



# Relationships, Sex and Health Education Policy

Document Control	
Title	Relationships, Sex and Health Education Policy
Date	31st March 2021
Supersedes	
Purpose of the policy	Sets out the curriculum and teaching and learning for Relationships, Sex and Health Education
Related policies/guidance	
Review	2 years
Author	School
Date Consultation Completed	Agreed 31st March 2021 with school and to be ratified full governing body 7th July 2021
Date adopted by	<b>March 2021</b>

Under the Public Sector Equality Duty, Manchester Hospital School has due regard to the need to eliminate discrimination, harassment and victimisation and any other conduct prohibited by the Equality Act 2010; to advance equality of opportunity between those who share a relevant



protected characteristic and those who do not share it and to foster good relations across all protected characteristics. Manchester Hospital School will take into account equality considerations when policies are being developed, adopted and implemented

Manchester Hospital School serves the needs of a very large and diverse range of children, young people and their families at times when they are extremely vulnerable. Our core purpose as a school is to uphold the child's right to Education and our policies and procedures are necessary to keep staff and children safe . We acknowledge that our students are often living with a range of very complex medical conditions including mental ill health and therefore we keep the needs of the student at the heart of all decisions. We will , therefore, work within the parameters of all statutory policies whilst seeking to understand and support the child's long term education and health needs.

## Contextual Statement

Manchester Hospital School is based across various settings, each with its own context. Our teaching takes place at the Leo Kelly School, at Galaxy House, in the Royal Manchester Children's Hospital, the Christie, and some Home Teaching. All young people who are absent from their schooling have the right to access the statutory curriculum, and we have the duty to ensure they can access it. This statutory curriculum for primary age pupils is Relationships and Health Education (RHE), and for secondary age pupils it is Relationships, Sex and Health Education (RSHE). This means that the teaching of RHE/RSHE will vary according to these differing contexts, in terms of quantity, content, and styles of teaching, but is nevertheless taught across the whole school.

Manchester Hospital School serves the needs of a very large and diverse range of children, young people and their families at times when they are extremely vulnerable

Our core purpose as a school is to uphold the child's right to Education and our policies and procedures are necessary to keep staff and children safe .

We acknowledge that our students are often living with a range of very complex medical conditions including mental ill health and therefore we keep the needs of the student at the heart of all decisions.

We will , therefore, work within the parameters of all statutory policies whilst seeking to understand and support the child's long term education and health needs.

Manchester Hospital School is an inclusive school where the focus is on the



wellbeing and progress of every child and where all members of the community are of

equal worth. The school recognises, respects and values differences. It strives to remove barriers and disadvantages that people may face, in relation to

disability including continuing economic disadvantage, health conditions, ethnicity, religion, belief or faith, sex, gender identity and sexual orientation.

Diversity should be respected and celebrated by all those who learn, teach and visit here.

We will work towards providing the best opportunities and outcomes for families, whilst continuing to work with our public partners to connect students to those opportunities. Our students will be supported to have the best start in life and equal access to high quality education, continuing to narrow educational gaps between the UK average and Manchester and between different identity groups in the City's schools. We will use our growing knowledge of the differing health trends across Manchester's communities of identity and tailor services to meet those needs. We will work to prevent personal circumstances such as homelessness, economic poverty. Disadvantage from being a barrier to opportunities, and provide support for those in the greatest need.

## 1. Aims

We believe that RSE is vital for the personal, social and emotional development of our pupils. It equips children and young people with the information, skills and values they need to have safe, respectful and enjoyable relationships and empowers them to take responsibility for their sexual health and well-being. Manchester Hospital School believes that all children and young people have a right to holistic, inclusive and needs-led RSE. We believe that through providing high quality RSE, we are upholding the ethos and values of our school and its commitment to equality and celebration of difference.

The aims of relationship and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive, honest, and open culture around issues of sexuality and relationships
- Teach pupils appropriate vocabulary to describe themselves and their bodies, ensuring LGBT inclusion



- Teach pupils about the importance of care and consideration for others with whom they share the same learning environment
- Enable pupils to learn about sex and relationships in an environment of trust, such that all pupils can ask &/or answer questions without fear of ridicule or indeed of not knowing
- Explore 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).
- Teach pupils that others' families, either in school or in the wider world, sometimes look different from their family and to ensure they are treated with care and consideration.

These aims chime with, and are informed by, the school's ethos and values. In particular, students at MHS will be encouraged to develop their knowledge and understanding of the RSE curriculum with integrity and trust at its heart, such that they will be able to do so in a fully safe and supportive environment. They will be encouraged to be kind to each other and to themselves, and to develop a sense of fairness and justice.

## 2. Statutory requirements

The Department for Education says

“In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy”<sup>1</sup>

Under [section 3.6 of the National Curriculum](#), Relationships and Sex Education is compulsory from year 7 onwards.

Secondary schools must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

## Equality, inclusion and social justice

---

<sup>1</sup> *Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers. Department for Education; issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996*

<sup>2</sup> *Ibid*



“Schools should consider what they can do to foster healthy and respectful peer-to-peer communication and behaviour between **(students as defined by Manchester Hospital School)**, and provide an environment which challenges perceived limits on pupils based on their gender or any other characteristic, including through these subjects and as part of a whole school approach.”<sup>2</sup>

We believe that RSE is a key vehicle for promoting equality, inclusion and social justice. Our RSE is designed to promote gender equality through challenging gender stereotypes and sexism and sexual harassment in schools. We take these issues seriously and ensure that we embed content on gender equality throughout the curriculum.

We are also committed to an RSE that makes every pupil feel valued and included and that is relevant to them. This means we are committed to an LGBTQ+ inclusive and SEND inclusive curriculum and are mindful of the SEND Code of Practice 2014 when planning for this subject. We will also ensure that we take into account the religious and cultural background of all pupils when teaching RSE.

An inclusive RSE at MHS will seek to challenge all forms of discrimination and prejudice between pupils and promote understanding and respect as outlined under the Equality Act 2010.

### 3. Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review - a working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation - all school staff are given the opportunity to consider the policy and make suggestions for amendment and/or additions
3. Parent/stakeholder consultation - parents and any interested parties have been invited to attend a meeting about the policy, at which they had the opportunity to offer suggested amendments, &/or seek any clarification.
4. Pupil consultation - we (will) have investigated what exactly pupils want from their RSE
5. The policy was/will be shared with and reviewed by Manchester Healthy Schools
6. Ratification - the policy will be presented to governors, who may also make suggestions for amendment and/or additions, before final ratification



## 4. Definition

"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."<sup>3</sup>

Relationships and Sex Education (RSE) -- is about the physical, emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

We define relationships education as learning about the physical, social, legal and emotional aspects of human relationships including friendships, intimate, sexual and committed relationships and family life.

We define sex education as learning about the physical, social, legal and emotional aspects of human sexuality and behaviour, including human reproduction. This includes conception and contraception, safer sex, sexually transmitted infections and sexual health.

We believe that Relationships and Sex Education is best approached in an integrated way and using a gender equity and human rights framework.

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. At the same time, we will seek to nurture children's curiosity about the world around them, supporting their development and their respect for themselves and each other.

---

<sup>3</sup> *Statutory Guidance: Relationships and Sex Education (RSE) (Secondary) Updated 9<sup>th</sup> July 2020.*  
Department for Education

RSE involves a combination of sharing information and exploring issues and values.

RSE is not about the promotion of sexual activity.

## 5. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.



We have developed the curriculum in consultation with parents, pupils and staff, taking into account the needs and feelings of pupils.

### Answering pupil questions

RSE explores a range of issues that may provoke questions from pupils. We view questions as a positive sign that pupils are engaged with what is being taught and feel able to express natural curiosities about themselves, their bodies and relationships with others.

As much as possible, where a question is relevant to the whole class, we will answer it to the whole group. There may occasionally be the need to deal with a question outside of the classroom if it is not suitable for the entire class.

Questions will always be answered in an age and developmentally appropriate way and take into account whether a parent/carer has requested their child to be removed from sex education lessons.

School staff will not be expected to answer personal questions about themselves or to ask direct personal questions of their students that could make either party vulnerable.

We believe that an open approach to answering questions prevents pupils from learning inaccurate or harmful information online or from peers and older students. We believe exploring issues with the whole class helps to reduce the stigma and shame that can surround some of the issues explored in RSE. Importantly, we believe that children are better protected from harm and abuse when they are able to discuss issues openly with trained professionals and in a safe environment.

For more information about our curriculum, see our curriculum map in Appendix 1.

## 6. Teaching of RSE

RSE is taught within the personal, social, and health education (PSHE) curriculum. Biological aspects of RSE are taught within the science curriculum.

Pupils also receive stand-alone sex education sessions delivered by a trained health professional.

Across all Key Stages, pupils will be supported with developing the following skills:

- Communication, including how to manage changing relationships and emotions
- Recognising and assessing potential risks
- Assertiveness
- Seeking help and support when required
- Informed decision-making
- Self-respect and empathy for others





- Recognising and maximising a healthy lifestyle
- Managing conflict
- Discussion and group work

These skills are taught within the context of family life, where a family refers to and includes all different family types, such as: nuclear, single-parent, extended, same sex, reconstituted (step), adopted, foster, and cohabiting.

At Leo Kelly School and Galaxy House pupils are taught discrete (separate) Personal, Social and Health Education (PSHE) lessons, in their year group classes, for one hour per week, with their form tutor. RSE is taught within the PSHE curriculum. RSE is usually taught in the Spring term, giving the students' form tutor the chance to get to know her/his tutees, and so build up the trust and openness which lend themselves to much more effective learning in RSE. This also reflects what takes place in many secondary schools across the North West. The content of the RSE curriculum can be seen in Appendix 1.

At RMCH, for secondary age pupils, the PSHE curriculum is taught within our wider curriculum offer which includes aspects of RSE for our longer stay pupils. Specialist PSHE/RSE teachers will be able to engage the pupils in RSE as and when appropriate, and only when authorised by the parent(s)/carer(s). Teaching tends to be on a 1:1 basis, enabling the pupils to genuinely explore this fundamentally important part of the secondary curriculum.

For those aged 5-11 (Primary aged), again the Relationships and Health Education (RHE) is taught by a specialist teacher, ensuring that the longer stay pupils do not miss out on this area of their education. We believe it is vital that young people start to learn about positive, healthy relationships with other people, and begin to explore what constitutes such relationships, as well as the corollary, what constitutes unhealthy relationships. The content of the RSE curriculum can be seen in Appendix 2.

## 7. Roles and responsibilities

### 7.1 The governing body

The governing body ratify the RSE policy and hold the headteacher to account for its implementation.

### 7.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of Sex Education.





### 7.3 Staff

Staff are responsible for:

- Teaching RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring student progress
- Responding to the needs of individual pupils

*Note* the point above in 7.2, that parents have no right to withdraw from their child(ren) Relationships and Health Education (Primary).

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

Ric Demby has the responsibility for developing the curriculum and for the teaching of RSE within the students' PSHE curriculum at LKC, and GH. At RMCH, Penny Coe has the responsibility for developing the RHE curriculum and its teaching.

### 7.4 Pupils

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

## 8. Parents' right to withdraw

Parents have the right to withdraw their children from the non-statutory/non-science components of Sex Education. We do however believe in its importance as part of their children's education, and will encourage parents to enable their children to have access to the whole curriculum. We will, however, respect their decision to withdraw their children from the non-statutory/non-science components of Sex Education.

Requests for withdrawal should be put in writing and addressed to the headteacher. A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action.



## 9. Training

Staff will be able to access training in the delivery of RSE - it is included in our continuing professional development calendar.

It is important all teachers have access to resources to become familiar with using inclusive language and rehearse strategies for dealing with all forms of bullying, including homophobic, biphobic and transphobic bullying.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

## 10. Monitoring arrangements

The teaching of RSE is monitored by Kerri O'Brien through:

- planning scrutinies,
- learning walks
- classroom observations
- departmental meetings, and minutes
- assessment of the implementation of CPD
- student representative semi-structured conversations
- student assessment activities

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed annually to ensure that it is in line with current Government guidance and legislation and to ensure that our RSE programme continues to meet the needs of our pupils.

At every review, the policy will (need to) be approved by the governing body including the headteacher.





**Relationships and sex education curriculum map** – *integrated into the Personal, Social and Health Education Curriculum*

Key Stage 4	Year 10	Year 11
Half-term 1	Drugs, Alcohol & Tobacco Education (D.A.T.E.)	Health & Screening/Prevention
		Values; Social Categories
Half-term 2	Internet Safety – Bullying; Cyberbullying	Mental Health & Wellbeing
	Employability skills How can I develop my employability skills? What are the connections between the world of work and my future economic well-being?	Stereotyping, Prejudice & Discrimination Protected characteristics
Half-term 3	My Body Matters: Diet**; Exercise; Healthy Eating; Health & Prevention	Sex and Relationships - and Drugs Mental Health and Well-being
Half-term 4	<b>Relationships and Sex Education</b> The Family and Family types; Reproduction; Contraception; Sexually Transmitted Infections	<b>Relationships and Sex Education</b> The Family and Family types; Reproduction and reproductive technologies; Contraception; Abortion; Healthy/Abusive Relationships; Consent and the Law
Half-term 5	Stress, Anxiety & Coping Strategies Exams – preparation; coping strategies	Extremism – Ideas and Behaviours Exams, Stress & Mental wellbeing
Half-term 6	Exams	Exams
	Friendship	

\*\*Not at Galaxy House

<b>Year</b>	7	8	9
<b>Group</b>			
<b>Key Stage</b>			
<b>3</b>			
<b>Theme</b>			
<b>Relationships and Sex Education</b>  <b>RSE</b>	<b>Reproduction; Family; Roles; Rights</b> <ol style="list-style-type: none"> <li>1. What is puberty and reproduction?</li> <li>2. What does a healthy relationship look like?</li> <li>3. What are the roles and responsibilities of parents? What are the factors of stable long-term relationships?</li> <li>4. What is forced marriage and honour-based violence?</li> </ol>	<b>Gender; Sexuality; Rights</b> <ol style="list-style-type: none"> <li>1. How can we understand gender and sexuality?</li> <li>2. What is exploitation?</li> <li>3. What is female genital mutilation (FGM)?</li> </ol>	<b>The Body and The Law</b> <ol style="list-style-type: none"> <li>1. The Changing Adolescent Body</li> <li>2. Self-awareness</li> <li>3. Sexting; Sexting and the Law</li> <li>4. Peer pressure</li> <li>5. Identity, Gender, and Sexuality</li> </ol>
<b>Mental and Emotional Health and Wellbeing</b>	<b>Managing change - Self-esteem</b> <ol style="list-style-type: none"> <li>1. How can I manage the transition to secondary school?</li> <li>2. Why is self-esteem important?</li> <li>3. What are the benefits and challenges of online relationships?</li> </ol>	<b>Managing change - Assertiveness</b> <ol style="list-style-type: none"> <li>1. How can I become more assertive?</li> <li>2. What is sexting and what are the laws surrounding it?</li> <li>3. How can I cope with change and loss?</li> </ol>	<b>Mental Health and Well-being</b> <ol style="list-style-type: none"> <li>1. Identity; Conforming</li> <li>2. On-line, anonymous pressure</li> </ol>

<p>Keeping Safe</p>	<p><b>1<sup>st</sup> Aid</b></p> <ol style="list-style-type: none"> <li>1. What are basic treatments for common injuries?</li> <li>2. What are basic life-saving skills and CPR?</li> <li>3. How do I stay safe and responsible out and about?</li> </ol>	<p><b>Drugs and Alcohol Education*</b></p> <ol style="list-style-type: none"> <li>1. What do we know about drugs and their risk?</li> <li>2. What are the laws surrounding drug use and misuse?</li> <li>3. How can we deal with situations when drugs and alcohol are on offer?</li> </ol>	<p><b>Internet Safety &amp; Harms</b></p> <ol style="list-style-type: none"> <li>1. What is cyberbullying?</li> <li>2. What is homophobia? Transphobia? Biphobia?</li> <li>3. And what are homophobic, transphobic and biphobic bullying?</li> </ol> <p><b>Drugs, Alcohol &amp; Tobacco</b></p> <ol style="list-style-type: none"> <li>1. Why do people take drugs</li> <li>2. The highs and the lows</li> <li>3. Risks</li> <li>4. What is dependency?</li> </ol>
<p>Healthy Lifestyles</p>	<p><b>Being Healthy</b></p> <ol style="list-style-type: none"> <li>1. What does it mean to be 'healthy'?</li> <li>2. What is oral hygiene?</li> <li>3. Why is personal hygiene important?</li> </ol>	<p><b>Keeping Healthy</b></p> <ol style="list-style-type: none"> <li>1. Why are immunizations and vaccinations important?</li> <li>2. What is a balanced diet?</li> <li>3. What are the health risks of a poor diet?</li> <li>4. What are the connections between exercise and good sleep?</li> </ol>	<p><b>Healthy Lifestyles</b></p> <ol style="list-style-type: none"> <li>1. Healthy Eating**</li> <li>2. Health &amp; Prevention</li> <li>3. Vaccination and Immunization</li> <li>4. Personal Hygiene</li> <li>5. Oral and dental hygiene</li> </ol>
<p>Living in the Wider World</p> <p>Citizenship</p>	<p><b>What is British? Is there a 'British'?</b></p> <ol style="list-style-type: none"> <li>1. What are 'British' Values?</li> </ol> <p><b>Money Issues</b></p> <ol style="list-style-type: none"> <li>1. How do people manage their money?</li> <li>2. What are entrepreneurial skills?</li> </ol>	<p><b>Consumption</b></p> <ol style="list-style-type: none"> <li>1. How can I become a critical consumer?</li> </ol> <p><b>Human Rights</b></p> <ol style="list-style-type: none"> <li>1. What are human rights and responsibilities?</li> <li>2. What is stereotyping and how can we tackle discrimination?</li> </ol>	<p><b>Action</b></p> <ol style="list-style-type: none"> <li>1. What is an active citizen?</li> <li>2. What are the ways I can get involved?</li> <li>3. Can I actually help to make things change?</li> <li>4. Action campaign</li> </ol>



\*\*Not at Galaxy House

<b>Keeping Safe</b>
<b>Healthy Lifestyles</b>
<b>Relationships and Sex Education</b>
<b>Mental and Emotional Well-being</b>
<b>Citizenship/Living in the Wider World</b>

Appendix 2: Curriculum map (Primary): Relationships and Health Education– integrated into the PSHE Curriculum



CURRICULUM SUBJECTS OVERVIEW

PSHE

Learning Pathways								
 <b>Pathfinders</b>	<b>Unity in the Community</b>	<b>Land Ahoy!</b>	<b>Zero to Hero</b>	<b>Come Fly With Me! The Arctic Circle</b>	<b>Happily Ever After</b>	<b>Inter-Nation Media Station</b>	<b>Going Wild</b>	<b>Light Up the World</b>
	Belonging Road Safety	Rules / Expectations Responsibility Being Considerate	Setting Goals Gender Stereotypes	Friendship Healthy Eating	Bullying Fair and Unfair Behaviour	Sharing Opinions Debating E-Safety	My Body Physical Activity	Emotions Sun Safety
 <b>Adventurers</b>	<b>Athens v Sparta</b>	<b>Law and Order</b>	<b>A World of Difference</b>	<b>Come Fly With Me! Africa</b>	<b>That's All Folks!</b>	<b>Lightning Speed</b>	<b>Picture Our Planet</b>	<b>Under The Canopy</b>
	Resilience Bullying	Rules and Responsibilities Consequences	Tolerance Diversity	Food and Nutrition Balanced Diet Communities	Goals / Aspirations Personal Strengths	E-Safety Privacy	Needs and Wants Financial Capability	Family Units Managing Change
 <b>Navigators</b>	<b>Wars of the World</b>	<b>You're Not Invited</b>	<b>I Have a Dream...</b>	<b>Come Fly With Me! America</b>	<b>Mission Control</b>	<b>A World of Bright Ideas</b>	<b>Full of Beans</b>	<b>Global Warning</b>
	Resilience Extremism and Radicalisation		Collaboration Cultural Diversity Discrimination	Communication Celebrating Diversity		Collaboration Nutrition Healthy Eating	Financial Capability Aspirations	



© Dimensions Curriculum Ltd.







 **PSHE**

**Aims**

<p>PSHE education helps pupils to develop the knowledge, skills and attributes they need to thrive as individuals, family members and members of society.</p>	<p>Through PSHE education, pupils are taught to make responsible, informed decisions.</p>	<p>PSHE education introduces pupils to some of the opportunities, challenges and responsibilities they will face growing up.</p>
<p>PSHE education is a vital part of pupils' preparation for life and lessons offer a safe space to explore more complex issues.</p>	<p>PSHE education actively promotes the moral, cultural, mental and physical development of pupils.</p>	<p>PSHE education helps children achieve their full potential by supporting their wellbeing and tackling issues that can affect their ability to learn, such as anxiety and unhealthy relationships.</p>
<p>PSHE education helps pupils to develop skills and aptitudes, such as teamwork, communication, and resilience.</p>	<p>Through PSHE education, pupils are better prepared to navigate, participate and stay safe in this world.</p>	<p>PSHE education helps to foster pupil wellbeing and develop character and personal attributes that we believe are fundamental to pupils being happy, successful and productive.</p>
<p>Pupils learn, through PSHE education, to know how</p>	<p>Through PSHE education, pupils learn about boundaries, including understanding boundaries</p>	<p>Pupils are taught about the importance of participation</p>



