



HAILSHAM COMMUNITY COLLEGE
ACADEMY TRUST

'Be the very best you can be'

Relationships Education, Sex Education and Health Education (RSHE) Policy (Primary & Secondary)

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“Today’s children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way...”

“These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others’ wellbeing and attainment and help young people to become successful and happy adults who make meaningful contribution to society”

- **Secretary of State Foreword**

1.0 Policy context and rationale

This policy covers our college’s approach to Relationships, Sex and Health Education (RSHE). It was produced in consultation with the Head of Department for Social Studies, the Senior Leadership Team, Trustees and parents.

1.1 Defining Relationships, Sex and Health Education (RSHE)

Relationships, Sex and Health Education (RSHE) is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It should equip children and young people with the information, skills and positive values to have safe, fulfilling relationships, to enjoy their sexuality and to take responsibility for their sexual health and well-being.

1.2 The purpose of Relationships, Sex and Health Education (RSHE) at Hailsham Community College

The College upholds the statutory nature of RSHE and sees it as an entitlement for all our learners. The College recognises the need to work with parents/carers, learners and outside agencies to ensure shared understanding of RSHE and to deliver an effective programme that meets the needs of our learners.

1.3 Overall Aims of RSHE and Health Education at Hailsham Community College

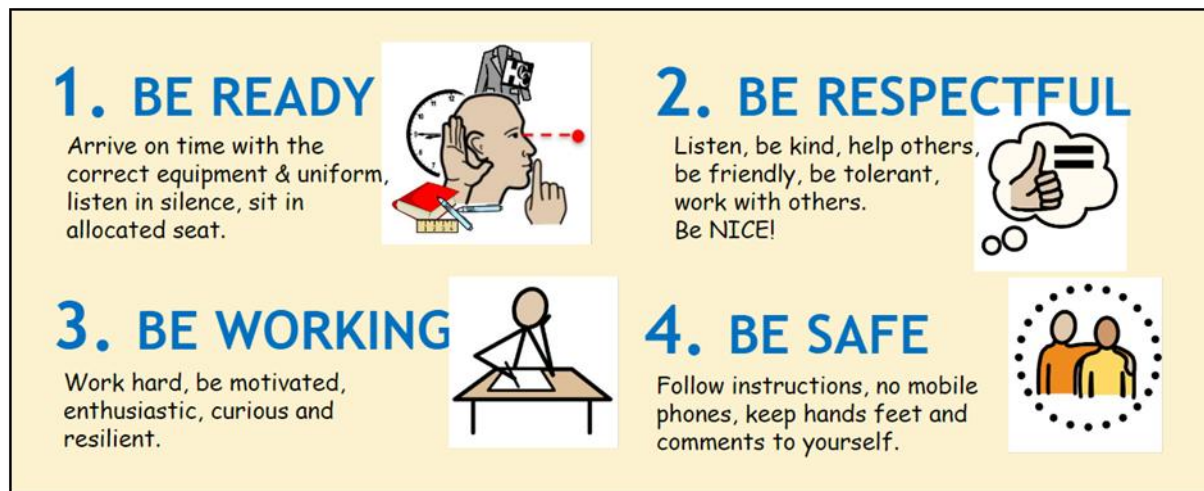
The aim of this RSHE policy and associated schemes of work is to develop a supportive, factual and developmental programme. The RSHE programme will teach biology and fundamentals of reproduction (via science and/or PSHE lessons) as well as develop our learners’ understanding of the biological, emotional/psychological, social, legal and moral aspects of sexual behaviour, sexuality, sexual health and relationships. We aim to ensure RSHE is part of our drive for lifelong learning and all learners attending HCC will be able to apply this knowledge and skills to their lives.

1.4 The College has identified 4 main aspects of RSHE:

- Attitudes and values
- Personal and social skills
- Knowledge and understanding
- Application of information to a personal and social context

The College believes that all children and young people have a right to holistic, inclusive and needs-led RSHE. We believe that through providing high quality RSHE, we are upholding the ethos and values of our college and its

commitment to equality and celebration of difference. The RSHE programme will also support the college core values known as our “Hailsham Way” detailed below:



2. Requirements for teaching RSHE and Health Education

We are required to teach RSHE and Health Education due to the revised Department for Education Statutory Guidance (for implementation September 2020) that all colleges must deliver RSHE. The Relationships, Sex and Health Education (RSHE) (England) Regulations 2019 have made Relationships Education compulsory in all primary schools. Sex education is not compulsory in primary phases and therefore the curriculum in the primary phase setting focuses on relationships education. All elements are compulsory in the secondary phase although parent/carers can request for their child to opt out of specific sex education aspects if required, up until three terms before their child's sixteenth birthday.

This **Relationships, Sex and Health Education (RSHE) policy** will link up with many aspects of the College's other policies/initiatives e.g. Safeguarding policy, Equal Opportunity Policy and Behaviour for Learning Policy. Cross curricular links may be made with various subjects and departments, e.g. Religious Education, Science, Citizenship and Physical Education. The mentor and assembly programmes will also deliver some elements of RSHE, but the content predominantly falls to taught lessons in the social studies including PSHE and science departments.

The documents that inform the college's RSHE include:

- Education Act (1996)
- Learning and skills Act (2000)
- Education and inspections Act (2006)
- Equality Act (2010)
- Supplementary Guidance for SRE for the 21st century (2014)
- Keeping children safe in education
- Children and Social Work Act (2017)
- The PSHE Association Programme of Study

2.1 Inclusiveness and differentiation

We aim to ensure RSHE and Health Education is inclusive and meets the needs of all our learners, including those with special educational needs and disabilities (SEND). Our RSHE is designed to promote gender equality through challenging gender stereotypes and sexism and sexual harassment in colleges. We take these issues seriously and ensure that we embed content on gender equality throughout the curriculum. We are also committed to an RSHE that makes every pupil feel valued and included and is relevant to them. This means we are committed to an LGBT+ inclusive curriculum.

Teachers may have to be more explicit and plan work in different ways to meet the individual needs of learners with SEND or other difficulties. It is helpful to remember to focus on activities that increase a learner's assertiveness, communication and relationship skills, their self-esteem and understanding. Active learning methods and drama techniques are particularly effective and will be used where appropriate.

Some groups of learners may be at risk of being vulnerable to abuse and exploitation from their peers and other people and some learners may be confused about what is acceptable public/private behaviour. These students will be helped to develop skills to reduce the risks of being exploited and learn what sort of behaviour is and is not acceptable. These individuals will be identified with support from the Hub/ASD facility/AP, the safeguarding team and year teams.

At primary level, meeting these objectives will require a graduated, age-appropriate programme of Relationships Education and Health Education. We appreciate that children of the same age may be developmentally at different stages, leading to differing types of questions or behaviours. Staff delivering this curriculum should ensure their teaching methods take account of these differences (including when they are due to specific special educational needs or disabilities) and the potential for discussion on a one-to-one basis or in small groups. Staff at Hailsham Community College will consider what is appropriate and inappropriate in a whole-class setting, as teachers may require support and training in answering questions that are better not dealt with in front of a whole class.

2.2 How will the teaching address gender differences?

RSHE may be taught in both single sex and mixed gender groups. We deem it important for some lessons to be single sex as it may lead to more open discussion and pertinent questions*. In the secondary phase, it is important all learners know of the biological, personal, emotional, psychological and social factors that influence the wide variety of groups to help them foster empathy and hopefully develop better understanding and stronger relationships. **If a student identifies as trans then we will discuss what they would like to do on an individual basis.*

We aim to deal sensitively and honestly with issues of sexual orientation and gender identity, answer appropriate questions and offer support. We take care not to confuse the difference between the complexities of birth sex, sexual identity, sexual orientation and gender identity. We believe transgender, cisgender, non-binary and gender-diverse people should be able to express themselves freely and should never be judged as a result. It is important that all young people are taught to respect others equally and given equal opportunities.

We do not tolerate discrimination, bullying, or any form of unfair treatment. Our goal is to create a welcoming and inclusive environment where every young person can learn and grow, regardless of their background, race, religion, gender, or abilities. We encourage open communication and are here to address any concerns you may have. Together, we can nurture a college community that values diversity and promotes kindness. Young people,

whatever their developing sexuality or identity need to feel that relationship, sex and health education is relevant to them.

The college will seek to challenge all forms of discrimination and prejudice between pupils and promote understanding and respect as outlined under the Equality Act 2010.

2.3 Definition of relationships, sex education, health education and living in the wider world

Relationship Education

We define relationship education as learning about the physical, social, legal and emotional aspects of human relationships. This would include things like friendships, attraction, and romance, types of families, family life, sexuality, gender, anti-bullying and committed relationships, intimate relationships and consent as well as keeping safe on and offline.

Sex Education

We define sex education more about learning the 'facts' i.e. the knowledge of human reproduction, contraception, safer sex and sexual health. We take the approach that Relationships Health and Sex Education are best approached in an integrated way considering gender equity and human rights. This would include topics like contraception and sexually transmitted infections.

We will take care to highlight lessons that contain what we define as sex education so that we can respect the wishes of parents who have withdrawn their children from this content. Simultaneously, we will seek to nurture children's curiosity about the world around them, supporting their personal development and their respect for themselves and each other.

The lessons identified as Sex Education are:

Year 7	Year 8	Year 9	Year 10	Year 11
N/A	<u>Term 6</u> L3 Acceptable Vocab L4 Myths, opinions and stereotypes L5 The Condom L6 Thoughts and feelings - Contraception	<u>Term 6</u> L6 STI's	<u>Term 4</u> L3 Contraception and STI recap	<u>Term 3</u> L3 Sexual Health* <i>* Parents do not have the right to withdraw their child from Sex Education 3 terms before their 16th birthday. See Section 2.9.</i>

Health Education

Health Education is the information our young people 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. This would include things like mental well-being, internet safety and harms, including dangers of pornography, changing adolescent body, FGM, drugs, alcohol and tobacco, health prevention and basic first aid.

Living in the wider world

This area aims to teach our young people how to be responsible citizens and possess the skills needed for the future. Living in the wider world draws upon our Hailsham Way four pillars of character Being ready, respectful working and safe. Our young people will learn about British values, careers and other work-related learning aspects including citizenship and financial management. Students will discover other people's viewpoints and beliefs and develop their financial skills. Our students will understand online safety, social media and the part it plays in our everyday lives. Our learners will grow in confidence and develop skills needed for common and uncommon challenges they may face growing up

To cover the curriculum content outlined in the DfE RSHE Guidance, we will equip our pupils to build positive and respectful relationships online and offline. We seek to ensure that it gives pupils the knowledge, skills, attitudes and values that will help them to:

- realise their health (including sexual health), wellbeing and dignity
- build self-esteem and self-worth
- explore and value their personal and sexual identity and the personal/sexual identities of others
- understand family structures, committed relationships and the legal status of different types of long-term relationships
- understand and make sense of the real-life issues they are experiencing in the world around them
- manage and explore difficult feelings and emotions
- consider how their choices affect their own wellbeing and that of others
- develop as informed and responsible citizens
- understand and ensure the protection of their rights throughout their lives.

2.4 How will teaching address sexual orientation differences?

RSHE will be taught in an inclusive way and all orientations can be discussed as an integral part of the programme. This is to ensure that equality is presented as the key social and legal focus; this will also link in with the idea of British Values.

2.5 How will the teaching address religious, cultural, familial differences?

The **Relationships, Sex and Health Education (RSHE)** policy and PSHE schemes of work will address the concerns of any religious and cultural groups. We acknowledge that a good understanding of pupils' faith backgrounds and positive relationships between ourselves as the college and local faith communities help to create a constructive context for the teaching of these subjects.

Parents/carers will receive a letter from the Assistant Head of Department for Social Studies prior to when key content of sex education will be delivered. This will include details on the lessons due to be taught and offer parents/carers an opportunity to meet and discuss any concerns they might have about the programme on offer, or indeed any other queries about the RSHE provision. Therefore, where appropriate, staff will seek to provide alternative arrangements at any time that the schemes of work are deemed to be unsuitable for identified learners. (For more information please see 2.9 Parental right of withdrawal)

2.6 In which curriculum area will RSHE be taught?

RSHE is firmly rooted in the Social Studies curriculum as part of Personal, Social, Health and Education (PSHE). RSHE will be taught through timetabled lessons at various points of the year for Key stage 1 students (Year 1) and

Key Stage 3 students (years 7 – 9) and Key Stage 4. It will be supported throughout PSHE delivery and the mentor/assembly programme. Elements of RSHE will also be taught by the science department and the Head of Department/Assistant Head of Department within the Social Studies department will liaise with appropriate members of the Science department. The mentor and assembly programmes may also link in with age appropriate and topic appropriate elements of RSHE, although these aspects will be discussed with the Head of Department for Social Studies to ensure consistency of message and age appropriateness.

2.7 Co-ordination of RSHE policy, delivery of RSHE and CPD

The RSHE programme will be led by the Assistant Head of Department for Social Studies, who is responsible for the overall planning, implementation and reviewing. They will monitor the planning and delivery of content, providing appropriate resources, offering guidance and support in the delivery of RSHE.

The Head of Department for Social Studies and Assistant Head of department for Social Studies, in line with other curriculum areas, will endeavour to keep up-to-date with material and guidance for RSHE. They may lead, organise or inform staff and the wider college community of training and current issues. A specialist team of staff will deliver the programme and will also be part of a working party to help review the curriculum and undertake CPD to refresh their practice/share good practice.

The Head of Department and Assistant Head of Department for Social Studies will liaise with external support agencies, e.g. PHSE Association, East Sussex PSHE Teaching Hub, College Nurse, to encourage consistency and understanding in the College's RSHE programme.

There will be a biannual review of the RSHE policy and associated schemes of work. This review will be conducted by the Assistant Head of Department for Social Studies and other members of the RSHE working party. Any amendments of the policy will be presented in draft to the Board of Trustees for ratification. This review period may also involve a student survey on the provision, its impact and relevance.

The Head of Department and Assistant Head of Department for Social Studies will liaise with the safeguarding team at the college to ensure that concerns about students are taken into consideration when planning the delivery of all aspects of the RSHE curriculum.

In addition, the DSL will link with the curriculum leaders for PSHE and RSHE, to ensure that the curriculum supports the wellbeing and resilience of pupils and teaches them about risk assessment and safeguarding issues, such as healthy relationships and online safety.

2.8 Partnership between home and college

We are committed to working with parents/carers on our RSHE programme and we will ask for a small group of parents/carers to be part of our RSHE working party. The RSHE policy will be made available on the college website for all parents/carers and interested parties to review and parents/carers will be able to contact the Head of Department for Social Studies to discuss/view the programme of study/schemes of work. The Head of Department and/or Assistant Head of Department for Social Studies will send a letter to parents/carers detailing the topics to be covered in the RSHE programme and invite parents/carers to attend a meeting in the run up to when RSHE topics are due to be covered.

It is important to understand the broad range of experiences that children and young people have of family and social life and be sensitive to them. It is important to reflect this in display and discussion work where appropriate, such as depicting

- living in a nuclear or extended family
- living in a reconstituted family
- living in a lone parent family
- living in an adoptive family
- living with LGBTQ+ parents/carers
- living with Trans parents/carers
- living in a foster home
- living in a residential home
- living with siblings or relatives other than parents
- living in a family where they are the main carer
- living between two homes
- living as a refugee
- living with parents/carers/relatives/siblings who for example, are abusive or have learning, physical and/or mental difficulties

2.9 Parental right of withdrawal

It is hoped that all parents/carers will see the benefits of providing a diverse and challenging RSHE curriculum. However, there may be elements of the curriculum that some parents/carers are unsure about due to a lack of familiarity with the issue/key words or indeed a religious, cultural or familial preference. The College respects the parental/carer right to request withdrawal of their child/young person they care from sex education (excluding statutory science and relationship and health education). However, the College would like to offer parents/carers the opportunity to discuss any concerns they have in a group and/or an individual basis. Parents/carers will be informed how to withdraw their child/young person they care for in part or whole from the sex education curriculum and understand what will be offered in its place. Parents/carers need to be aware that a learner at HCC can access confidential advice from the college nurse or counsellor, even if their parents/carers have exercised their right to withdraw their child/young person they care for from sex education curriculum. The arrangements regarding the right for students to opt into sex education without parental support starts 3 terms before their 16th birthday.

2.10 Student voice

Learners will be asked to review and help tailor (via the Student Council and RSHE lesson evaluations) our Relationships, Sex and Health Education (RSHE) programme to ensure it matches identified needs.

2.11 Key principles used to ensure high quality RSHE lessons

Learners will have an opportunity to express themselves within a trusted and a safe environment that is underpinned by clear aims and appropriate ground-rules. Learners need to articulate their thoughts, doubts and anxieties in order that they can build the skills needed to make responsible decisions, communicate effectively and develop healthy and appropriate relationships.

Ground-rules with a key focus on distancing and confidentiality issues will be a continuous feature of RSHE planning and teaching/learning.

2.12 Distancing techniques

This will be a key ground-rule (e.g. avatars, use of third person questions/explanations etc) in all RSHE lessons. This technique is involved to reduce the risk of inappropriate/uncomfortable information, disclosures being shared during the lesson and to make learners and staff feel as safe as possible. There will be an anonymous question box available in all RSHE and answers to the questions may be posted on a discrete notice board in one classroom.

2.13 Confidentiality

While our college wants to create a learning space that feels safe for children and young people to disclose, we also want to protect children's privacy.

At our college we do this by using a number of teaching techniques including the use of a working agreement, where rights respecting ground rules are created with pupils on what makes a safe and welcoming environment for all.

Once ground rules have been set, we will check they are in place throughout the scheme of work and actively referred to. Through the use of ground rules and other approaches, such as distancing techniques, we believe the college can create a supportive environment for discussions that can be sensitive or difficult.

Confidentiality will be a key ground-rule in all RSHE lessons. Learners will be told by age and maturity appropriate language that teachers can keep confidentiality except when the teacher is concerned about that learner's safety or the safety of another. When appropriate, learners will be informed of sources of confidential help, such as the College Nurse, ChildLine and other external agencies.

Teachers and support staff are aware that teaching RSHE can lead to student disclosures. All staff must be made aware that they cannot offer or give unconditional disclosure to any student in the College. Staff should also be aware of the safeguarding procedures and the individual responsible for safeguarding (DSL) that they should contact) or use 'MyConcern'. The College will establish guidelines for learners to ensure they understand that it is not appropriate to make very personal disclosures during a lesson.

2.14 Confidentiality in the classroom

During the lesson it is the responsibility of the classroom teacher/visitor to ensure that all learners are aware disclosures are best when they can be more sensitively managed and so it is best to seek help before or after lessons (this should be made part of the ground rules for that class). Despite this ground-rule there is a possibility a disclosure can happen in a lesson activity. If this happens then the learner should be asked if they need to speak to a member of staff immediately or can wait to speak to the member of staff at the end of the lesson. If the learner asks to speak to a member of staff immediately then the emergency call out system should be used with a short comment such as 'Immediate RSHE disclosure'.

2.15 One to one disclosure to a member of teaching/non-teaching staff

Teachers and classroom support staff are aware that effective RSHE, which brings an understanding of what is and is not appropriate in a relationship, can lead to disclosure of a safeguarding issue. The following guidance will be reviewed by each member of the RSHE team.

- Do not speak to learners in a closed environment
- Have the classroom door open
- Be in full view
- Make sure you take clear notes that are accurate at the time
- Do not prompt or encourage questioning.
- Remind the student you cannot hold on to information and that it will need to be shared with the DSL via My Concern.

2.16 Disclosures to a college nurse/health professional operating a confidential drop in session at the College

The drop-in sessions have been designed with appropriate levels of confidentiality in mind (this should include the venue, timing, access and information given out to promote the drop in). The limits of confidentiality must be stated to the individual when they attend the session (see 'legal position of college nurses').

The teachers/staff involved in the RSHE programme will be supported by the Head of Department for Social Studies. If a disclosure does occur, then the member of staff should follow standard protocol and complete a 'MyConcern' and/or speak to the designated safeguarding lead (DSL) or a Vice Principal/Head of College in their absence.

2.17 Visitors

There is the potential that the RSHE curriculum may involve input from a wide variety of outside agencies and speakers. This may allow different views to be delivered but should be designed to complement the teacher led curriculum provision. However, to gain the most from outside speakers there needs to be a consultation period between the provider and the relevant individuals on the College teaching staff. This will hopefully ensure that there is a level of consistency. Visitors will also have to follow the College's confidentiality protocol.

2.18 College and community nurses

College and community nurses may also provide confidential contraceptive advice and care to young people in response to individual requests, if the above guidelines are followed. However, college nurses contributing to a college sex education programme must follow the RHSE policy of the college.

The confidentiality position for Hailsham Community College in the above matter is quite clear. No teacher or member of the support staff (excluding college nurse and 'C Card' identified trained leads) shall provide direct contraceptive advice (as per instructions) but can support the student by suggesting the appropriate steps they could take, which are:

- If possible discuss with parents and /or carer;
- Organise a one to one interview with the college nurse;
- Go to their GP
- Go to the sexual health clinic
- Sign up to the East Sussex C Card Scheme offered through youth provisions

3. Assessment of RSHE

- Learner's understanding and application skills will be checked using baselines (what they already know), formative assessment (their answers given in discussions/Q/A) and summative assessment (application of knowledge and skills to a fictional scenario);

- A variety of appropriate methods (for example, short written task/tests, scenario work, oral feedback);
- Learners will have the opportunity in lessons and through home-learning to review their learning;
- We will help learners overcome potential barriers to learning and assessment by differentiating the tasks as well as liaising with the Learning Hub, ASD Facility, and AP teams as well as year teams and parents/carers);
- Teacher's will reflect critically on their work when planning and delivering RSHE.

4 Programme of study

The Relationships and Sex Education (RSHE) Programme at Hailsham Community College will give learners the opportunity to study the following themes and key focus points. Many of these points are age appropriate and will be tailored to match the needs of the learners. All main RSHE elements will be delivered in timetabled lessons for all key stages. Some elements of RSHE will also appear as part of the Personal Development and mentoring programme and/or the key stage 3/4 science curriculum and assemblies.

4.1 Primary Curriculum

The Relationships Education, RSHE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary colleges. Sex education is not compulsory in primary schools and the content set out in this guidance therefore focuses on Relationships Education. The focus in primary schools should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

By the end of primary school pupils should know:

Families and people who care for me	<p>Pupils should know</p> <ul style="list-style-type: none"> • that families are important for children growing up because they can give love, security and stability. • 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. • that others' families, either in college 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 • that 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. • that marriage¹³ represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
Caring friendships	<p>Pupils should know</p> <ul style="list-style-type: none"> • how important friendships are in making us feel happy and secure, and how people choose and make friends.

	<ul style="list-style-type: none"> • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • 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. • 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.
Respectful relationships	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • the conventions of courtesy and manners. • the importance of self-respect and how this links to their own happiness. • that in college 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. • 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. • what a stereotype is, and how stereotypes can be unfair, negative or destructive. • the importance of permission-seeking and giving in relationships with friends, peers and adults.
Online relationships	<p>Pupils should know</p> <ul style="list-style-type: none"> • that people sometimes behave differently online, including by pretending to be someone they are not. • 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. • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • how information and data is shared and used online.
Being safe	<p>Pupils should know</p> <ul style="list-style-type: none"> • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • 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.

	<ul style="list-style-type: none"> • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard. • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice e.g. family, college and/or other sources.
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4.2 Secondary Curriculum

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 should also cover 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.

The RSHE curriculum at secondary is developed by the Assistant Head of Department for Social Studies in conjunction with the views of teachers, students, parents and national research, national and local agendas including agencies such as the Police, Home Office etc. The programme learning aims and outcomes originate from the Department for Education - RSHE statutory guidance in conjunction with the PSHE Trade Association learning outcomes.

The programme learning aims and outcomes originate from the Department for Education - RSHE statutory guidance in conjunction with the PSHE Trade Association learning outcomes and will meet the learning objectives outlined in the Relationships Education, Relationships & Sex Education and Health Education Guidance.

Resources are developed in a number of ways and pulled together from a number of HCC and where possible DfE approved organisations including, but not limited to:

- Teachers
- The PSHE Association
- Government bodies and other public sector institutions i.e. Police Forces, NHS, DfE, Votes for colleges
- Charities and other not for profit organisations
- Online resources i.e. TES
- Developed in house materials used are carefully chosen and will meet our legal duties regarding political impartiality and will reflect Hailsham Community Colleges ethos and values of modern society.

Teachers will support student's ability to form their own views and opinions promoting shared principles that underpin our society such as diversity, tolerance and respect. Teachers will use their own reasonable judgement

when it comes to balance. It is preferable, where practical, to present students with a reasonable range of views on a political issue.

When taking steps to ensure balance we aim not to do anything that would be clearly inappropriate or undermine effective teaching. We always continue to challenge misinformation and extreme views, such as those based on discrimination, intolerance, prejudice and against British values.

We will always focus on the needs of our students when deciding how to teach about controversial subjects. When choosing external resources we consider if:

- it aligns to the DfE teaching requirements set out in the statutory guidance
- supports students in applying their knowledge in different contexts and settings
- is age-appropriate
- is evidence-based and contains robust facts and statistics
- fits into our curriculum plan and community need
- is from a credible source

Hailsham Community College believes that students should have opportunities to have their genuine questions answered in a sensible and matter-of-fact manner. However, occasionally a student may ask a particularly explicit, difficult or embarrassing question in class. Teachers will use their skill and discretion to decide about whether to answer questions in class and, if so, how. They will establish clear parameters of what is appropriate and inappropriate; they will follow the colleges behaviour for learning policy and discuss ground rules with students by taking an approach that encourages students to be mature and sensible.

If a teacher does not know the answer to a question they will acknowledge this and suggest that they and students research the answer to the question later. If a question is too explicit or inappropriate to answer in class at that moment, teachers will acknowledge it and attend to it later with the student who asked it. If a question is too personal, teachers will remind students about the ground rules and if necessary point out appropriate sources of support.

Internal data and external data from sources such as and not limited to the 'Safety Audits', internal data, behaviour and safeguarding reports and East Sussex Health and Well Being Reports such as 'My health, My School' surveys' are used to inform and identify areas to be developed and for normative messages to promote positive choices, health and safety.

PSHE staff and new to the school are invited and supported through three PSHE training sessions. All training needs are reviewed on an ongoing basis to assist in professional development, policy compliance or personal need.

Further training takes place during termly teacher meetings and INSET opportunities.

Student voice is central to the culture and ethos of HCC. We use student voice to evaluate how relevant and engaging RSHE is to our young people's lives. Throughout PSHE schemes of work we embed student voice practices to enable students to express their views on the range of topics and issues that RSHE covers and to ensure that students listen to other opinions and evidence, reflect on their own perspectives and take a broader view. We want to ensure that all student voices are heard but that those views that are hurtful, offensive or

exclusionary do not dominate and are addressed. We want to ensure a culture where human rights, social justice, inclusion and diversity are promoted.

In addition to developing the knowledge taught at primary school, guidance suggests that RSHE should have five main elements by the end of secondary college pupils should know:

FAMILIES

- 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 and civil partnerships are, including their legal status e.g. that marriage and civil partnerships carry 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 the raising of children, including the characteristics of successful parenting.
- how to: determine whether peers, adults or sources of information are trustworthy, judge when a family, friend, intimate or other relationships 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

- the characteristics of positive and healthy friendships (both on and offline) including: trust, respect, honesty, 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 college and in wider society they can expect to be treated with respect by others, and that in turn they should show due tolerance and respect to others and others' beliefs, including people in positions of authority.
- 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.

ONLINE AND MEDIA

- their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online
- 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:

- 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, INCLUDING SEXUAL HEALTH

- 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 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.
- how 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.

Source: Relationships Education, Relationships and Sex Education (RSE)
and Health Education Guidance 2019, updated 2021

4.3 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 should be made aware of the relevant legal provisions when relevant topics are being taught, including for example:

- 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)

5. Physical Health and Mental Wellbeing

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.

5.1 Primary Curriculum for Physical Health and Mental Wellbeing

The focus in primary school should be on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental wellbeing is a normal part of daily life, in the same way as physical health.

By the end of primary school pupils should know:

Mental wellbeing	<p>Pupils should know</p> <ul style="list-style-type: none">• that mental wellbeing is a normal part of daily life, in the same way as physical health.
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	<ul style="list-style-type: none"> • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • where and how to seek support (including recognising the triggers for seeking support), including whom in college they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). • it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
Internet safety and harms	<p>Pupils should know</p> <ul style="list-style-type: none"> • that for most people the internet is an integral part of life and has many benefits. • about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. • how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. • why social media, some computer games and online gaming, for example, are age restricted. • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • where and how to report concerns and get support with issues online.
Physical health and fitness	<p>Pupils should know</p> <ul style="list-style-type: none"> • the characteristics and mental and physical benefits of an active lifestyle. • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to college, a daily active mile or other forms of regular, vigorous exercise.

	<ul style="list-style-type: none"> • the risks associated with an inactive lifestyle (including obesity). • how and when to seek support including which adults to speak to in college if they are worried about their health.
Healthy eating	<p>Pupils should know</p> <ul style="list-style-type: none"> • what constitutes a healthy diet (including understanding calories and other nutritional content). • the principles of planning and preparing a range of healthy meals. • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs, alcohol and tobacco	<p>Pupils should know</p> <ul style="list-style-type: none"> • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and Prevention	<p>Pupils should know</p> <ul style="list-style-type: none"> • how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • the facts and science relating to allergies, immunisation and vaccination.
Basic First Aid	<p>Pupils should know:</p> <ul style="list-style-type: none"> • how to make a clear and efficient call to emergency services if necessary. • concepts of basic first-aid, for example dealing with common injuries, including head injuries.
Changing adolescent body	<p>Pupils should know:</p> <ul style="list-style-type: none"> • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • about menstrual wellbeing including the key facts about the menstrual cycle.

5.2 Secondary Curriculum for Physical health and mental wellbeing

It is important that the starting point for health and wellbeing education should be a focus on enabling pupils to make well-informed, positive choices for themselves. In secondary college, teaching should build on primary content and should introduce new content to older pupils at appropriate points. This should enable pupils to understand how their bodies are changing, how they are feeling and why, to further develop the language that they use to talk about their bodies, health and emotions and to understand why terms associated with mental and physical health difficulties should not be used pejoratively. This knowledge should enable pupils to understand where normal variations in emotions and physical complaints end and health and wellbeing issues begin.

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

Mental wellbeing	<p>Pupils should know</p> <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 and harms	<p>Pupils should know</p> <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. • 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	<p>Pupils should know</p> <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	<p>Pupils should know</p> <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	<p>Pupils should know</p> <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.

	<ul style="list-style-type: none"> • 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	<p>Pupils should know</p> <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	<p>Pupils should know</p> <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	<p>Pupils should know</p> <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.

6. Bibliography

DFE guidance

[Relationships Education, Relationships and Sex Education and Health Education guidance \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/publications/relationships-education-relationships-and-sex-education-and-health-education-guidance)

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