



Relationships, Sexual Education and Health Education Sub Policy

Rationale and Ethos

We greatly value our Relationships and Sex Education curriculum and Mental Health curriculum as we firmly believe they help support our young people, many of whom are vulnerable, to become happy and successful adults. We believe that the knowledge they gain will enable them to make informed decisions about their wellbeing, health and relationships which will then allow them to make sound decisions when facing risks, challenges and difficult life situations. In line with our school ethos we believe it will help them grow into well informed and resilient young adults.

We fully appreciate the sensitive nature of these subjects and as such consult and work closely with our parents/carers and wider community to ensure that it meets with their needs and approval. We hope to work as partners with our parents and aim to both support and complement the work they do at home with their child in this area.

Aims

To help students make good decisions about their own health and wellbeing and to make them appreciate that there is a link between health and wellbeing.

To equip students with the necessary strategies to deal with life's setbacks.

To reduce the stigma attached to health issues, in particular those to do with mental wellbeing and encourage openness in this area.

To give young people the information they need to help them know and develop healthy, nurturing relationships of all kinds, not just intimate relationships.

To enable students to identify what is acceptable and unacceptable behaviour in a relationship and to appreciate that unhealthy relationships can have a lasting, negative impact on mental wellbeing.

To equip students with the necessary knowledge about safer sex and sexual health, so encouraging them to make healthier choices.

To provide students with information on the law about sex, sexuality, sexual health, gender identity and sexual relationships which includes a range of important facts and rules regarding sharing personal information, pictures, videos and other material using technology

Explore faith, or other perspectives, on some of these issues.

To foster healthy and respectful peer-to-peer communication and behaviour and provide an environment, which challenges perceived limits on pupils based on their gender or any other characteristic.

Inclusivity

We ensure RSE and Health education is inclusive and we work hard to tailor the curriculum content and teaching to meet the specific needs of all young people including those with special educational needs and disabilities (SEND). Our teaching is age appropriate and sequential

We ensure RSE fosters gender equality and LGBT+ equality and we are sensitive to the range of religious and cultural views about sexual behaviour whilst still ensuring that pupils have access to the learning they need to stay safe, healthy and understand their rights as individuals. This includes the law in relation to, for example, forced-marriage and female genital mutilation (FGM).

We acknowledge that we have a responsibility in relation to equality and protected characteristics (Equality Act 2010) and as such the RSE programme challenges all forms of discrimination and bullying and respects how people choose to identify themselves. As a school we work very hard to ensure that there is no unlawful discrimination against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or sexual orientation.

Roles and responsibilities

Responsibility for the policy ultimately lies with the Governing Body, with one member being solely responsible for the quality of the curriculum, its delivery and pupil outcomes. Along with the PSHE lead and the Assistant Headteacher for Curriculum he/she is also responsible for reviewing this curriculum area.

The Assistant Headteacher: curriculum and Teaching and Learning is responsible for overseeing Policy and Practise in this area.

The RSE programme will be led by Mrs Charlotte Barton and taught by a carefully selected team of staff who receive RSE training to support them with the successful delivery of the programme.

Curriculum, teaching and learning

RSE and Health Education are delivered through the Personal Development Curriculum alongside PSHE, Citizenship and careers. Time has been taken to try and ensure that it is inclusive in terms of age and stage (including emotional maturity), gender identity, sexual orientation, disability, diversity, ethnicity, culture, age, religion or belief or other life experience. Resources are carefully planned and cross curricular links with other subjects are capitalised upon. There is clear progression in what is taught in primary schools in Relationships Education.

Subjects are well resourced and topics such as grooming, sexual exploitation and domestic abuse, including coercive and controlling behaviour, are taught sensitively in the classroom along with topics like FGM. Students are taught where to find support and see school as a safe place where they can easily speak to trusted adults and find support. The school's mentors and pastoral staff are seen as key figures when signposting students for extra support and students greatly respect and appreciate their involvement.

Students are taught in mixed ability tutor groups as we feel this is perhaps the most secure and familiar grouping/setting for them. In line with the Equality Act of 2010 we work hard to ensure that we offer high quality teaching that is differentiated and personalised so ensuring meaningful access by all. A range of teaching methods and interactive activities are used to support learning and resources are often differentiated to meet the needs of all. Pupils are actively encouraged to reflect on their own learning and progress with the use of academic trackers. Assessment in RSE/HE reflects that at whole school level.

The RSE components of this part of the PSHE curriculum are;

The Family

Respectful relationships, including friendships

Online and Media

Being safe

Intimate and sexual relationships including sexual health

The Health education components are;

Mental wellbeing

Internet safety and harms

Physical health and fitness

Healthy eating

Drugs, alcohol and tobacco

Health and prevention

Basic first aid

Changing adolescent body

N.B. Further details can be accessed in appendix 1

Safe and Effective practice

We will ensure that a safe learning environment prevails and try to distance the topic from the pupil and demonstrate sensitivity and privacy over sensitive and potentially controversial topics. Pupils are able to raise questions anonymously through 'secret box posts'. All staff teaching the subject will be supported by an identified member of staff.

As a school we have a good understanding of pupils' faith backgrounds and enjoy positive relationships between the school and local faith communities. This helps create a constructive context for the teaching of these subjects.

Resources are age appropriate and sensitive to meet the needs of our students, many of whom are vulnerable and prone to exploitation, bullying and other issues due to the nature of their SEND and childhood traumas.

Safeguarding

Teachers are aware that effective RSE and Health education can lead to safeguarding disclosures by students. If this happens staff know to follow the policy for reporting safeguarding issues and consult with the designated safeguarding staff or in their absence a member of SLT. Visitors/external agencies who support the delivery of RSE will be required to produce their DBS document and full details before entry. If this is not possible they must be accompanied by a member of staff at times and not left alone with students.

Engaging with stakeholders

Parents as stakeholders will be consulted over the RSE/HE policy and curriculum before its publication on the school website. They will be actively encouraged to discuss their thoughts and concerns with us by visiting the school. Parents are made aware that they have the legal right to withdraw their child/children from all or part of the sexual education programme but have no right to withdraw their child from the Relationship and Health Education programme. If a parent/carer requests that their child be removed from the sex education lessons, alternative support/learning will be offered. We actively encourage parents to work with us and offer help to support them in managing conversations with their children on these issues.

Governors will be informed of the RSE/HE policy and curriculum through the link Governor at Governing Body meetings. They will be made aware of their legal obligation and will be

expected to ensure that the subject is being well managed and led and that all students can access the curriculum and are making good progress in relation to expected progress. They will ensure that the school is fulfilling its legal obligations.

Monitoring and evaluation

Provision and content will be monitored and evaluated by Governors and the Assistant Headteacher for Curriculum.

Teachers will critically reflect on their work and the impact of visiting speakers in delivering RSE.

Pupil voice will be used to review and tailor our RSE/HE programme to match the different needs of pupils.

RSE policy review date

The policy will be reviewed every 2 years to ensure that it continues to meet the needs of pupils, staff and parents and that it is in line with current Department for Education advice and guidance.

This policy was written August 2021 by Ms Anne Kyle (Headteacher)

This policy will be reviewed on August 2022

This will ensure that the provision of RSE and Health Education remains compliant, appropriate and inclusive.