

Relationships, Sex, & Health Education (RSHE) 2020/21

Version 1.1 (14th September 2022)



TKASA PSHCE

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PSHCE

RSHE Guidance 2022/23

(Version 1.1 – updated 14/09/2022)

This document covers the TKASA approach to Relationships, Sex, & Health Education (RSHE) as part of our larger Personal, Social, Health, & Citizenship Education (PSHCE) program. It follows in step with The Priory Learning Trust's Relationships & Sex Education Policy (2021), although the latter document supersedes this guidance in the event of fresh changes. This document may be considered as the Local Rules and Application of TPLT Policy at TKASA.

At TKASA, we define “relationships and sex education” as learning about healthy relationships, whether they are friends, families, or more intimate, and understanding more about the social and physical changes that occur throughout the development of these relationships.

We believe that RSHE is important for our students and school because of the portrayal of relationships and sex in the media – often suggesting relationships that are deemed ‘toxic’ and harmful as being normal.

The partnership between home and school is vital in providing the context for RSHE as it allows a unified response to students' needs, without overstepping on family conversations, which is why we encourage the participation of parents and guardians in our RSHE forum.

The intended outcomes of our program are that pupils will:

- Know and understand what is meant by bodily autonomy, consent, sexual and non-sexual relationships, and identity.
- Understand that they have a right to bodily autonomy, and to grant or withhold consent at any time
- Understand that they have a responsibility to respect others bodily autonomy and to respect the consent granted or withheld by others.
- Develop the skills of communicating their rights to autonomy, consent, and identity appropriately.

Above all, TKASA PSHCE's aims for our students are to ensure that they are well rounded, confident, and safe individuals in the wider world.

Roles & Responsibilities

The RSHE program will be led by Mr D Keyse, Head of PSHCE, and will be taught by Form Tutors during the PSHCE lessons.

It will be supported, where possible and appropriate, by external agencies, such as NHS/School Nurses, and charity groups through the provision of suitable resources.

A working party, made up from teaching/school staff, parents and guardians, and appropriate external agencies, to ensure that the RSHE program meets the requirements of the students, school, and community. Named members of the working party may be found in Appendix 2.

Teaching staff will receive RSHE training appropriate to the curriculum at that time to support pupils with any questions they may have around the topic material.

Statutory Regulations & Guidance (Legislation)

As of September 2020, the Department for Education states that all schools must deliver relationships and sex education in secondary schools.

Under this legislation, parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSHE. However, parents will be invited to discuss the request, and, where appropriate, with the child to ensure that wishes are understood, as well as to clarify the nature and purpose of the curriculum.

Withdrawal from the program may have detrimental effects, such as the social and emotional effects of being excluded from the lessons, but also having an incorrect account of the lesson content relayed to them by their peers. Some of these effects may be mitigated if parents propose to deliver the sex education aspect to their child at home instead.

A parental request to withdraw a child from the RSHE program will be respected unless there are exceptional circumstances, 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, arrangements will be made to provide the child with sex education during one of those terms.

The process for withdrawal is the same for any student at TKASA, regardless of religion, background, or special educational needs or disabilities.

Documents that inform the school's RSHE guidance include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010),
- Supplementary Guidance SRE for the 21st century (2014)
- Keeping children safe in education – Statutory safeguarding guidance (2016)
- Children and Social Work Act (2017)

Curriculum Design

RSHE is an integral part of our whole school PSHCE program, and is spread throughout KS3 and KS4, and delivered as a within the three main themes:

- Health & Wellbeing
- Living in the Wider World
- Relationships

The content of each of these strands is available through the PSHCE Big Picture as detailed in Appendix 1.

The RSHE program is inclusive in terms of gender identity, sexual orientation, age, religion or belief, disability, diversity, ethnicity, or other life experiences. The program has been designed to be inclusive through the use of appropriately differentiated lessons within the three main themes throughout the Key Stages – taking into consideration emotional maturity of students, as well as the relevance of the material during the delivery of each of the themes.

The RSHE program is based on resources recommended and accredited by the PSHE Association, chosen based on their content and applicability to TKASA's students. The whole PSHCE program is considered an organic entity, and as such will develop and grow along with the needs of our students.

High quality resources, including appropriate film clips and physical resources, are used to support and promote understanding of the context of the topics, and underpin the overall RSHE program.

Learning about relationships and sex education as part of the PSHCE program will further enhance lessons in Religious Studies and Science, as well as preparing our students to live healthy, happy lives in the wider world after their time with us.

Students will be encouraged to reflect on learning and progress using knowledge quizzes midway through and at the end of each topic. There is no formal assessment in RSHE nor PSHCE, but completion of these quizzes is recommended as a measure of understanding – which can serve to correct misconceptions at a later date or improve the quality of the provision of the program

Safe & Effective Practice

Teachers and students will agree ground rules at the beginning of the PSHCE program and will add or amend these as students develop throughout the course. Personal stories from staff and students are discouraged to maintain a level of distance from the topic, however students may ask questions of staff throughout the course. Anonymous questioning may be considered for use in some classes but is left to the teacher's professional discretion.

Students will be notified of upcoming sensitive issues that may affect them personally. Alternative provision may be provided, or the resources amended to soften the impact upon the individual, but not the overall message.

All staff teaching RSHE aspects of the PSHCE course will be supported by provision of high-quality learning resources, awareness of the Big Picture, support from the tutor team, Head of Year, and Head of PSHCE. If necessary, external agencies may be contacted to provide additional training and support for staff.

Safeguarding

Teachers are aware that effective RSHE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. Disclosure of such an issue will be logged as per the safeguarding policy of the school.

The designated Safeguarding Lead is Dan Milford (Principal, TKASA) and the Deputy Safeguarding Lead & Student Welfare Manager, Suzanne Lawrence, is a member of the RSHE working party.

Visitors or external agencies supporting the delivery of RSHE will be required to follow all the school policies for visitors, including but not limited to:

- DBS check where appropriate or always accompanied by a member of teaching staff on site.
- Display of TKASA Guest ID badge at all times
- Use of user specific guest login for ICT services if/when required.

All visits from external agencies must be planned with a minimum of 4 school weeks prior to the visit, unless in exceptional circumstances. This time is required for appropriate checks and preparation for any required ICT or other resources to be made. Parents will be notified of the intent prior to the event running.

Home-School Partnership

Parents will be informed about this document through a letter home directing them to the school website, where this document will be made available to view.

A working party of school staff, relevant external agencies, and parents and guardians will be formed annually, where the parent and guardian component will be refreshed every academic year – to ensure sufficient coverage of the beliefs and views of the student body as a whole. The working party will be limited to a maximum of 10 individuals taken from the aforementioned groups.

The RSHE program will be made available for the working party to scrutinise and update where appropriate within statutory guidance. The PSHCE Big Picture, detailing the expected topics and learning outcomes, will be made available through the school website also – and parent and guardians will be invited to request further information about the material where required.

A forum will be set up, post Covid-19 restrictions, on an annual basis, to allow parents and guardians to discuss and view the materials and resources for the RSHE program – alongside the working party.

Parents and guardians will be signposted by letter to the PSHCE Big Picture, which will detail what RSHE aspects of PSHCE will be delivered to which year groups of students and when.

Parents and guardians have the right to withdraw their children from the RSHE aspects of the PSHCE program that are not part of statutory National Curriculum Science.


However, we strongly advise that parents allow their children to attend the sessions, to minimise the social and emotional impact of being excluded from lessons with their peers, and to ensure that they also do not receive misrepresentative recollections of the lesson from their peers.

If a parent/guardian requests that their child be removed from RSHE lessons, we will first request a meeting to discuss the reasoning for the withdrawal. Pending the outcome of the meeting, if a child is still withdrawn from the program, an alternative lesson will be provided for them at the same time as the RSHE lesson.

The request to withdraw will be honoured up to and until 3 terms before the child's 16th birthday – at which point the child is legally allowed to request inclusion in the program.

Governors will be informed of the RSHE document and the PSHCE curriculum through email and will be permitted access to view and scrutinise the digital resources.

Student voice will also be used to review and tailor our RSHE programme to match the different needs of students year by year.



Monitoring, reporting, and evaluation

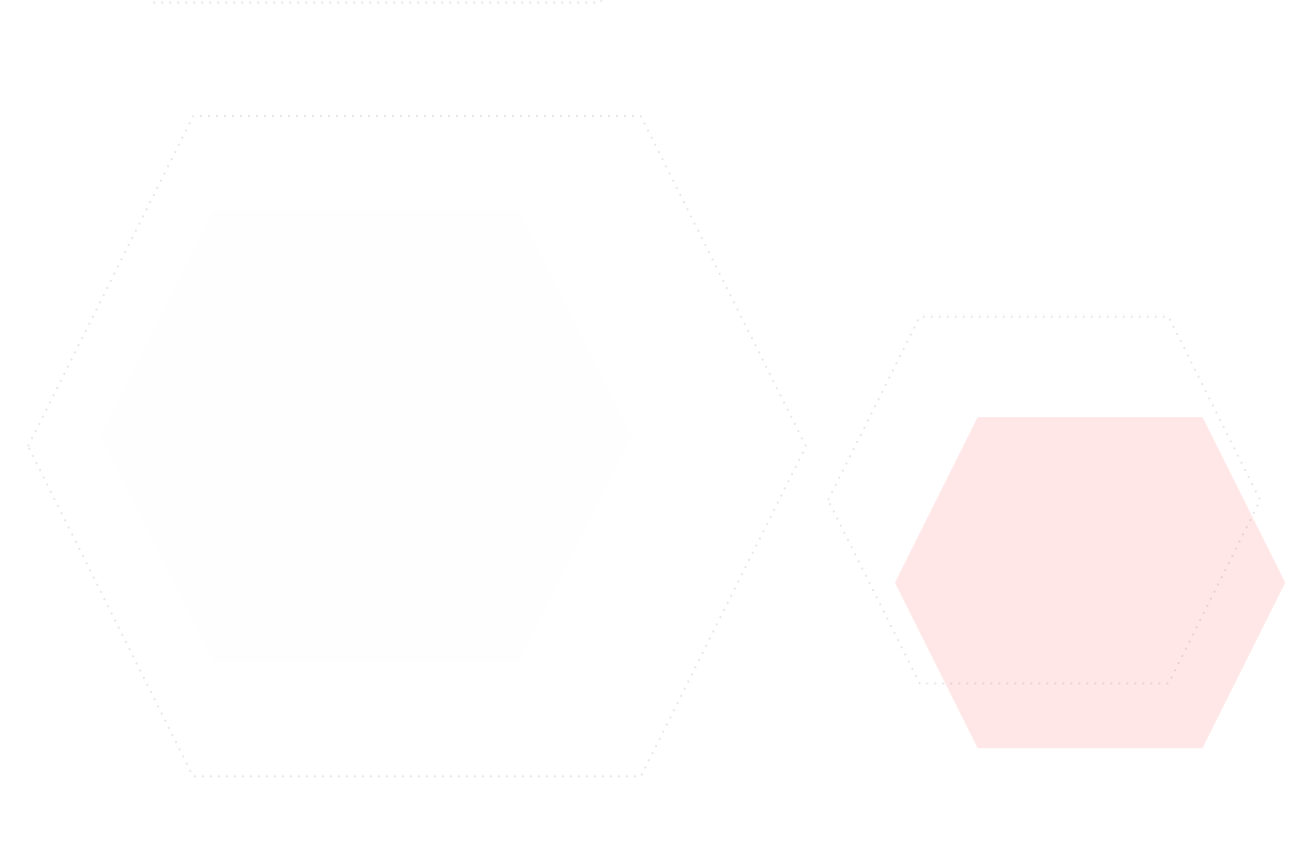
Teachers will critically reflect on their work in delivering the RSHE course through Year Team meetings, and standard classroom observations carried out as per TKASA policy.

Students will have opportunities to review and reflect on their learning during lessons through use of the planned lesson material and any quiz/assessment opportunities throughout the course.

Student voice is also included in this section as it will be influential in amending and adapting planned learning activities to better suit the needs of the community.

RSHE Guidance Review Date

This document will be reviewed on 16th September 2022 by the working party, to ensure that the needs of students, school, and community are met.



Appendix 1: The Big Picture (abridged)

The abridged Big Picture for the PSHCE Curriculum is summarised as below. Additional details are visible in the unabridged version.

Main Themes						
Year Group	Health & Wellbeing	Living in the Wider World	Relationships	Health & Wellbeing	Relationships	Living in the Wider World
7	Transition & Safety	Developing Skills & Aspirations	Diversity	Health & Puberty	Building Relationships	Financial Decision Making
8	Drugs & Alcohol	Community & Careers	Discrimination	Emotional Wellbeing	Identity & Relationships	Digital Literacy
9	Peer influence, substance use, and gangs	Setting Goals	Respectful Relationships	Health Lifestyle	Addressing Extremism & Radicalisation	Employability Skills
10	Mental Health	Financial Decision Making	Healthy Relationships	Exploring Influence	Intimate Relationships	Work Experience
11	Building for the Future	Next Steps	Communication in Relationships	Independence	The Wider World	
12	Achieving Balance	Job Applications	Diverse Society	Positive Relationships	Independence	Financial Decisions
13	UCAS & Next Steps	Achieving Balance (2022 only)	Sexual Health Services	Discounts, Savings, Accounts	Relationship Changes	

Appendix 2: RSHE Working Party

As of 14th September 2022, the RSHE Working Party consists of:

Daf Keyse	Head of PSHCE (TKASA)
Richard Walker	Vice Principal
Beks Saunders	Safeguarding & Mental Health Manager
Georgia Davies Rebecca Stanley	Staff Leads for Student LGBTQ+ Club
Jade Fisher	Head of RS (TKASA)
Dawn Carey	Safeguarding Governor (TKASA) & Parent.
Parent	Vacant
Parent	Vacant
Parent	Vacant

Appendix 3: Example Letter to Parents

Dear Parent/Carer

As you may already be aware, Relationships and Sex Education (RSE), along with Health Education, has become part of the National Curriculum. This change started as of September 2020.

As part of our school's wider Personal, Social, Health, and Citizenship Education (PSHCE) programme, your child will soon receive lessons on relationships, sexual health and personal safety.

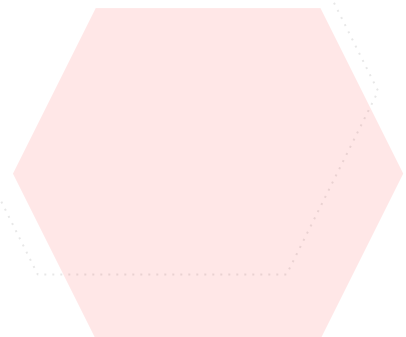
The purpose of the upcoming curriculum is to provide knowledge and understanding of safe and healthy relationships based on respect. This is to encourage the development of safe and healthy relationships throughout life. The subject is designed to help children from all backgrounds build positive and safe relationships, and to thrive in modern Britain.

You do have a right to withdraw your child from sex education delivered as part of RSE in secondary schools which, unless there are exceptional circumstances, will be granted up to three terms before your child turns 16. At this point, if the child themselves wishes to receive sex education rather than be withdrawn, the school should make arrangements for this to happen in one of the three terms before the child turns 16 - the legal age of sexual consent.

There is no right to withdraw from Relationships Education at secondary level and we believe the content of these subjects – such as family, friendship, safety (including online safety) – are important for all children to be taught. However, we are confident you will share our enthusiasm for the successful implementation of the new PSHCE curriculum, which we feel will benefit all of our students. We are looking forward to sharing further information in due course.

You are welcome to contact me to discuss the programme further.

Yours sincerely,
[Head of PSHCE]



Appendix 4: Change Log

Version	Update
0.9	No update, first version of this document. Pre-release, awaiting approval by Governors
0.9.1	<p>First release to general public</p> <ol style="list-style-type: none"> 1. Revised language from “policy” to “guidance” and “document”. This change was made due to requirement for policies within The Priory Learning Trust (TPLT) to be ratified by all governors across TPLT, and this does not fit with the requirement for the guidance to be school and community specific. Revision of language ensures that the document can be updated as and when directed by the working party and made visible to the public sooner 2. Corrected the official title for George Penman from “Vice Principal” to “Acting Assistant Principal” as per school leadership structure. 3. Amended revision dates to latest update of 16th September 2021 4. Amended version number from 0.9 to 0.9.1 5. Updated school logo on front of document to fit the latest branding, as of September 2021
1.0	<ol style="list-style-type: none"> 1. Update to ensure fully inline with TPLT policy 2. Addition of clarity that TPLT Policy supersedes this document at all times 3. Addition of clarity that this document is to be considered as the local rules and application at TKASA of TPLT policy. 4. Inclusion of all pages into one document for ease of access and printing (including Appendices) 5. Update of overall format to ensure consistency with PSHCE document aesthetics 6. Use of abridged Big Picture document as details weren’t required within this document – and allows easier update as this document now refers to a centralised document. 7. Addition of letter to parents (Appendix 3)
1.1	<ol style="list-style-type: none"> 1. Update of the Big Picture to incorporate the updated PSHCE programme 2. Update of staffing list. 3. Amended revision dates to update 14th September 2022 4. Amended version number to 1.1