Disability Policy

Teaching and Learning Policy

Behaviour Policy and Professional Learning Standards

### **Legal Framework:**

As a maintained secondary school, we must provide RSE to all pupils under the Children and Social Work Act 2017.

In teaching RSE, we must have regard to guidance issued but the secretary of state as outlined in section 403 of the Education Act 1996.

We have also based our RSE policy on the following:

- DfE guidance documents relationship education, relationship and sex education (RSE) and Health Education, last updated September 2021
- Relationships Education (secondary) last updated September 2021
- Physical Health and Well-being (Primary and Secondary) last updated September 2021
- PSHE Association and Sex Education Forum.
- Guidance issued by the secretary of state outlined in the Equality Act 2010: A duty not to discriminate against the nine protected characteristics that are set out by the Act (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation).
- Keeping children safe in education- Statutory safeguarding guidance (2024)

## Appendix A DFE Requirements

Topic	Pupils should know
<b>Families</b>	<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 – for example, 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), 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>● the characteristics of positive and healthy friendships, in all contexts including online, such as: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict</li> <li>● 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 (for example, how they might normalise non-consensual behaviour or encourage prejudice)</li> <li>● that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people’s beliefs</li> <li>● about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</li> <li>● that some types of behaviour within relationships are criminal, including violent behaviour and coercive control</li> <li>● what constitutes sexual harassment and sexual violence and why these are always unacceptable</li> <li>● the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal</li> </ul>
<b>Online and Media</b>	<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> </ul>

	<ul style="list-style-type: none"> <li>● the impact of viewing harmful content</li> <li>● that specifically sexually explicit material, for example 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>
<b>Being Safe</b>	<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>
<b>Sexual health- not taught until year 9 upwards</b>	<ul style="list-style-type: none"> <li>● how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship</li> <li>● that all aspects of health can be affected by choices they make in relationships, positively or negatively, for example 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 and menopause</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>● 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 and 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>
<b>The Law</b>	<p>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.</p>
<b>Changing adolescent</b>	<ul style="list-style-type: none"> <li>● Key facts about puberty, the changing adolescent body and menstrual wellbeing.</li> </ul>

<b>bodies.</b>	<ul style="list-style-type: none"> <li>● The main changes which take place in males and females, and the implications for emotional and physical health</li> </ul>
<b>Mental Wellbeing</b>	<ul style="list-style-type: none"> <li>● how to talk about their emotions accurately and sensitively, using appropriate vocabulary</li> <li>● that happiness is linked to being connected to others</li> <li>● how to recognise the early signs of mental wellbeing concerns</li> <li>● common types of mental ill health (e.g. anxiety and depression)</li> <li>● how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health</li> <li>● the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness</li> </ul>
<b>Physical Health and Fitness</b>	<ul style="list-style-type: none"> <li>● the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress</li> <li>● the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardio-vascular ill-health</li> <li>● about the science relating to blood, organ and stem cell donation</li> </ul>
<b>Healthy Eating</b>	<ul style="list-style-type: none"> <li>● how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer</li> </ul>
<b>Drugs, Alcohol and Tobacco</b>	<ul style="list-style-type: none"> <li>● the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions</li> <li>● the law relating to the supply and possession of illegal substances</li> <li>● the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood</li> <li>● the physical and psychological consequences of addiction, including alcohol dependency</li> <li>● awareness of the dangers of drugs which are prescribed but still present serious health risks</li> <li>● the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so</li> </ul>
<b>Health and Prevention</b>	<ul style="list-style-type: none"> <li>● about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics</li> <li>● about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist</li> <li>● (late secondary) the benefits of regular self-examination and screening</li> <li>● the facts and science relating to immunisation and vaccination</li> <li>● the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn</li> </ul>
<b>Basic First Aid</b>	<ul style="list-style-type: none"> <li>● basic treatment for common injuries</li> <li>● life-saving skills, including how to administer CPR [footnote 2]</li> <li>● the purpose of defibrillators and when one might be needed</li> </ul>



<b>Internet Safety and Harm</b>	<ul style="list-style-type: none"><li>● the similarities and differences between the online 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 relating to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online.</li><li>● How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.</li></ul>
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