



## Relationship and Sexual Health Education (RSHE) Policy

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An academy within:



“Learning together, to be the best we can be”



# 1. Introduction

- 1.1. Our school policy on sex and relationship education (RSHE) is based on the requirements of the Education Act 2002 and the DfE document 'Relationships education, relationships and sex education (RSE) and health education' in which Relationships Education for primary pupils and Relationships and Sex Education (RSE) became statutory for secondary pupils from September 2020. Additionally, from September 2020, it became compulsory for all schools to teach Health Education. These changes reflect the increasingly complex world today's young people are living their lives in, both on and offline. In today's society, young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.
- 1.2. In the DfE document, RSHE is defined as 'learning about physical, moral and emotional development'. The guidance states that in order to create a happy and successful adult life 'pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficiency.
- 1.3. The purpose of this policy is to set out how our school's provision for relationships and sex education will support pupils through their spiritual, moral, social, emotional and physical development, and prepare them for the opportunities, responsibilities and experiences of life. Our curriculum aims to enable our pupils to put their knowledge into practice by developing resilience, knowing how and when to ask for help and where to access support. The guidance also sets out both the rights of parents/carers to withdraw pupils from sex education (but not Relationships or Health Education) and the process that Headteachers should follow in considering a request from a parent. Parents have the right to request that their child be withdrawn from some or all of sex education, delivered as part of statutory RSE.
- 1.4. As the guidance states, schools are able to determine how to deliver the content set out in the DfE guidance, in the context of a broad and balanced curriculum. Staff are fully aware that the delivery of RSHE lessons for some of our children may trigger experiences of past childhood trauma. This alone or in addition to a lower developmental age and understanding mean that when teaching RSHE; close partnerships with the school's wellbeing team, parents, carer's, social workers and virtual schools may be called upon to support the RSHE work with the child/ young adult.



## 2. Intent

2.1. The intent of relationships, health and sex education (RSHE) at our school are to:

- Ensure that relationship and sex education is integrated into the curriculum.
- 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 culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Recognise and assess potential risks
- Encourage confidence and assertiveness including seeking help and support when required
- Allow pupils to be able to be able to make informed choices and understand consent from the most basic level
- Help pupils understand UK law relating to sex and sexual activity

## 3. Statutory Requirements

3.1. Our school's policy on sex and relationship education (RSHE) is based on the requirements of the Education Act 2002 and the DfE document 'Relationships education, relationships and sex education (RSE) and health education' in which Relationships Education for primary pupils and Relationships and Sex Education (RSE) becomes statutory for secondary pupils from September 2020. Additionally, from September 2020, it will be compulsory for all schools to teach Health Education. These changes reflect the increasingly complex world today's young people are living.

3.2. The Relationship Education, Relationship and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 Children and Social Work Act 2017 make Relationship Education compulsory for all pupils receiving primary education in England.

## 4. Curriculum

4.1. Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary. Our curriculum is derived from the national curriculum but adapted where necessary for our pupils.



#### 4.2. The following progressive transferable skills are taught:

##### Primary:

- Families and people who care for me
- Caring friendships and respectful relationships
- Being safe and online safety
- Changing adolescent body

##### Secondary and Post 16:

- Relationships: Families
- Respectful relationships, including friendships
- Online and Media: Being safe
- Changing adolescent body
- Intimate and sexual relationships, including sexual health
- Drugs, Harmful Substances & Basic First Aid

4.3. All content in the RSHE curriculum supports the wider work of the school in helping to foster pupil wellbeing and develop resilience and values that we know are fundamental to pupils being happy, successful and productive members of society. We have developed the curriculum taking into account the age, needs and feelings of pupils. In addition to this, RSHE topics will be included in P.E., Science, Wellbeing and Life Skills and Independence lessons. They will also play a big part in target setting for EHC Plans for our pupils where it is appropriate.

4.4. If pupils ask questions outside the scope of this policy, teachers will respond appropriately so they are fully informed and don't seek answers online.

## 5. Implementation

5.1. We have developed the curriculum taking into account the age, needs and feelings of pupils. In addition to this, RSHE topics will be embedded in P.E., Science, Wellbeing and Life Skills and Independence lessons. They will also play a big part in target setting for EHC Plans for our pupils where it is appropriate. It is emphasised that the development of positive, mutually respectful and caring relationships is an on-going focus for all members of teaching, non-teaching and support staff. Classes are usually taught with mixed sexes but when appropriate single-sex groups are used.

## 6. Safeguarding

6.1. All RSHE lessons are conducted in a sensitive manner and in confidence. If a pupil makes a disclosure of a child protection issues, staff should follow



procedures outlined in the Safeguarding Policy. However, where discussions and information are of a routine nature, confidentiality should be maintained wherever possible. All staff revisit their safeguarding training annually. All teachers, all support staff and all parents must be made aware of this policy, particularly how it relates to issues of privacy and confidentiality.

- 6.2. Teachers should explain to pupils that they cannot offer unconditional confidentiality, in all matters. For example, they must report those which are of concern, illegal or abusive to others (e.g. Designated safeguarding lead, parents or Headteacher etc.) but the pupil will always be informed first.

## 7. Roles and Responsibilities

### All staff

- 7.1. Staff are responsible for:

- Delivering RSHE in a sensitive way
- Modelling positive attitudes to RSHE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from components of RSHE

- 7.2. Staff do not have the right to opt-out of teaching RSHE. Staff who have concerns about teaching RSHE are encouraged to discuss this with the Headteacher.

- 7.3. Our approach to RSHE is that of a Whole School Approach. Appropriate training will be given for all staff teaching RSHE.

- 7.4. Occasionally, we may invite visitors who bring in specialist knowledge and different ways of engaging pupils to enhance the delivery of these aspects; for example, the school nurse. Any visitors will be checked and briefed to ensure the content is appropriate.

### Pupils

- 7.5. Pupils are expected to engage fully in RSHE and, when discussing issues \*related to RSHE, treat others with respect and sensitivity. Staff will ensure sessions are appropriate to allow all pupils to take part in the RSHE curriculum.

### Parents

- 7.6. The school is well aware that the primary role in children's RSHE lies with



parents and carers. We, therefore, wish to build a positive and supportive relationship with the parents of children at our school, through mutual understanding, trust and cooperation. To promote this objective, we:

- inform parents about the school's RSHE policy and practice;
- answer any questions that parents may have about the RSHE of their child;
- take seriously any issue that parents raise with teachers or governors about this policy, or about the arrangements for RSHE in the school
- encourage parents to be involved in reviewing the school policy, and making modifications to it as necessary
- inform parents about the best practice known with regard to RSHE, so that the teaching in school supports the key messages that parents and carers give to children at home
- make the RSHE resources used in our lessons available for viewing upon request.

## 8. Parents' Right to Withdraw

8.1. As school is legally obligated to provide pupils with Relationship Health Education, parents do not have a right to withdraw their children from RE lessons. Our school chooses to teach Relationship education across all school years, embedded in all aspects of the curriculum. Appropriate information on reproduction and sex education will be taught when it is felt that it is appropriate for the individual pupils. Parents have the right to withdraw their child from the sex education element of RSHE only.

8.2. If any parent wishes to withdraw their child from elements of the RSHE curriculum, please contact the school for a further discussion with the Headteacher.

## 9. Training

9.1. The coordinator along with the Headteacher, has general responsibility for supporting other members of staff in the implementation of this policy and will provide a lead in the dissemination of the information relating to RSHE. Staff are trained on the delivery of RSHE as part of their induction and it is included in our continuing professional development calendar.

9.2. 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 RSHE.



## 10. Impact

10.1. Our RSHE and wider provision aims to ensure all pupils are equipped with the knowledge, skills and confidence to support their own decision making in regards to their health, wellbeing and relationships. Our RSHE curriculum strives to ensure our pupils are as independent as possible and have the ability to keep themselves safe and happy in and out of school.

### Assessment

10.2. A great deal of assessment is observational and from verbal interactions, relying heavily on staff observation. All staff have a crucial role in this process. Other methods of assessment are:

- SOLAR outcomes (although there are few which specifically match the learning outcomes)
- Annual reviews of EHCP

10.3. The RSHE outcomes fall within the SMSC SOLAR outcomes, so tracking of pupil progress is for the entirety of the SMSC curriculum. Achievement of RSHE outcomes will be celebrated on a more individual and personal basis than is usual in school, as may be fitting to the nature of the topics covered.