

Relationships, Sex and Health Education Policy (RSHE)

The Hurlingham Academy is committed to the spiritual, moral, social, cultural, mental and physical development of every child and young person. This policy sets out the aims of our Relationships, Sex and Health Education Policy at The Hurlingham Academy and its approach in ensuring that all children are prepared for experiences and responsibilities of adult life in keeping with its core aims and values to bring out the 'best in everyone'.

Our provision flows out of our core vision and mission statement and our desire to see our young people as happy and healthy learners which is achieved through our commitment to their pastoral care and personal development.

Vision Statement

Our vision as a staff is...

1. To develop happy and healthy learners who achieve the highest possible academic outcomes for success in life.
2. To nurture responsible young citizens who care for their communities and who are committed to bettering them.

Mission statement

Our vision is achieved through...

1. A passionate dedication to rigour and excellence in teaching and learning for all pupils.
2. A thorough commitment to the deep pastoral care and personal development of every child.

Effective teaching of Relationships, Relationships and Sex and Health Education is important to ensure that children grow up able to enjoy the positive benefits of loving, rewarding, lasting and responsible relationships, to be informed, comfortable with the changes during puberty, sexually healthy and emotionally safe. Children should have the information they need to make good decisions about their own health and well-being, recognise issues when they arise and seek support as early as possible. The purpose of this provision is to give children and young people the skills, knowledge and understanding that they will need in order to make responsible decisions about their life, to learn to respect themselves and others and to move with confidence from childhood into adolescence and adulthood. It is centrally concerned with supporting children and young people through their physical, emotional and moral development. All of this is grounded in deep pastoral care but also our commitment to use professional guidance, expertise and factual information as the basis of our provision in order to counter the misinformation that young people are bombarded with in the media.

The cultural and religious backgrounds of all children are taken into account when planning learning and developing teaching materials with sensitive topics being handled appropriately and staff are provided with expert guidance and training. All relationships education teaching will meet the requirement of equality law. Delivery of the content covered by this policy will be made accessible to all children including those with SEND.

The policy has been developed in keeping with the DFE Relationships Education, Relationships and Sex Education, and Health Education (England) Regulations 2019 and the objective is to enable children to learn about:

- Families and people who care for them, including the nature of marriage and civil partnership and their importance for family life and the bringing up of children;
- Protection and support of their own health and wellbeing, recognising the relationship between good physical health and mental wellbeing;
- Forming and maintaining caring relationships;
- The characteristics of healthy and respectful relationships, including online;
- How relationships may affect physical and mental health and wellbeing and how to ensure they are safe;
- and
- Intimate and sexual relationships, including sexual health.

This Policy should be read in conjunction with The Hurlingham Academy's Child Protection (Safeguarding) Policy, Anti Bullying Policy and Equality and Diversity policy.

Policy Aims

The aims of this policy are to:

- Enable young people to understand and accept themselves and show tolerance and respect to others, regardless of race, gender, sexuality, sexual orientation, culture, disability, faith or age. All members of the community will be encouraged to accept and respect differences and will be given opportunities to do so. Students will be given the knowledge and skills to prevent prejudice and to challenge it where it occurs;
- Support students in developing the confidence, self-awareness and self-respect and esteem to make their own decisions with regards to positive, healthy, mature relationships and life choices and to resist peer pressure;
- Support students in the development of communication and decision-making skills so that they are effectively able to manage their own relationships; to provide students with an understanding of the potential dangers of social media and online facilities in relationships;
- Ensure that students are not encouraged to participate in early sexual experimentation and that they understand the reasons for delaying sexual activity and the benefits of this;
- Ensure that students develop knowledge of how the law applies to sexual relationships;
- Support students in developing an understanding, appropriate to their level of maturity and developmental needs, of sexual and physical relationships;
- Develop students understanding of appropriate and inappropriate, controlling, exploitative or abusive behaviour within any relationship, in order to reduce its incidence and to build confidence to deal with it if it occurs, including seeking to reduce violence;
- Provide students with the opportunity to ask questions confidentially or without embarrassment and seek answers to questions about emotional or physical relationships;
- Provide students with the knowledge, understanding and information of where to turn for advice;
- Provide students with understanding of arguments/issues around sexual activity and safe physical relationships;

- Ensure that all students develop an understanding of the value of stable, loving and caring long-term relationships, as key building blocks of society and as providing a strong basis for bringing up children. Students will be appreciative of marriage, civil partnerships, family life and the implications of parenthood, recognising also that there are strong and mutually supportive relationships outside marriage;

- Ensure that all students value all relationships, understand that the school is fully inclusive, encourages mutual respect of diversity and that it is not in keeping with the ethos of our school that any young person is stigmatised on the grounds of their own family background or circumstances;

- Instil a respect for the cultural and religious influences on individual sexuality, respect individual differences including those relating to cultural, religious, ethnic and family backgrounds and to promote those values of respect and dignity for human life and commitment, trust, love and honesty within relationships which are common to all faiths and societies;

- Help students recognise the contribution that hobbies, interests and community participation have to overall wellbeing;

- Ensure that young people have the opportunity to develop outward facing social skills through co-curricular activities which are beneficial to wellbeing as well as helping to develop a stronger society; Provide students with factual information about the prevalence and characteristics of more serious mental and physical health conditions, drugs, alcohol and effective interventions;

- Ensure students are aware of the impact of time spent on social media including online forums and games; and

- Ensure that young people have an accurate understanding of contraception and of the risks of sexually transmitted infections, unwanted pregnancy, abortion, sexually transmitted diseases, sexuality and emotional and physical development. Students will be given the opportunity to discuss these subjects openly, without prejudice or influence by teachers or facilitators.

Actions:

To achieve these aims we will:

- Develop programmes of study to enable students to explore their own self-awareness and strategies to resist peer pressure, including an understanding of the pressures placed by the media;
- Ensure that differentiated age-appropriate Relationship and Sex Education will be rooted in the framework for PSHE/SMSC in addition to integration across the curriculum;
- Teach RSHE as discrete subjects through RE, science, English, ICT and PE curriculum time to all KS3 students in addition to SMSC days, and assemblies as appropriate;
- Teach RSHE to Key Stage 4 students during Drop Down Days, weekly PSHCE lessons and assemblies as appropriate;
- Ensure that staff are appropriately trained and supported so that the programme is delivered effectively;
- Teach students the statutory aspects of sex and relationships as directed by the National Curriculum for science;

- Update the PSHCE curriculum each year with new topics following statutory guidance from the DFE;
- Ensure that children are prepared for the changes of puberty;
- Provide access to appropriate outside agencies including the school nurse for students to refer to for further advice or support. Students will be informed about and provided with information in relation to how to communicate about concerns and seek advice without embarrassment;
- Enlist the support/advice of outside agencies in development of Drop Down Days to enable students to access professional expert advice. A member of school staff will always be present in sessions delivered by an external provider;
- Ensure that we do not promote any particular sexuality, promoting respect for and acceptance of others, whatever their sexuality, and will challenge prejudice based on gender, sexuality or other grounds;
- Evaluate and monitor programmes of PSHCE and take into account views of varied stakeholders;
- Develop programmes of study that enable students to consider different views and separate facts from myths in relation to abortion, contraception, sexuality, sexual orientation, contraception, sexually transmitted diseases or any other issue related to sex and relationships; and
- Facilitate the opportunities to discuss topics such as contraception, abortion, homosexuality, sexuality HIV/AIDS and other sexually transmitted diseases, without prejudice or influence.

Confidentiality and reference to child protection procedures

Wherever appropriate, teachers should encourage all students to discuss their concerns with an appropriate adult. Teachers should make it clear to students the level of confidentiality that they can offer. Due to the guidelines in the Child Protection Policy, teachers cannot offer or guarantee absolute confidentiality.

Responsibilities

Governing Body

The Governing Body has a responsibility to ensure that the Academy delivers appropriate RSHE education in keeping with published guidelines and this RSHE The Hurlingham Academy policy. The Governors, thus have a responsibility to ensure the implementation of this policy and will monitor this through the LGB and the Link SLT member responsible for PSHCE – Juliette Quinton. The Governing body will ensure that parents/carers and other appropriate stakeholders are consulted and that their views are considered when the school implements the Relationships, Sex and Health Education Policy.

The Principal/Teachers

The Principal has a responsibility to ensure that opportunities exist for teachers to participate in in-service training in order to gain the confidence, insight and personal skills needed to deliver and support the programme of relationships, sex and health education and to review the policy at regular intervals. All teachers should receive appropriate guidance and/or training and have a developed understanding of when to counsel in matters discussed in PSHE/SMSC and when and how to refer for specialist counselling and support.

Teachers with responsibility for SMSC/PSHE will monitor carefully programmes of delivery and evaluate regularly its appropriateness and effectiveness and will communicate with parents/carers with regards to programmes and their planned delivery. All teachers have a responsibility of care; as well as fostering academic progress they should actively contribute to the guardianship and guidance of the physical, moral and spiritual well-being of their students. All teachers should ensure that their personal attitudes, opinions or beliefs do not unduly influence the teaching of relationships, sex and health education and ensure that teaching materials are appropriate to the age and cultural background of the students concerned.

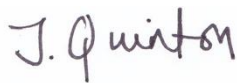
Where external specialists are brought in to support Relationships, Sex and Health Education they will be required to conform to the school's RSHE Policy.

Parents/Carers

Parents/Carers are key people in teaching their children about relationships, sex and health and maintaining the culture and ethos of the family, helping children cope with the emotional and physical aspects of growing up and preparing them for the challenges and responsibilities that sexual maturity brings. The Hurlingham Academy respects the religious and ethical beliefs of students and their families. Parents/carers may withdraw students from RSHE except in relation to the requirements to teach human reproduction in biology.

Agreed by The Hurlingham Academy:

Signed by Senior Vice Principal and Lead for PSHCE

A handwritten signature in black ink, appearing to read 'J. Quinton', written in a cursive style.

September 2025 Review: Annually