

Relationships Education, Relationships and Sex Education and Health Education Policy



What is Relationship and Sex Education and Health Education (RSE and HE)?

Relationships Education, Relationships and Sex Education, and Health Education is about empowering pupils with the knowledge to make informed decision about their well-being, health and relationships. Relationships Education, RSE and Health Education is about understanding the importance of stable, loving and respectful relationships and the value of these relationship qualities within family life and wider society. Relationships Education, RSE and Health Education is taught at an age-appropriate and developmentally appropriate level, sensitively and inclusively with respect to the backgrounds and beliefs of all.

This policy will be compliant with the following guidance:

- DfE 'Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance (February 2019)
- DfE 'Science programmes of study: key stages 1 and 2' 2013
- DfE 'Science programmes of study: key stage 3' 2013
- DfE 'Science programmes of study: key stage 4,' 2014

Aims of Relationships Education, RSE and Health Education

Relationships Education, RSE and Health Education aims to promote the spiritual, moral, cultural, emotional and physical development of pupils/students at school/college and in society and to prepare them for the challenges, opportunities and responsibilities of adult life. Relationships Education, RSE and Health Education includes providing pupils/students with reliable information about healthy relationships.

Following guidance produced by the DfE (2019) the Trust ensures that Relationships Education, RSE and Health Education is carefully designed to safeguard and support all pupils/students in an increasingly digital world. Each academy is clear on the themes and issues it should cover and Relationships Education, RSE and Health Education is age-appropriate; building knowledge and life skills over time in a way that prepares individuals for issues they will soon face including:

- different types of relationships, including friendships, family relationships, dealing with strangers and, at secondary school and college, intimate relationships;
- how to recognise, understand and build healthy relationships, including self-respect and respect for others, commitment, tolerance, boundaries and consent, and how to manage conflict, and also how to recognise unhealthy relationships;
- how relationships may affect health and wellbeing, including mental health;
- healthy relationships and safety online; and
- factual knowledge, at secondary school and college, around sex, sexual health and sexuality, set firmly within the context of relationships.

Objectives of Relationships, RSE and Health Education

- To understand the function of body parts and correct terms for these parts
- To help young people move with confidence from childhood to adolescence and beyond
- To develop confidence in discussing relationships including the development of positive attitudes towards self and others with differing views
- To recognise the value of family life and stable, loving and respectful relationships as key building blocks to community and society
- To learn the value of respect, care and self esteem
- To provide opportunities to explore issues relating to emotional, physical and moral development in a safe and secure environment
- To enable pupils/students to effectively communicate about issues associated with relationships, including intimate relationships
- To understand the responsibilities of safe relationships
- To be aware of external support agencies and forums to support in issues associated with sex and relationships

Practice

We respect the diversity and different values held by the families and pupils attending our schools/college and address all subjects within Relationships Education, RSE, and Health Education with sensitivity. Relationships Education, RSE, and Health Education seeks to encourage pupils/students to recognise and accept the difference of others. We take our responsibilities very seriously with regard to ensuring pupils have appropriate education to succeed as adults and ensure that the teaching delivered by staff is not influenced by their personal beliefs and attitudes.

The teaching offered will be complementary and supportive to the role of parents/carers, and staff will have regard to parents'/carers' views about content and presentation. Parents/carers do not have the right to withdraw their children from Relationships or Health Education as this is a statutory requirement/part of the science curriculum. At a secondary school level, parents/carers have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this. Parents/carers are encouraged to discuss the decision to remove their child from Sex Education at the earliest opportunity and discuss any queries they may have with the delivering teacher if appropriate. If withdrawal is sought, parents must do so in writing to the Head Teacher.

Relationships Education, RSE and Health Education is firmly embedded in the PSHE framework.

At Sitwell Junior School, the Rotherham School Improvement Service Primary Personal, Social and Health Education Scheme of Work for Years 1-6 is used to deliver statutory Relationships and Health Education. This is adapted by class teachers to ensure that learning is age-appropriate and developmentally appropriate for all children, including those with special educational needs. In addition, outside agencies and professionals are invited into school to lead assemblies and workshops with classes/groups of children.

At Oakwood High School RSE will mainly be delivered through MAP lessons (Making Aspirations Possible). This is an integral part of our whole school PSHE provision and will cover healthy relationships and staying safe. Lessons are derived from the PSHE Association recommended program of study and are quality assured by the Leader of Learning for this curriculum area. A safe learning environment will be established by agreed ground rules with the class. We will ensure that our RSE is matched to the needs of our pupils by consultation with ARC and ensuring pupils needs are reflected in planning. Where relevant, outside agencies and professionals may assist in content delivery. Some topics will also be covered in the Science curriculum.

At Thomas Rotherham College RSE and relationships education is mainly delivered through the student briefing programmes. Students attend sessions which enable them to explore issues such as abuse, child sexual exploitation, grooming, healthy relationships and sexual health. Where relevant outside expertise is utilised via agencies and professionals to deliver key content. Outside agencies and professionals regularly visit the college to provide sexual health and healthy relationships guidance to students. The tutorial programmes also provide students with the opportunity to engage in the issues surrounding emotional health and wellbeing.

It is recognised that for some areas of discussion, it may be more appropriate to deliver information in single gender groups. When this occurs, the same curriculum content will be delivered to both male and female pupils when this occurs.

It is acknowledged that as Relationships, RSE and Health Education deals with some sensitive issues, the following points are important:

- Clear ground rules will be established prior to discussions in Relationships, RSE and Health Education (in our academies) to ensure that appropriate boundaries are set and to ensure no pupil feels embarrassed or uncomfortable about the topics being discussed.
- Correct terminology will be used when naming body parts, whilst recognising that there may be 'family' words that may be used at home.
- Both boys and girls will need to be prepared for puberty (this may include discussing issues such as wet dreams and menstruation).
- Other issues may arise. Appropriate questions will be answered honestly and openly. Whether this is within a class or on an individual basis will be dependent on the situation. Questions will always be answered sensitively and, where appropriate, Learning Mentor support will be provided.

Professional Development

Every effort will be made to ensure that teaching staff delivering Relationships Education, RSE and Health Education have access to appropriate training; this may include input by the Rotherham School Improvement Team or from the PHSE Association.

Resources

A range of teaching resources will be used to enhance pupils' learning experiences and encourage active participation. This includes the use of resourcing websites, case studies, research, video, small group discussion and, where appropriate, guest speakers, outside agencies and workshops.

Assessment, Monitoring and Evaluation

Relationships Education, RSE and Health Education is monitored through lesson planning, learning walks, classroom observations and work scrutiny.

Consultation and Review

This policy is available on request from school offices. This policy will be reviewed in full by the Trust Governor Safeguarding Panel on an annual basis.

Developed by:	Sarah Walker, Angela Samuel, Andrew Amery		
Approval:	Committee: Safeguarding	Signature of Chair:	Date:
Review Date:			