



Castle Hill School
Innovating, Communicating, Empowering

RELATIONSHIPS EDUCATION, RELATIONSHIPS AND SEX EDUCATION (RSE), AND HEALTH EDUCATION POLICY

Part of the PSHE Curriculum

Policy Created	2018
Last review	December 2023
Frequency	2 years
Date to be reviewed	December 2025

General Policy Statement

At Castle Hill School we intend to provide a safe, secure, caring environment where everyone is valued and respected equally. We aim to provide an inclusive education where children develop independent learning skills and are taught according to need whatever their age, gender, background, beliefs or abilities.

National legislation, the [Equality Act 2010](#) and the [Special Educational Needs and Disability Regulations 2014](#) re disabilities, race relations and special education needs underpin this policy, which has also taken into consideration national, local and school policies on Special Educational Needs, Equal Opportunities and Health and Safety.

General Curriculum Philosophy

The fundamental principle behind curriculum design at Castle Hill School is personalisation. The curriculum is designed to stimulate our students to acquire knowledge and develop skills; it is balanced, broad and flexible. The learning needs of each pupil are rigorously assessed on entry to the school and on a regular basis through their school career to identify priority areas for personalisation.

The Castle Hill curriculum allows us to take appropriate programmes of study from a wide variety of sources to ensure learning programs are bespoke and child centred. Linear or horizontal continuity and progression is defined by these programmes of study and by the topic themed curriculum. Pupils' achievements are celebrated regularly and we hope that they feel proud of their learning. We try to allow our students to be as independent as possible in order for them to develop social skills and feel confident in all that they do.

For more information please refer to the Curriculum Overview (a separate policy).

UNICEF & the UN Convention on the Rights of the Child

The UN Convention on the Rights of the Child set out a series of 'Articles' that list the child's rights. These rights are for all children, from birth, can not be taken away, do not have to be earned, and all are equally important. We respect all of these rights.

The following rights are particularly relevant to this policy:

- Article 5 (parental guidance and a child's evolving capacities) Governments must respect the rights and responsibilities of parents and carers to provide guidance and direction to their child as they grow up, so that they may fully enjoy their rights.

- Article 12 (respect for the views of the child) Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously.
- Article 13 (freedom of expression) Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.
- Article 23 (children with a disability) A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community.
- Article 24 (health and health services) Every child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food, and a clean environment and education on health and well-being so that children can stay healthy.
- Article 33 (drug abuse) Governments must protect children from the illegal use of drugs.
- Article 34 (sexual exploitation) Governments must protect children from all forms of sexual abuse and exploitation.

Relationships Education, Relationships and Sex Education (RSE), and Health Education Philosophy

Relationships Education, Relationships and Sex Education (RSE), and Health Education encourages pupils to make healthy decisions. This will cover the values and virtues related to establishing and maintaining positive relationships, and includes elements of Personal, Social, Health, and Economic (PSHE) education and Spiritual, Moral, Social and Cultural (SMSC) education, and also includes links to fundamental British Values and the UN Convention of the Rights of the Child.

Sex Education, families, equality, and faith

Sex Education is not compulsory in the Early Years and Primary phases, but it is compulsory to offer it during Secondary. The purpose of this is to help pupils to make healthy, informed decisions.

Parents', carers' and, where possible, the individual's consent will be sought prior to specific Sex Education which may take the form of group activities relating to general aspects of Sex Education or individual sessions addressing individual issues.

Families have the right to withdraw their child from Sex Education, but this should be used as an opportunity to engage the families in discussion about the school curriculum and the importance of learning about this important area in a sensible, measured manner, rather than through experimentation. Families can be invited into school to look at resources and the curriculum. Although families have the right to withdraw their child from Sex Education, the

child can opt back in themselves any time during the three terms before they turn 16. It should be noted, that during the Autumn term 2020, all parents and carers were invited to be part of the focus group for the drafting of this policy. This policy will also be sent to all families as part of the consultation process before ratification by the Local Governing Body.

With regard to faith-based issues, entitlement should be balanced when teaching this topic, however the Equality Act 2010 means the subject should be delivered to all and this overrides some faith-based beliefs. LGBTQ+ issues and the concept of equality should be woven in as a normal part of life.

Practice

All people working with pupils at the school should be aware of the policy, discuss issues and receive training. The school's policy aims to take account of the individual needs of each child and particularly recognizes the need of protection for those who are unable to communicate their own wishes. When working with emotionally literate groups, appropriate training, such as distancing techniques, is recommended, and there should be the awareness that Safeguarding issues could arise. The wellbeing of pupils and staff must be considered in the delivery of the lessons, which can include using timeouts.

The school recognizes the need to work with parents/carers to balance rights and duties, and to share information. The pupil's wellbeing should be our mutual priority.

Curriculum delivery will be through the termly Curriculum Guides which include guidance and activities with a termly topic (for that term's topic). These topics are differentiated by phase and ones which are particularly relevant are listed in the Age Differentiation section below.

With the curriculum we include:

- encouragement of development and exploration of values and moral issues
- consideration of personal relationships and appropriate behaviour
- the development of communication and decision-making skills, the fostering of self-esteem, self-awareness, and a sense of moral responsibility

The practice has three fundamental dimensions:

- knowledge
- social skills
- attitudes and values

The DfE guidance notes that 'in special schools and for some SEND pupils in mainstream schools there may be a need to tailor content and teaching to meet the specific needs of pupils at different developmental stages. As with

all teaching for these subjects, schools should ensure that their teaching is sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law.'

Age Differentiation for Relationships Education, Relationships and Sex Education, and Health Education

The Department for Education has expectations for what pupils should know by the end of certain Key Stages. For further information, please see the Department for Education's [guidance for schools on relationships education, RSE and health education](#). Below are the expectations, where applicable, and the areas of the Castle Hill curriculum guides that these can be related to.

Early Years

Children in the Early Years follow the Early Years Foundation Stage curriculum. There are no expectations from the Department for Education regarding to Relationships Education for Early Years pupils.

Areas of relationship and Health Education can be delivered through topic work, especially to 'My World', 'Fantastic Food', 'Our Bodies' and 'Ready, Steady...' e.g. self-awareness and our relationship to others, healthy eating, early self-care skills, and physical development.

Primary

Children in Primary should be taught the following areas by the end of Key Stage 2, according to the guidance from the Department for Education:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

Areas of Relationships Education and Health Education can be delivered through topic work, especially to 'People Who Help Us', 'What's Cooking?', 'All About Me' and 'Get Set Go!' e.g. the role of doctors, dentists and nurses, healthy eating, early self-care skills, and physical development. Please see the Curriculum Guides for guidance and activities.

Secondary

Children in Primary should be taught the following areas by the end of Key Stage 2, according to the guidance from the Department for Education:

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

Areas of Relationships and Sex Education and Health Education can be delivered through topic work, especially to '999 Emergency', 'Living Things', 'The Café Society' and 'Health and Hygiene' e.g. the role of doctors, dentists and nurses, life cycles, healthy eating, self-care skills and physical development.

Sixth Form

In the Sixth Form pupils will address healthy living, personal care, self-awareness, family and friends, emotions, and relationships as part of their curriculum, and as appropriate to the individual.

This could include the following ASDAN Personal Progress units:

- Developing communication skills
- Developing independent living skills: being healthy
- Developing independent living skills: looking after yourself
- Developing skills for the workplace: health and safety
- Developing self-awareness: all about me
- Engaging with the world around you: people
- Engaging with the world around you: therapies

For pupils working with a higher level of independence, this could include the following ASDAN Personal and Social Development units:

- Healthy living
- Parenting awareness
- Making the most of leisure time

Guidelines for staff

To supplement this policy the staff working with the pupils will be aware of the following areas:

- the role of the School Nurse
- changing and toileting
- voluntary helpers
- age appropriate behaviour
- medical issues e.g. rectal Valium
- therapies - bodily contact
- in service training and self-awareness of policy

Staff members need to recognise and understand:

- that as staff they are entitled to support, supervision, training and advice in relation to working with the pupils' personal and sexual needs and should have information about where they can get this from

The School is responsible for ensuring that:

- the beliefs of the pupils are acknowledged and respected, and that social and emotional development is fundamental to a good quality of life
- the obligation to protect vulnerable children from inappropriate sexual harassment and/or abuse by other people is recognised
- that beliefs and values of parents/carers do not override those of the pupils
- effective monitoring takes place through regular monitoring ensuring best practice

Ofsted - The Review of Sexual Abuse in Schools and Colleges, 10 June 2021

The Review of Sexual Abuse in Schools and Colleges was published 10 June 2021 by Ofsted. This report states *'This rapid thematic review has revealed how prevalent sexual harassment and online sexual abuse are for children and young people. It is concerning that for some children, incidents are so commonplace that they see no point in reporting them. This review did not analyse whether the issues are more or less prevalent for different groups of young people, and there may well be differences, but it found that the issues are so widespread that they need addressing for all children and young people. It recommends that schools, colleges, and multi-agency partners act as though sexual harassment and online sexual abuse are happening, even when there are no specific reports.'*

Pupils at Castle Hill school are supported by adults at all times owing to their Special Educational Needs, therefore, there is a high level of vigilance to prevent sexual harassment and online sexual abuse. We recognise that we have a duty to protect vulnerable children from inappropriate sexual harassment and/or abuse by other people is recognised and reported.

All staff are vigilant to possible indicators of sexual harassment and online sexual abuse, which may include but is not limited to:

- Inappropriate touch
- Inappropriate comments
- Inappropriate actions (notably during role-play activities or stories)
- Unexplained gifts
- Unexplained absences from school
- New adult friends
- Appearing quieter than usual
- Appearing angry without explanation
- Unexplained distress

- Commenting about keeping secrets / secretive behaviours
- Nightmares / disturbed sleep patterns
- Changes in attachments to adults / peers
- Avoiding particular people / environments

Pupils are supported to develop their understanding of appropriate relationships, through teaching which is sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law. RSE content is tailored to meet the specific needs of pupils at different developmental stages, in accordance with DfE guidance.

In addition, the following policies are in place with the aim of preventing sexual harassment and online sexual abuse: The Antibullying Policy, The Positive Behaviour Policy, The RSE Policy, The Pupil Wellbeing Policy, The Use of Touch Policy, The Safeguarding in School Policy and The Online Safety Policy.

Resources

Relationships Education, Relationships and Sex Education (RSE) and Health Education, Statutory Guidance, DfE June 2019, updated July 2020