



# Horizon Community College Relationships, Sex & Health Education Policy

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# **RELATIONSHIPS, SEX AND HEALTH EDUCATION (RSHE) POLICY**

## **C O N T E N T S**

**Section 1 Introduction 4**

**Section 2 Delivery of RSHE 5**

**Section 3 Roles and Responsibilities 7**

**Section 4 Involvement of Parents and Students 9**

**Section 5 Monitoring, Evaluation and Review 9**

**Section 6 Equality 10**

**Section 7 Right to Withdrawal 10**

## Section 1 Introduction

### What is relationships, sex and health education?

The Department for Education (DfE) defines sex and relationships education (SRE) as: ‘Learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. Some aspects are taught in science, and others are taught as part of personal, social, health and economic education (PSHE).’

### This document is informed by existing DFE guidance on:

- Relationships Education, Relationships and Sex Education (RSE) and Health Education (last updated September 2021).
- Fundamental British Values as part of SMSC in schools (meeting the requirements of section 5 of the Education Act 2011, in the provision of SMSC).
- The PSHE Association Programme of Study for key stages 1-5 (DfE recommended).
- National curriculum in England: Citizenship programme of study for key stages 3 and 4 (non-statutory).
- Equality Act 2010: Advice for schools (Revised June 2014).
- Ofsted Review of sexual abuse in Schools and Colleges 10<sup>th</sup> June 2021.
- Sexual violence and sexual harassment between children in schools and colleges September 2021.
- Keeping Children Safe in Education 2024 (Statutory guidance for schools and colleges).

### Our aims:

Horizon Community College’s comprehensive programme of RSHE provides accurate information about the body, reproduction, sex, and sexual health. It also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline.

The college wants parents/carers and students to feel assured that sex education will be delivered at a level appropriate to both the age and development of students, and to feel able to voice opinions and concerns relating to the sex and relationships education provision.

## Section 2 Delivery of RSHE

### **Citizenship - Curriculum Intent**

Citizenship at Horizon prepares our students to become successful adults. They learn how to build positive relationships, live healthy lifestyles, be moral citizens and have the confidence to be 'work and life ready'. Our curriculum focuses on three strands which are: Health and wellbeing, Relationships and Living in the wider world.

RSHE is delivered through Citizenship lessons in KS3, within the Core RE curriculum for KS4 and as part of the College Personal Development programme.

Classes are taught in mixed gender and mixed ability groups.

Citizenship lessons follow the three core themes recommended by the PSHE Association:

1. Health and wellbeing
2. Relationships
3. Living in the wider world

### **Wider curriculum**

RSHE is also delivered through elements of the wider curriculum (Y7-11). Biological aspects of RSHE are taught within the Science curriculum; moral issues relating to marriage, faithfulness, sexuality, fertility treatments, domestic abuse and divorce are considered in RE lessons; online protection issues are explored through Computing lessons; and in Y10-11 students refresh their knowledge about consent law, contraception, and sexual health, again through RE lessons.

### **Assemblies and Tutor Time:**

The college's Y7-Y11 programme of assemblies also enhances the RSHE provision. Issues relating to pressure, consent, the effects of alcohol and illegal drugs are just some of those explored through assemblies. These themes are also discussed through the 'Votes for Schools' programme within tutor time. Follow up work then takes place within Tutor Time, to give students the opportunity to discuss issues raised in smaller groups.

### **Guest speakers/teachers:**

We also invite guest speakers to talk on issues related to sex and relationships. It is our experience that certain subjects are better received when delivered by an expert or experienced health professionals (such as NHS commissioned Spectrum Health) who can challenge students' knowledge and perceptions. A teacher is always present during these lessons.

The RSHE content studied can be found below:

**KS3 Citizenship**

YEAR 7	YEAR 8	YEAR 9
<ul style="list-style-type: none"> <li>• Personal identity and values</li> <li>• Healthy friendships</li> <li>• Peer pressure/influences</li> <li>• Resolving conflict</li> <li>• Anti-bullying</li> <li>• Personal and online safety</li> <li>• Consent and boundaries</li> <li>• Stereotyping, prejudice and discrimination</li> <li>• The Equality Act 2010- Protected characteristics</li> <li>• What is wellbeing?</li> <li>• Understanding mental health</li> <li>• Self-esteem</li> <li>• Resilience</li> <li>• Dealing with intense emotions</li> <li>• Links between physical and emotional wellbeing</li> <li>• Nutrition</li> <li>• Physical activity</li> <li>• Sleep</li> <li>• Personal/dental hygiene</li> <li>• Fundamental British Values</li> <li>• Rights/responsibilities</li> <li>• Human rights</li> <li>• Tolerance/inclusion</li> <li>• The law and the online world</li> </ul>	<ul style="list-style-type: none"> <li>• Healthy relationships</li> <li>• Managing and monitoring health-self-care and self-examination</li> <li>• Physical activity and wellbeing</li> <li>• Social media and wellbeing</li> <li>• Body image and influencer culture</li> <li>• Understanding mental health further- when to seek help and how to support others</li> <li>• Basic first aid</li> <li>• Risks of alcohol</li> <li>• Risks of nicotine/tobacco/vaping</li> <li>• Addiction</li> <li>• Drug use, attitudes and the law</li> <li>• Steroid/prescription drug use and managing addiction</li> <li>• Gang culture</li> <li>• Knife crime</li> <li>• County lines and criminal exploitation</li> <li>• Image sharing laws</li> <li>• Stereotyping, prejudice and discrimination recap</li> <li>• Thinking critically about what we see online</li> <li>• Equality Act 2010- Protected characteristics recap</li> <li>• Racism and hate crimes</li> <li>• Discrimination on the grounds of religion</li> <li>• Gender stereotyping and sexism</li> <li>• Ableism</li> <li>• LGBTQ+</li> <li>• Refugees/asylum seekers myth-busting</li> <li>• Online risks</li> <li>• Fake news</li> <li>• Free vs. Hate speech</li> <li>• Trolling</li> <li>• Gambling and gaming risks</li> <li>• Online scams/fraud</li> <li>• Positive internet use</li> <li>• Artificial Intelligence</li> </ul>	<ul style="list-style-type: none"> <li>• Healthy relationships</li> <li>• Types of committed relationships</li> <li>• Arranged/forced marriage</li> <li>• Contraception and sexual health</li> <li>• Pregnancy and options</li> <li>• Parenting</li> <li>• Fertility and options</li> <li>• Recognising unhealthy relationships and dealing with conflict/breakups</li> <li>• Consent and the law</li> <li>• Peer and relationship pressures</li> <li>• Domestic violence</li> <li>• Honour-based violence/FGM</li> <li>• Asexuality</li> <li>• Sexual harassment/violence</li> <li>• Child Sexual Exploitation</li> <li>• Grooming and Child Criminal Exploitation</li> <li>• Radicalisation</li> <li>• Pornography</li> <li>• Sexting and the law</li> <li>• Financial wellbeing and the importance of financial education</li> <li>• Gambling addiction</li> </ul>

## KS4 Core RE/Citizenship-

YEAR 10	YEAR 11
<ul style="list-style-type: none"><li>• Social Justice/Protest</li><li>• Prejudice/discrimination</li><li>• Managing grief</li><li>• Wellness</li><li>• Self-care</li><li>• Managing mental health issues</li><li>• Media bias and thinking critically about what we see online</li><li>• Contraception</li><li>• Fertility</li><li>• Healthy relationships</li><li>• Healthy sexual relationships</li><li>• Managing break ups and relationship conflict</li><li>• Dangers of pornography</li></ul>	<ul style="list-style-type: none"><li>• Organ Donation</li><li>• Drugs awareness and risks</li><li>• Risks of alcohol abuse</li><li>• Risks of smoking/vaping</li><li>• Risks of gambling</li><li>• Social media and wellbeing</li><li>• Equality Act 2010- protected characteristics</li><li>• Ableism</li><li>• Racism</li><li>• Sexism/misogyny</li><li>• Extremism</li><li>• Transphobia</li><li>• Coercion</li><li>• Grooming</li><li>• Criminal exploitation</li><li>• Sexual exploitation</li><li>• Body image</li><li>• Self-esteem</li><li>• Low mood/depression</li><li>• Anxiety/stress</li><li>• How to support others</li><li>• The importance of sleep</li></ul>

## Section 3 Roles and Responsibilities

### **Horizon Local Committee (HLC) Members (formerly Governors)**

To review the RSHE policy annually to ensure that it meets the needs of all members of the college's community.

### **College Leadership Team**

To ensure that all staff are familiar with the college's policy and guidance relating to sex education and up to date with any changes.

To communicate freely with staff, parents and the HLC to ensure that everyone understands the policy and curriculum for sex education, and that any concerns or opinions regarding provision are listened to, taken into account and acted on as is appropriate.

### **RSHE Coordinator – Ms. D Kaur**

To ensure that sex education is age-relevant and appropriate across all year groups.

To ensure that the knowledge and information regarding RSHE, to which all students are entitled, is

provided in a comprehensive way.

To provide support to staff members who feel uncomfortable or ill-equipped to deal with the delivery of sex education to students.

To provide information and guidance to parents and carers, as requested.

### **College staff**

To ensure that they are up to date with the college's policy and the curriculum requirements regarding sex education. Any areas that they feel are not covered or inadequately provided for should be reported back to RSHE Coordinator.

To attend and engage with relevant safeguarding training.

To attend compulsory sexual harassment and peer on peer abuse training.

To encourage students to communicate concerns regarding their social, personal and emotional development in confidence, listen to their needs and support them seriously. If a student comes to a member of staff with an issue that that member of staff feels they are not able to deal with alone, they should follow college policy and take this concern to the Safeguarding Leads.

To ensure that their personal beliefs and attitudes do not prevent them from providing balanced RSHE activities to students.

To tailor their lessons to suit all students in their class, across the whole range of abilities, including those students with special educational needs.

To support with the delivery of our termly Whole College Student Safety and Wellbeing Survey. Staff may also be asked to support school leadership teams and safeguarding team in the important follow up work that is generated through these surveys.

To promote and role model a culture of kindness within college, one of our core values.

### **Students**

To be considerate of other people's feelings and beliefs. Students who regularly fail to follow these standards of behaviour will be dealt with under the college behaviour policy.

To be encouraged and to feel comfortable enough to talk to a member of staff regarding any concerns they have relating to sex education. Staff must consult the Safeguarding Leads if there is a child protection concern, or they feel ill-equipped to deal with the issue at hand.

To provide feedback on the college's RSHE provision. Opinions on provision and comments will be reviewed and taken into consideration when the curriculum is prepared for the following year's students. In this way, the college hopes to provide students with the education they need on topics they want to learn about.



Students should be open and honest when completing their termly Student Safety and Wellbeing Surveys.

### **Parents and Carers**

To share responsibility for sex education and support their children's personal, social and emotional development.

To be encouraged to create an open home environment where students can engage, discuss and continue to learn about matters that have been raised through RSHE activities.

To be vigilant and responsive to concerns relating to inappropriate material available or viewed online.

To be encouraged to seek additional support in this from the college where they feel it is needed.

To complete parental surveys on RSHE and read revised College RSHE Policy.

Parents/carers (and students) can contact the college using the student wellbeing inbox ([studentwellbeing@horizoncc.co.uk](mailto:studentwellbeing@horizoncc.co.uk))

## **Section 4 Involvement of Parents and Students**

We actively seek student feedback through student voice activities and student focus groups. Parents/carers are written to each year, detailing links to where the RSHE programme and policy are outlined with additional advice and support links about discussing these matters with their children. All parents/carers are also given the opportunity to complete the RSHE parental form with the option to discuss any matters regarding the policy and/ or curriculum with the RSHE Coordinator.

## **Section 5 Monitoring, Evaluation and Review**

The college will review this policy annually. We will evaluate its effectiveness: taking into account feedback from students, staff, parents/carers; reflecting on what we have seen through learning walks and classroom observations; and considering information we receive from Ofsted national reports and PSHE association guidance.

## Section 6 Equality

RSHE lessons provide a good background for talking openly and freely about the diversity of personal, social and sexual preferences. Prejudiced views will be challenged, and equality promoted. Any bullying that relates to sexual behaviour or perceived sexual orientation will be dealt with swiftly and seriously. This is the case for bullying of any kind and the procedures regarding this are outlined in the anti-bullying policy and the behaviour policy.

Students with SEN are further supported when covering sensitive topics, by consultation with the SEN department in order to seek further guidance of appropriate support to meet student needs.

## Section 7 Right to Withdrawal

The college aims to keep parents/carers informed about all aspects of the RSHE curriculum and urges them to read this policy. They can request these directly from RSHE Coordinator or can access RSHE policies and curriculum on the college website. The college will do everything it can to ensure that parents/carers are comfortable with the education provided for their children; it is, however, their statutory right to withdraw children in their care from all aspects of sex education. This excludes withdrawal from the elements on human growth and reproduction which fall under the Science **National Curriculum**

In secondary education from September 2021 parents will not be able to withdraw their child from any aspect of Relationships Education or Health Education.

Except in exceptional circumstances, we will respect the parents/carers' request to withdraw their child up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school will make arrangements to provide the child with sex education during one of those terms.

All children will have the right to opt into sex education three terms before they turn 16 and the school will make arrangements for this to happen. In practice, this means that when a child turns 15 they have the right to be taught sex education if they want to.

Any parents/carers wishing to withdraw children in their care from sex education should contact the RSHE Coordinator, who will discuss their concerns with them. Sex education is a vital part of the college's curriculum and of keeping children safe, and we urge parents/carers to carefully consider their decision before withdrawing children in their care from this aspect of their education. However, it is acknowledged that the final decision about the issue is for the parents/carers to take.

Lessons that are categorised under Sex Education are as follows:

- Spectrum NHS Services: Condom Demonstration
- Spectrum NHS Services: Sexually Transmitted Diseases/ Contraception