The John Roan School
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Part of United Learning

Relationships and Sex Education (RSE) and Health Education

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Introduction

RSE and health education is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. Its objective is to enable pupils to learn about:

I. 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
II. forming and maintaining caring relationships
III. the characteristics of healthy and respectful relationships, including online
IV. how relationships may affect physical and mental health and wellbeing, and how to ensure they are safe, and
V. intimate and sexual relationships, including sexual health

Relationships and sex education will only use teaching and materials which are appropriate to the age and the religious background of the pupils receiving it.

Aims

At The John Roan School, we recognise that relationships and sex education (RSE) and health education is a crucial part of preparing pupils for their lives now and in the future as adults and parents/carers. We believe that RSE and health education 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. The John Roan School believes that all children and young people have a right to holistic, inclusive, and needs led RSE and health education. We believe that through providing high quality RSE and health education, we are upholding the ethos and values of our school and its commitment to equality and celebration of difference.

The aims of relationships, sex and health education at The John Roan School are to:

- To create a positive culture around issues of sexuality and relationships
- To help pupils develop feelings of respect, confidence and empathy
- To encourage pupils to talk openly, and their questions will be answered honestly in a way that respects diversity of culture, gender and family
- To assist pupils to have a healthy lifestyle
- To develop as informed and responsible citizens

Parental, staff and pupil involvement regarding the policy

At The John Roan School we believe that success for our pupils can only be achieved when parents/carers and staff work together. With this in mind, all parents will be given the opportunity to understand the purpose and content of our Relationships and Sex Education curriculum. Parents/carers will have access to the planned curriculum via the school website here. Parents/carers are encouraged to contact the school if they wish to recommend areas for consideration within this policy.

Pupil voice will also inform the content of the RSE curriculum. The John Roan School conducts regular pupil voice panels to seek pupil views on the content and delivery of the school RSE programme. Further pupil involvement is derived from pupil surveys and the school student council. The school will provide a school council clinic for drop-ins. This will support the visibility and approachability of the group within the school.

Statutory Requirements

This school policy is in line with current regulations from the Department of Education (DfE) on Relationships Education, Relationships and Sex Education (RSE) and Health Education (July 2019 updated 2021) https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1019542/Relationships_Education__Relationships_and_Sex_Education__RSE__and_Health_Education.pdf

Parental right to withdraw children

It is our aim at The John Roan School to encourage parents/carers to understand the value of this education in helping to keep our pupils safe and to support their social, emotional and physical well-being and development. Parents/carers do have the right to request that their child be withdrawn from sex education which is delivered as part of the Relationships and Sex curriculum but do not have the right to withdraw their child from relationships education. Parents also do not have the right to withdraw their child from any sex education which is delivered as part of the Science curriculum. Parents also do not have the right to withdraw their child from health education.

Where a parent/carer makes the decision that they would like to request the withdrawal of their child from sex education, we ask that parents/carers raise this with the Principal or the designated member of the Senior Leadership Team. The Principal or designated member of the Senior Leadership Team will discuss this request with parents/carers to fully understand the perspectives raised and may be able to address the concerns. This will allow for The John Roan School to clarify the content, nature and purpose of the curriculum. Following this discussion, if the request for withdrawal is approved, parents/carers should inform the Principal or designated member of the Senior Leadership Team in writing of this request and The John Roan School will keep a record of this (Appendix 3). For the vast majority of pupils with SEND, their SEND should not be a consideration in deciding whether to grant a parental request. However, there may be exceptional circumstances where the Principal will want to take a pupil's SEND into account when making this decision. If the request to withdraw a pupil is approved, The John Roan School will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

Except in exceptional circumstances, The John Roan School will respect the parents/carers request to withdraw their child up to and until three terms before the pupil turns 16 years of age. In practice this means that by the start of year 11 if the pupil 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 three terms.

Teaching and Learning Objectives

The RSE curriculum will continue to develop pupils' knowledge on the topics taught at a primary level. RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Understanding family structures
- Respectful relationships, including friendships and managing conflict
- Communication, including how to manage changing relationships and emotions
- Informed decision-making
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Online and media
- Being safe and recognising and assessing potential risks

- Seeking help and support when required
- Intimate and sexual relationships, including sexual health, wellbeing and dignity
- The law relating to sex and relationships

The physical health and mental wellbeing curriculum will continue to develop pupils' knowledge on the topics taught at a primary level, in addition to the content outlined below.

- Emotional and mental wellbeing and common types of mental ill health
- Internet safety including online relationships, gambling, bullying and harassment
- Healthy lifestyles, healthy eating, dental health, personal hygiene, physical exercise
- The science relating to blood, organ and stem cell donation, immunisation and vaccination
- Drugs, alcohol and tobacco and the law relating to the supply and possession of illegal substances
- Basic first aid
- Changing adolescent body, puberty and menstrual wellbeing

We are committed to an RSE and health education that makes every pupil feel valued and included and is relevant to them. This means we are committed to a LGBTQ+ inclusive and SEND inclusive curriculum. Teaching is 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, LGBTQ+ parents/carers, 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: Children In Our Care).

Some of our pupils will go on to define themselves as LGBTQ+. Some pupils may have LGBTQ+ parents/carers, brothers or sisters, other family members and/or friends. All our pupils will meet and work with LGBT people both now and in the future. Our approach to RSE and health education will reflect this, and teaching will be sensitive and age appropriate both in content and approach. This content will be integrated into the programme rather than as a stand-alone lesson or unit. We actively tackle homophobic bullying/language. We also ensure that we consider the religious and cultural background of all pupils when teaching RSE and health education.

For more information about our RSE and health education curriculum, see Appendices 1 and 2.

RSE and health education is taught within the personal, social, health and economic (PSHE) education curriculum. To ensure a whole school approach the school's RSE programme will be delivered in a variety of ways:

- Through planned sessions in tutorial time
- Through assemblies
- Through designated lesson time with some of the curriculum delivered by specialists within school and other sections by outside providers
- Biological aspects of RSE and health education are taught within the science curriculum, and other aspects are included in Religious Education (RE)
- Students also receive stand-alone sex education sessions delivered by a trained health professional
- Some students have also joined a LGBTQ+ club that provides them with information and guidance

Our curriculum is set out as per Appendix 1, but we may need to adapt it as and when necessary to support contextual and current factors that may affect our pupils in more timey and active way.

Confidentiality

Teachers may have access to sensitive information about pupils, some of this perhaps relating to illegal activity. Teachers should explain and reinforce the need for ground rules in lessons to protect pupils from making personal disclosures in whole-class settings. The school communicates ground rules at the beginning of all PSHE sessions and all RSE workshops.

All staff must be clear about the rules of confidentiality and reporting:

- That teachers cannot offer pupils unconditional confidentiality
- That teachers should make it clear to pupils that some information may need to be passed on in the pupil's best interest and that they will be informed when this is a necessity
- That teachers need to reassure pupils that if confidentiality is to be broken, they will be told beforehand of the reason and offered support as appropriate
- That teachers are not obliged to pass on information about pupils to their parents/carers
- Guidance about who needs to know in particular instances – information about pupils should not be passed on indiscriminately – i.e., need to know, not right to know
- In the case of illegal activity, action should be taken in the best interest of the pupil. This may not necessarily involve informing the police in every instance
- **That information about behaviour that is likely to cause harm to the pupil or to others must be dealt with in line with the school's Safeguarding & Child Protection Procedures and passed on to the appropriate agency.**

External visitors

We invite visitors into school to enrich and supplement our RSE, and health education offer and to bring skills, methods and expertise to the classroom and the whole school. When we have visitors in school a teacher or appropriate adult will always be present. Any external visitor will be expected to comply with this policy and other related policies, including the school's Safeguarding and child protection policy. We will also ensure that: there is appropriate planning, preparatory and follow up work for the session and that the visitor understands the cohort of pupils involved, including the different ability levels and diversities in identities across protected characteristics. They will also be made aware of any specific issues relating to child protection.

Safeguarding and Child Protection Procedures

From time to time a teacher may become aware of information that they feel is a safeguarding issue. Where this is the case, they should use the 'My Concern' software to inform the school's Safeguarding Team.
The Designated Safeguarding Lead at The John Roan School is Harry Shaw; the school Safeguarding Manager is Jules Mallindine, and the Deputy Safeguarding Lead is Tracey Sumner. These staff members work closely with Vice-principal Nicholas Taylor-Mullings and Head teacher Jennie Sanderson.

Monitoring Arrangements

The evaluation of our RSE and health education programme is crucial to ensure that we can continue to improve on the provision and teaching effectiveness. The evaluation process involves structured and informal pupil and staff feedback including:

- Teacher evaluation of lessons and the overall RSE and health education programme
- Feedback and evaluation by pupils (for example, school council feedback, pupil interviews, surveys, focus groups, anonymous pupil feeling boxes etc.)
- Evidence from lesson observations, learning walks, assembly visits etc

Complaints

The John Roan School prides itself on the high quality of teaching and pastoral care provided to its pupils. It recognises that parents/carers may, from time to time, have concerns about the progress, achievement, behaviour or welfare of their child. This includes any concerns that you may have about the Sex and Relationships policy. Parents are encouraged to make those concerns known to staff so that they can be addressed in partnership with the school. For further details on our complaints procedure, please see our complaints policy which can be viewed here.

Policy Review Date

	Date	Name of owner/author
Authorised:	*March 2026*	*Jennie Sanderson*
Policy Reviewed:	*March 2026*	*Governing Board*
Next Annual Review Date:	*March 2027*	*Jennie Sanderson*

Governor responsible: Alex Eagle

Appendix 1a. Curriculum Map: PSHE/Tutorial Programme 2024-2025 Key Stage 3 & 4

SECONDARY PSHE EDUCATION: LONG-TERM OVERVIEW – THEMATIC MODEL

	Autumn 1 Health & wellbeing	Autumn 2 Living in the wider world	Spring 1 Relationships	Spring 2 Health & wellbeing	Summer 1 Relationships	Summer 2 Living in the wider world
Year 7	**Transition and safety** Transition to secondary school and personal safety in and outside school, including first aid	**Developing skills and aspirations** Careers, teamwork and enterprise skills, and raising aspirations	**Diversity** Diversity, prejudice, and bullying	**Health and puberty** Healthy routines, influences on health, puberty, unwanted contact, and FGM	**Building relationships** Self-worth, romance and friendships (including online) and relationship boundaries	**Financial decision making** Saving, borrowing, budgeting and making financial choices
Year 8	**Drugs and alcohol** Alcohol and drug misuse and pressures relating to drug use	**Community and careers** Equality of opportunity in careers and life choices, and different types and patterns of work	**Discrimination** Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia	**Emotional wellbeing** Mental health and emotional wellbeing, including body image and coping strategies	**Identity and relationships** Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception	**Digital literacy** Online safety, digital literacy, media reliability, and gambling hooks
Year 9	**Peer influence, substance use and gangs** Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation	**Setting goals** Learning strengths, career options and goal setting as part of the GCSE options process	**Respectful relationships** Families and parenting, healthy relationships, conflict resolution, and relationship changes	**Healthy lifestyle** Diet, exercise, lifestyle balance and healthy choices, and first aid	**Intimate relationships** Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography	**Employability skills** Employability and online presence
Year 10	**Mental health** Mental health and ill health, stigma, safeguarding health, including during periods of transition or change	**Financial decision making** The impact of financial decisions, debt, gambling and the impact of advertising on financial choices	**Healthy relationships** Relationships and sex expectations, pleasure and challenges, including the impact of the media and pornography	**Exploring influence** The influence and impact of drugs, gangs, role models and the media	**Addressing extremism and radicalisation** Communities, belonging and challenging extremism	**Work experience** Preparation for and evaluation of work experience and readiness for work
Year 11	**Building for the future** Self-efficacy, stress management, and future opportunities	**Next steps** Application processes, and skills for further education, employment and career progression	**Communication in relationships** Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse	**Independence** Responsible health choices, and safety in independent contexts	**Families** Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships	

Appendix 1b.

Tutorial Programme: KS5

	Autumn 1 Health & wellbeing	Autumn 2 Living in the wider world	Spring 1 Relationships	Spring 2 Living in the wider world	Summer 1 Relationships	Summer 2 Health & wellbeing
Year 12	**Mental health and emotional wellbeing** • Mental health and emotional wellbeing • Managing stress • Body image • Healthy coping strategies	**Readiness for work** • Career opportunities • Preparing for the world of work	**Diversity and inclusion** • Living in a diverse society • Challenging prejudice and discrimination	**Planning for the future** • Exploring future opportunities • Post-18 options • The impact of financial decisions	**Respectful relationships** • Consent • Assertive communication • Positive relationships and recognising abuse • Strategies for managing dangerous situations or relationships	**Health choices and safety** • Independence and keeping safe • Travel • First aid • The impact of substance use
Year 13	**Independence** • Responsible health choices • Managing change • Health and wellbeing, including sexual health, into adulthood	**Next steps** • Application processes • Future opportunities and career development • Maintaining a positive professional identity	**Intimate relationships** • Personal values, including in relation to contraception and sexual health • Fertility • Pregnancy	**Financial choices** • Managing money • Financial contracts • Budgeting • Saving • Debt • Influences on financial choices	**Building and maintaining relationships** • New friendships and relationships, including in the workplace • Personal safety • Intimacy • Conflict resolution • Relationship changes	-

Appendix 2: Summary of DFE requirements for Relationship Education, Relationship and Sex Education, and Health Education

Relationships and Sex Education – Secondary Schools

Secondary schools should continue to develop pupils' knowledge on topics specified for primary schools and in addition cover the following content by the end of Year 11.

Families	Pupils should know: ▪ 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 and civil partnerships are, including their legal status e.g., that marriage and civil partnerships carry 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/carers with respect to the raising of children. ▪ How to: determine whether peers, 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	Pupils should know: ▪ The characteristics of positive and healthy friendships (both on and offline) including trust, respect, honesty, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship. ▪ 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 tolerance and respect to others and others' beliefs, including people in positions of authority. ▪ 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	Pupils should know: ▪ Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply online and offline. ▪ 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 often 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	Pupils should know: ▪ 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 (on and offline).
Intimate and sexual relationships including sexual health	Pupils should know: ▪ 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. ▪ That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others. ▪ That they have a choice to delay sex or to enjoy intimacy without sex. ▪ The facts about the full range of contraceptive choices 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. ▪ How 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.

Health Education: Physical Health and Wellbeing – Secondary Schools

Secondary schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of Year 11.

Mental wellbeing	Pupils should know: • 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 issues. • 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 of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.
Internet safety and harms	Pupils should know: • The similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online 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 get support, if they have been affected by those behaviours.
Physical health and fitness	Pupils should know: ▪ 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 cardio-vascular ill-health. ▪ Facts about wider issues including blood, organ and stem cell donation.
Healthy eating	Pupils should know: ▪ How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay, eating disorders and cancer.
Drugs, alcohol and tobacco	Pupils should know: ▪ The facts about legal substances and illegal substances, including drug-taking, 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 (relatively) safe alcohol consumption. ▪ 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	Pupils should know: ▪ About personal hygiene, germs (including microbes), the 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 (including screening and immunisation). ▪ 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	Pupils should know: ▪ 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	Pupils should know: ▪ 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.

Appendix 3. Parent Form: Withdrawal from Sex Education within RSE

TO BE COMPLETED BY PARENTS			
Name of pupil		Tutor group	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	