

Harlow Fields School & College

Relationships, Sex and Health Education (RSHE) Policy




ADOPTED: **September 2024**

COMMITTEE: **FGB**

DATE FOR REVIEW: **September 2025**

AUTHOR: **Kathleen M Faherty**

POLICY NUMBER: **HFP30**

This policy was updated, to take effect from:	September 2024
School staff were consulted on this document and it was accepted by the personnel committee on:	N/A
Parent consultation	
It was ratified by the FGB on:	20.11.2024
Signed by the Chair of Governors:	

(RSHE) Policy



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1. Introduction

1.1 This policy covers our school's approach to Relationships, Sex and Health Education (RSHE). It was developed in consultation with staff, pupils and parents/carers.

1.2 RSHE is an important part of our school's personal, social, health and economic (PSHE) education curriculum. It supports our pupils to develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and to prepare them for life and work in modern Britain.+

2. Aims and Objectives

2.1 The aims of RSHE at our school are to:

- Provide pupils with age-appropriate information, explore attitudes and values, and develop skills to empower them to make positive decisions about their health, wellbeing and relationships.
- 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.
- Provide a framework in which sensitive discussions can take place.
- Prepare pupils for the physical and emotional changes of puberty.
- Ensure that all pupils, by the time they reach adulthood, have been taught RSHE.

3. Statutory Requirements

3.1 As a maintained secondary school, we must provide RSHE to all pupils as per the Children and Social Work Act 2017.

3.2 In teaching RSHE, we must have regard to the statutory guidance issued by the Department for Education (published June 2019).

3.3 This policy complies with our funding agreement and articles of association.

4. Content and Delivery

4.1 RSHE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSHE are taught within the science curriculum.

4.2 RSHE focuses on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and adults.

4.3 RSHE also covers human reproduction, including conception and birth. This is taught in an age-appropriate way, with a focus on healthy relationships and consent. 4.4 RSHE is delivered in a variety of ways, including:

- Dedicated PSHE lessons
- Cross-curricular links (e.g. in science, RE, etc.)
- Assemblies and workshops
- Visiting speakers and organisations

5. Roles and Responsibilities

5.1 The governing board will approve the RSHE policy and hold the headteacher to account for its implementation.

5.2 The headteacher is responsible for ensuring that RSHE is taught consistently across the school.

5.3 Staff are responsible for:

- o Delivering RSHE in a sensitive way
- o Modelling positive attitudes towards RSHE
- o Monitoring progress
- o Responding to the needs of individual pupils

6. Parents' Right to Withdraw

6.1 Parents have the right to withdraw their child from the non-statutory/non-science components of sex education within RSHE.

6.2 Requests for withdrawal should be put in writing and addressed to the headteacher.

6.3 Alternative work will be given to pupils who are withdrawn from sex education.

7. Monitoring and Review

7.1 The delivery of RSHE is monitored by SLT.

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

7.3 This policy will be reviewed annually by the governing board. At every review, the policy will be approved.

Appendix A

Exemplar Letters

Dear Parents,

We are organising a topic for our class to cover the curriculum relating to RSHE. This is an area where all parents have strong concerns and in the case of our pupils this is heightened by their obvious vulnerability and possible difficulties with communication.

The sessions will focus on gender recognition, to confirm that the pupils are sure about male and female. We will then move on to body parts. We feel it is important to teach the correct names for the body parts to help pupils with medical matters in later life.

We will look at personal hygiene and then do some work on life cycles, puberty and, for the girls, menstruation. At this early stage we will not discuss intercourse, but will mention pregnancy. There will also be a strong emphasis on public and private with regard to our bodies and behaviour and work on different relationships.

We have some anatomically correct cloth figures which will be introduced to the class. These will be clothed and will only be undressed at suitable times to help with the ideas we will be discussing.

The sessions will start as whole group activities, but our school nurse, will be available to have small group and individual sessions as necessary.

It is a legal requirement for me to ask permission from you for your child to attend these sessions. Please sign and return the consent form below and if you have any questions please let me know when it is convenient and I will phone you to discuss them.

Yours faithfully

Class teacher.

I give permission for _____ to attend Relationship and Sex Education sessions.

Signed _____ Parent/Carer.

Date _____

For KS4 Examination groups

Dear Parents and Carers,

We will be covering a topic relating to Relationship and Sex Education as part of the KS4 science Entry Level examination. This is an area where all parents may have concerns and in the case of our pupils this is heightened by their obvious vulnerability and possible difficulties with communication. The sessions include work on life cycles, body parts, puberty and menstruation.

At this stage we will begin to discuss intercourse, conception, pregnancy and contraception. There will also be a strong emphasis on public and private with regard to our bodies and behaviour and work on different relationships, child development and issues relating to families.

We have some anatomically correct cloth figures which may be introduced to the class. These will be clothed and will only be undressed at suitable times to help with the ideas we will be discussing.

The sessions will start as whole group activities, but the school nurse will be available to have small group and individual sessions as necessary.

It is a legal requirement for me to ask permission from you for your child to attend these sessions. Please sign and return the consent form below and if you have any questions please let me know when it is convenient and I will phone you to discuss them.

Yours faithfully

Science/SRE teacher.

I give permission for _____ to attend Relationship and Sex Education sessions.

Signed _____ Parent/Carer.

Date _____

For 6th Form Pupils

Dear Parents and Carers,

We will be covering a topic relating to Relationship and Sex Education as part of the K.S.5 work on Personal, Social and Health Education. This is an area where all parents may have concerns and in the case of our young people this is heightened by their obvious vulnerability and difficulties with communication.

The sessions will include work around hair hygiene, mouth hygiene, smoking, cancer screening, sexual education, and sexually transmitted diseases.

The sessions will start as whole group activities, but the school nurse will be available to have small group and individual sessions if necessary. The sessions will be linked to Functional skills in ICT and Literacy with pupils preparing power points for a presentation assembly.

For pupils under 16 it is a legal requirement to ask permission from you for pupils to attend these sessions, but as Sixth Form pupils are all over 16 this letter is for information only.

Yours faithfully

SRE/ ICT teacher – Sixth Form
