



Hodge Hill Girls' School

RSE Policy

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HODGE HILL GIRLS SCHOOL



RSE POLICY

Rationale:

At Hodge Hill Girls' School, we want all pupils to grow up happy, safe and able to manage the challenges and opportunities of the modern world, both on and offline. Therefore, all children at our school are taught Relationships, Sex and Health Education in line with current government guidance, through PSHCE lessons. PSHCE lessons are delivered by a designated team of Hodge Hill Girls' School teachers, all of which receive relevant training in line with government guidance regarding policy, practice and PSHCE curriculum delivery.

These subjects are designed to equip children with knowledge so that they can make informed decisions about their well-being, health and relationships as well as preparing them for a successful adult life. The RSE programme helps pupils understand what healthy and unhealthy relationships look like, internet safety, as well as managing physical and mental health.

The RSE element of the PSHCE programme is integral to our Safeguarding Policy in school and contributes to protecting children and young people by addressing national and local health priorities.

The content of the RSE curriculum, which all children are taught in line with government statutory guidance and expectations, brings children's knowledge and understanding into the 21st century. The curriculum is delivered in a way that is sensitive and flexible to age, physical and emotional maturity, and considers the religious backgrounds and needs of individual learners including SEND (Special educational needs and disabilities).

Parents' and carers' rights:

The important lessons parents teach their children about healthy relationships, looking after themselves and staying safe, are respected and valued under the RSE curriculum. Teaching at school will complement and reinforce the lessons parents teach their children as they grow up. We wish to build a positive and supporting relationship with the parents and carers of young people at our school through mutual understanding, trust and co-operation.

If parents do not want their child to take part in some or all of the Sex Education lessons, they can ask for their child to be withdrawn. Requests will be considered and discussed with parents. This will be granted in all but exceptional circumstances, up until three school terms before the child turns 16. At this stage, a child can independently choose to receive Sex Education if they want to, and the school can arrange for the child to receive this teaching in one of these three terms (unless there are exceptional circumstances).

Parents cannot withdraw their child from Health Education or the Relationships Education element of Relationships and Sex Education. It is important that all children receive this content, covering topics such as friendships and how to stay safe.

Parents cannot withdraw their child from the statutory science curriculum which includes content on human development, including reproduction.

Curriculum content:

Relationship and Sex Education:

Relationships and sex education will build on the teaching at primary school. It aims to give young people the information they need to help them develop healthy, nurturing relationships.

We will cover content on what healthy and unhealthy relationships look like and what makes a good friend, colleague and successful marriage or committed relationship. At the appropriate time, the focus will move to developing intimate relationships, to equip your child with knowledge they need to make safe, informed and healthy choices as they progress through adult life.

By the end of Key Stage 4, pupils will have been taught content on;

- families
- respectful relationships, including different types of relationships and friendships
- online media
- being safe
- intimate and sexual relationships, including sexual health

Health Education:

Health education aims to give your child the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise.

By the end of Key Stage 4, pupils will have been taught content on;

- mental wellbeing
- internet and safety harms
- physical health and fitness,
- healthy eating
- drugs, alcohol and tobacco
- health and prevention
- basic first aid
- changing adolescent body

Monitoring and Evaluation:

This is a working document and as such will be updated, when necessary, to make sure that all students are receiving the best possible level of RSE. RSE provision will be periodically reviewed to

ensure that it is up to date and of the highest quality. As part of our reflection we will invite students to provide feedback through 'Pupil Voice Surveys' about our RSE provision to ensure that we are meeting the needs of all students.

The RSE Policy can be found on the school website and further information can also be found by searching 'relationships, sex and health education' on GOV.UK

RSE Policy links:

This policy supports/complements the following policies at Hodge Hill Girls' School;

Safeguarding and Child Protection Policy

Spiritual Moral Social and Cultural Education Policy

Special Education Needs and Disability Policy

Teaching and Learning Policy

Behaviour Policy and Professional Learning Standards

Legal Framework:

The Relationships Education, Relationships and Sex Education (RSE) and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, is statutory guidance from the Department of Education issued under Section 80A of the Education Act 2002.

The guidance states that Relationships and Sex Education (RSE) is compulsory for all pupils receiving secondary education. It also makes Health Education compulsory in all schools except independent schools.

This guidance replaces the Sex and Relationships Education guidance (2000).

Schools are required to comply with relevant requirements of the Equality Act 2010. Under the provisions of the Equality Act, schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics).