HALCYON
LONDON INTERNATIONAL SCHOOL

An exceptional education that draws out the unique potential of each student

Innovation | Collaboration | Community

Relationships, Sex and Health Education (RSHE) Policy

This policy is informed by the statutory requirements of the [Children and Social work act 2017](). It also incorporates the [guidance]() issued by the Secretary of State for Education, as outlined in section 403 of the [Education Act 1996]().

In addition, this policy is informed by: Keeping Children Safe in Education (DfE, 2020) • Relationships Education, Relationships and Sex Education (RSE) and Health Education (DfE, 2019) • 16-19 Study Programmes Guidance (DfE/ESFA, 2019) • Sexual violence and sexual harassment between children in schools and colleges (DfE, 2018) • Preventing and tackling bullying (DfE, 2017) • Sexting in Schools and Colleges: Responding to incidents and safeguarding young people (UKCCIS, 2016) • Special educational needs and disability code of practice: 0 to 25 years (DfE, 2015) • Equality Act 2010

This policy should be considered alongside and in conjunction with the suite of policies concerning the safety and welfare of students: Safeguarding & Promoting Welfare of Children; PSHEE Policy; Wellbeing Policy; Anti-Bullying (incorporating E-Safety); Behaviour & Discipline; Educational Trips (incorporating Health & Safety of Students Outside School); Attendance Policy; First Aid; Supervision; and Halcyon's Mission: Innovation, Collaboration, Community.

Introduction

Halcyon values the importance of educating students about relationships, sex, and their health. In alignment with our school mission, and the stated aims of our Student Wellbeing Policy, we intend to provide social and emotional learning that fosters personal responsibility: self-regulated young people who are able to make well-informed decisions in their lives.

The teaching of RSHE at Halcyon should support students as they meet the opportunities, responsibilities and experiences of adult life. It also allows us to promote the spiritual, moral, social, cultural, mental and physical development of students at school and in the wider society. This policy outlines how the Halcyon's RSHE curriculum will be organised and delivered, to ensure it meets the needs of all students.

1. Aims

The aims of the Relationships, Sex and Health Education (RSHE) Policy are a part of a wider framework of statutory, curricular and wellbeing policies and practice at Halcyon. In creating the RSHE policy, we intend that it will

A. provide the guiding framework to deliver a high-quality, age-appropriate PSHEE curriculum. The PSHEE team manages and delivers the learning and teaching in support of the [statutory guidance](). The guidance outlines RSE, and physical health and mental wellbeing education, in secondary schools (see Appendix 1).

B. provide opportunities for some of the statutory guidance to be met through the MYP PHE and MYP science curriculum.

C. operate within stated aims of our Student Wellbeing Policy, meaning RSHE will
    i. respect every student's identity and help them to meet their potential

  ii. nurture and scaffold student agency so that students can make **effective and informed choices** - choices which support their own wellbeing *and* that of the community

  iii. ensure students are active, mindful, self-regulated learners

  iv. foster active student engagement and agency in all areas of school life, including the provision of collaborative forums for policy development, especially for those decisions relating to student learning and wellbeing

  v. seek student participation, and foster student initiatives, in the development and maintenance of a collaborative, reflective school climate

  vi. ensure that the Personal, Social, Health & Economic Education (PSHEE) programme develops strategies and activities that align with Halcyon's core wellbeing aims

  vii. provide opportunities to develop research-based, innovative approaches to wellbeing

D. support CASEL's Social and Emotional Competencies (see Appendix 3)

E. provide a safe environment to foster sensitive discussions about relationships, sex and personal health and hygiene

F. create a positive culture around issues of sexuality and relationships

G. guide students through the physical and emotional journey of puberty, and give them an understanding of sexual development and the importance of health and hygiene

H. be complementary to, and mutually supportive of, the Safeguarding and Promoting Welfare of Children Policy, and support safeguarding children from any instances of sexual harassment or sexual violence

I. support the elimination of discrimination on the basis of sex, gender, sexual orientation or any other protected characteristic

J. help all students to develop self-respect, confidence, compassion and empathy

K. support an awareness and respect for others and their views

L. consider responsibility for choices and actions

M. support restorative practice across our community

N. reinforce Halcyon's existing procedures for timely intervention (safeguarding, SEND, wellbeing, curricular), where necessary

2. Definitions

A. RSHE is about the emotional, social and cultural development of students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

B. Teaching RSHE involves a combination of sharing information, and exploring issues and values.

C. RSHE is not about the promotion of sexual activity.

3. Policy development

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

A. **Review** – the Director, SLT and Student Wellbeing Team formed a working group which reviewed
  a. current PSHEE practice, with the PSHEE team
  b. current school policy and practice that would inform RSHE
  c. the relevant statutory guidance

B. **Staff consultation** – all staff were given the opportunity to review and discuss the policy and make recommendations to the working group

C. **Parent/stakeholder consultation** – parents, and any other interested parties, were invited to attend a meeting about the policy, with the opportunity to raise any questions and make recommendations.

D. **Student consultation** – we asked students what they want from RSHE, and invited review of the policy draft. All students were surveyed.
E. **Approval** – once recommended amendments were made, the policy was shared with the Board of Trustees, approved and published.
F. **Review** - throughout the implementation period, we will liaise with stakeholders to include their feedback and review the policy as necessary.

4. Curriculum

Our curriculum is set out in Appendix 2. Please be aware that the curriculum is responsive to student needs and may be adapted as and when is necessary.

We have developed the curriculum in consultation with students, parents, and staff. It is aligned to our Wellbeing Policy and takes into account the age and wellbeing of students, safeguarding requirements, and informs the social and emotional learning embedded within the IB MYP.

RSHE questions or concerns that fall outside of the intended curriculum are referred to the PSHEE team and/or the Student Wellbeing Team. Staff know that the PSHEE team has responsibility for RSHE; health education may also be referred to the PHE or Science team.

5. Delivery of RSHE

Safeguarding children is our first priority. We promote a caring, safe and positive environment, supported by a commitment on the part of all stakeholders to the IB Learner Profile. We encourage the self-esteem and self-assertiveness of all students through the curriculum, including RSHE, so that the children themselves become aware of dangers and risks, and what is acceptable behaviour and what is not. The delivery of RSHE is supported and monitored by the Designated Safeguarding Lead and the Deputy Designated Safeguarding Lead, both of whom have specific responsibilities within this framework (see section 6 below).

RSHE is taught through Personal, Social, Health and Economic Education (PSHEE), a programme that also includes learning about citizenship. Biological aspects of RSHE are taught within the science curriculum. Students may also receive some stand-alone sessions delivered by members of the Student Wellbeing Team, Safeguarding Team or external, trained health professionals.

The statutory guidance - what secondary school students should know - is set out in Appendix 1. The PSHEE curriculum is set out in Appendix 2, and is supported by the published PSHEE Policy.

Relationships and Sex Education focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds. It covers the following areas of learning (also detailed in Appendix 1):

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

Health education (also detailed in Appendix 1) covers the following areas of learning:

- Mental Wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

These areas of learning are taught within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT+ parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Through effective organisation and delivery of RSHE, we intend to
A. give students the knowledge, self-esteem, confidence and self-awareness to make informed choices and decisions and lead healthy fulfilling lives
B. provide a non-judgemental, age-appropriate, factual and inclusive learning environment
C. ensure that students' views are listened to and that we encourage questions and promote respectful, inclusive, sensitive discussion
D. include sufficient and well-chosen opportunities for students to embed new understandings confidently into real-life contexts, as supported by MYP Global Contexts
E. teach classes primarily by age (by grade level). some teaching may be organised differently, for example in in gender-specific groups, or by mixed age groups, or by specific wellbeing or safeguarding needs depending on; the nature of the topic being delivered; and/or the cultural, religious or personal background of students; and/or their age; and/or SEND or wellbeing considerations
F. teach students about pro-social, informed choice
G. teach students how to stay safe (including online)
H. support young people discovering or understanding their sexual orientation or gender identity; every student should be able to recognise themselves in the curriculum
I. integrate all content related to LGBT+ students (i.e. not deliver stand-alone units or lessons)
J. address sexism, misogyny, homophobia, gender stereotypes, sexual violence and harassment, so that we foster a school culture that does not tolerate discrimination
K. reinforce, with the DSL and DDSL, safeguarding protocols to report negative and/or illegal behaviours towards others on the basis of actual or perceived differences
L. reinforce, with the DSL and DDSL, an understanding of online abuse, cyber-bullying, peer-on-peer abuse, gender-based violence (including VAWG), sexting, FGM, HBV, and the approrpiate safeguarding protocols to report any of these issues

6. Roles and Responsibilities

6.1 The Board of Trustees

The Board of Trustees will approve the RHSE policy, and hold the Director to account for its implementation.

6.2 The Director

The Director, Barry Mansfield, is responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of the programme (see section 7, below).

6.3 Teaching Staff

1. The Student Wellbeing Leader, Nito Harvey, is responsible for oversight of the RSHE curriculum and for monitoring progress
2. The PSHEE Team, led by Toby Cann, is responsible for the delivery of the RSHE curriculum
3. The IB Coordinators, Lori Fritz and Kerry Jenkins, are responsible for elements of the RSHE curriculum that are designated to the PHE or science teams
4. The DSL and DDSL, Guillermo Afonso and Asil Al Shammari,are responsible for meeting all of the safeguarding elements within the RSHE curriculum. Specifically, the DSL and DDSL lead feedback, consultation and interventions to support 5(K) and 5(L), above
5. All staff are responsible for modelling positive attitudes to RSHE (i.e. in support of the school mission and aligned to our policies, respectful, non-judgemental, age-appropriate, factual and inclusive) and for responding sensitively - be that directly, or after seeking advice from the Wellbeing Team or DSL or DDSL - to individual student needs.

6.4 Students

Students will have a central voice in RSHE and are expected to promote respectful, inclusive, sensitive discussion.

7. Parents' right to withdraw

Parents have the right to withdraw their children from the non-statutory components of sex education within RSHE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this. Statutory components are listed in Appendix 1.

Requests for withdrawal should be put in writing, sent to the Director. The Director will discuss the request with both the parents and Student Wellbeing Leader and take appropriate action. Alternative learning will be given to students who are withdrawn from sex education.

A copy of withdrawal requests will be placed in the student's educational record.

8. Training

Training is provided for staff assigned to RSHE learning and teaching. RSHE training is included in our continuing professional development programme. With the approval of the Director, The Student Wellbeing Leader will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSHE.

10. Monitoring arrangements

The delivery of RSHE is monitored by the Student Wellbeing Leader, who is also a part of the PSHEE teaching team. This is carried out through the collaborative process of curriculum development and implementation; liaison with the Wellbeing Team; feedback from students, staff and parents; learning walks; and reporting to the School Leadership Team.

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

This policy will be reviewed annually by the School Leadership Team. At every review, the policy will be approved by the Board of Trustees

Appendix 1: Statutory Guidance

At secondary school, 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 is, including their legal status e.g. that marriage carries 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 raising of children, including the characteristics of successful parenting.
- how to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship 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 (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, 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 school 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 people in positions of authority and due tolerance of other people's beliefs.
- 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 and menopause.
- that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressuring others.
- that they have a choice to delay sex or to enjoy intimacy without sex.
- the facts about the full range of contraceptive choices, efficacy 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.
- about 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

Mental Wellbeing
- 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
- 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

- 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 cardiovascular ill-health.
- about the science relating to blood, organ and stem cell donation.

Healthy eating

- how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.

Drugs, alcohol and tobacco

- 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.
- 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

- 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

- 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

- 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.

Approved by Board of Trustees 3 February 2022
Peninsula approved, January 26 2022

Appendix 2: Relationships, Sex and Health Education curriculum map

	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Identities	What are the various aspects that make up who we are?	What is LGBTQ+?	What makes us who we are?	What is Emotional Literacy? Who we are and how we respond	What is the difference between Sex and Gender?	As decided in consultation with Students	As decided in consultation with Students
Relationships	What are families and friends	How to respond to complex emotions, trust and jealousy	NVC unit	Being in healthy relationships	Emotional Literacy	Safe relationships	
Consent	How do we communicate safely in school with our devices	Online Rights and Responsibilities	Consent and the law	Consent and the law revisited	Defining sex, connections between consent and communication	Being clear about consent	Consent revisited

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Sexual Violence		Gender roles- what are gendered expectations, what pressure can they create?	Myths and misconceptions around sexual violence	How to get help, how to communicate effectively and safely	How to get help, how to communicate effectively and safely	Understanding the effects of sexual violence and trauma	Where to get help
Bodies	Within Science classes of MYP	What do we mean by healthy living?, within PHE framework	Diversity and bodies- myths and misconceptions	exploring myths about the human body- taboo busting			
Reproductive and Sexual Health	Within Science classes of MYP	What is happening to the body? explorations around physical development	Understanding contraception	Contraception classes, accessing services and your rights	Contraception classes	Reproductive rights, conception facts, Contraception	Contraception and safe sex session
Media	Body image, body positivity and the media	Making informed choices	Understanding representation of sex and gender in the media		Exploring role of Pornography, presentation of sexuality in the media, and social media		

Key: Delivered outside the PSHEE curriculum   Delivered by an external provider

Appendix 3: The Collaborative of Academic and Social and Emotional Learning (CASEL).

CASEL provides five key competencies, below. This framework supports the delivery of both RSHE and the PSHEE curriculum. It also informs social and emotional learning in the MYP, through IB Approaches to Learning.