



Relationships, health and sex education Policy (from 2020)

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An academy within:



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

1. Introduction

Our school's policy on sex and relationship education (SRE) 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 will be 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.

In the DfE document, SRE is defined as 'learning about physical, moral, cultural, mental 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.

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 PSHE 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 Parents have the right to request that their child be withdrawn from some or all of sex education, delivered as part of statutory RSE.

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 SRE 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 SRE; close partnerships with the school's wellbeing team, parents, carer's, social workers and virtual schools may be called upon to support the SRE work with the child/ young adult.

2. Intent

The intent of relationships, health and sex education (RHSE) 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



All content in the RHSE 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.

3. Statutory requirements

Our school's policy on sex and relationship education (SRE) 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

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

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

All content in the RHSE 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, RHSE 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.

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

We have developed the curriculum taking into account the age, needs and feelings of pupils. In addition to this, RHSE 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. Roles and responsibilities

The governing board

The governing board will approve the RHSE policy, and hold the Headteacher to account for its implementation.

The governing board will hold the Headteacher to account for the implementation of this policy.

The governing board has delegated the approval of this policy to the Executive Headteacher.

The Headteacher

It is the responsibility of the headteacher to ensure that both staff and parents are informed about our SRE policy, and that the policy is implemented effectively. It is also the head teacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach about sex and relationships effectively, and handle any difficult issues with sensitivity.

The head teacher/PSHE Lead liaises with external agencies regarding the school SRE programme, and ensures that all adults who work with our children on these issues are aware of the school policy, work within its framework and reports to governors, when requested, on the effectiveness of the policy.

All staff

Staff are responsible for:

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

Staff do not have the right to opt-out of teaching RHSE. Staff who have concerns about teaching RHSE are encouraged to discuss this with the Head Teacher.

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

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

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



Parents

The school is well aware that the primary role in children's SRE 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 SRE policy and practice;
- answer any questions that parents may have about the SRE of their child;
- take seriously any issue that parents raise with teachers or governors about this policy, or about the arrangements for SRE 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 SRE, so that the teaching in school supports the key messages that parents and carers give to children at home
- make the SRE resources used in our lessons available for viewing upon request

7. Parents' right to withdraw

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 RHSE only.

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

8. Confidentiality

All governors, 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.

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



9. Training

The coordinator along with the Head Teacher, 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 RHSE.

Staff are trained on the delivery of RHSE as part of their induction and it is included in our continuing professional development calendar.

The Head Teacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RHSE.

10. Impact

Assessment

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

The RHSE outcomes fall within the SMSC SOLAR outcomes, so tracking of pupil progress is for the entirety of the SMSC curriculum. Achievement of RHSE 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.

Monitoring

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

We will review curriculum on an annual basis to ensure that any new developments in RHSE best practice, emerging risks or other safeguarding dangers are reflected in the education provided to children to keep them safe, healthy and happy.

This policy will be reviewed annually. The policy will be approved by the Executive Head Teacher.