

Relationships, Sex and Health Education Policy



Approved by: Governing board	Date: June 2022
Signed by: 	Position: Chair of Governors
Last reviewed: June 2022	Next review due: June 2025

Monitoring arrangements

This policy will be reviewed by the Headteacher in three years. At every review, the policy will be approved by the governing board.

Contents

1. Aims	3
2. Statutory requirements	3
3. Policy evolution	4
4. Objectives and curriculum	4
5. Inclusivity	5
6. Key roles and responsibilities	6
6.2 The governing board	6
6.2 The headteacher	6
6.3 Staff	6
8.4 Learners	6
7. Parents'/carers' right to withdraw	7
8. Monitoring arrangements	7
Appendix 1: withdrawal from sex education within RSE parent/carer form	8

1. Aims

The aims of relationships, sex and health education (RSHE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare learners for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Enable learners to 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

Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.

Relationships, Sex and Health Education (RSHE) must be age-appropriate and developmentally appropriate. The content will be taught sensitively and inclusively, with respect for the backgrounds and beliefs of learners and parents/carers, while always with the aim of providing learners with the knowledge they need to prepare them to play a full part in society as responsible citizens. Our curriculum on Relationships, Sex and Health Education complements, and is supported by, our policies on behaviour, anti-bullying and safeguarding.

These subjects also support our wider work in helping to foster learner wellbeing and develop character and personal attributes that we believe are fundamental to learners being happy, successful and productive members of society. Central to this is the learner's ability to believe that they can achieve goals, both academic and personal; to stick to tasks that will help them achieve those goals, even when the reward may be distant or uncertain; and to recover from knocks and challenging periods in their lives.

2. Statutory requirements

We must provide Relationship, Sex and Health Education to all learners under section 34 of the [Children and Social Work Act 2017](#).

In teaching RSHE, we're required to have regard to [guidance](#) issued by the secretary of state, as outlined in section 403 of the [Education Act 1996](#).

We also have regard to legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)

Our RSHE programme also meets the requirements outlined within the following:

- Duty to promote well-being (Children's Act 2004).
- Duty to prepare children for the challenges, opportunities and responsibilities of adult life (Education Act 2006).
- Ensure learners understand the nature of marriage and its importance for family life

- and bringing up of children (Learning and Skills Act 2006).
- Protect learners from unsuitable teaching and materials (Learning and Skills Act 2006).
- Meet the School's safeguarding obligations.
- Make the policy available to learners and parents (Education Act 2011).
- Right of parental withdrawal from all or part of RSHE, except those parts included in the National Curriculum (Education Act 2011).
- Improve support for looked after children as per the Children and Social Work Act 2017.
- Prevent discrimination, advance equality of opportunity and foster good relations between different groups (Equality Act 2010).

3. Policy evolution

Our policy has been developed in response to the Relationships Education, Relationships and Sex Education (RSHE) and Health Education statutory guidance and with reference to the PSHE Association.

Inclusion School intends to further develop this policy and to consult with parents/carers, learners and teaching and non-teaching staff within the school community to ensure that everyone can have a say in what they deem appropriate for the needs of learners.

Therefore, this document should be considered to be a working policy as the school endeavours to reflect changes in legislation, government guidance and the evolving needs of learners.

Future consultation on this document will involve the following:

- **Review:** a member of staff will collate all relevant information including relevant national and local guidance
- **Staff consultation:** all school staff will be given the opportunity to look at the policy and make recommendations
- **Parent/carer/stakeholder consultation:** parents/carers and any interested parties will be invited to attend a meeting about the policy
- **Learner consultation:** we will investigate what exactly learners want from their RSE
- **Ratification:** once amendments are made, the policy will be shared with governors and ratified

4. Objectives and curriculum

Our RSHE programme aims to ensure that our learners are given information that will enable them to make informed, safe and responsible choices in life through the exploration of issues and values.

RSHE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSHE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

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

- Intimate and sexual relationships, including sexual health

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents and foster parents/carers, amongst other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children or young carers).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

RSHE is not about the promotion of sexual activity.

For full details on the topics covered and how this is delivered, please refer to our World & You curriculum document. For biological aspects taught, please refer to our Science curriculum document.

Both documents are available on our website or as a paper copy on request.

5. Inclusivity

Relationships Education, RSE and Health Education must be accessible for all learners. This is particularly important when planning teaching for learners with special educational needs and disabilities. High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility.

We are also aware that some learners are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education and RSE can also be particularly important subjects for some learners; for example those with Social, Emotional and Mental Health needs or learning disabilities. Such factors are taken into consideration in designing and teaching these subjects.

We are also aware of the need to tailor content and teaching to meet the specific needs of learners at different developmental stages. As with all teaching for these subjects, we ensure that teaching is sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law.

We will teach these topics in a manner that:

- Considers how a diverse range of learners will relate to them
- Is sensitive to all learners' experiences
- During lessons, makes learners feel:
 - Safe and supported
 - Able to engage with the key messages

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
 - A whole-class setting
 - Small groups or targeted sessions

- 1-to-1 discussions
- Digital formats

During teaching we:

- We expect everyone to show kindness and respect for other people
- We expect people to treat everyone as having the right to human dignity
- We expect everyone to be considerate of the views, opinions and beliefs of others
- We will not accept the use of language that abuses, degrades or demeans another person's race, class, gender, sexual orientation, religion or belief, ability, appearance, age or disabilities. We all have the right to self-esteem.
- We will not tolerate the promotion of ideas or materials that degrade or exploit other people's race, gender, sexual orientation, regional or belief, ability, appearance, age or disabilities. We all have the right to self-respect.

6. Key roles and responsibilities

6.2 The governing board

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

6.2 The headteacher

The headteacher is responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSHE (see section 9).

6.3 Staff

Staff are responsible for:

- Understanding and Implementing this policy
- Delivering RSE in an inclusive and sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual learners
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE
- Following safeguarding procedures for any concerns that may arise, paying particular regard to peer-on-peer abuse and harmful sexual behaviours
- Take a pro-active approach to sex and relationship education and to tackle/deal with issues as and when they arise

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

8.4 Learners

Learners are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity (see Section 5).

7. Parents'/carers' right to withdraw

The Relationships Education, Relationships and Sex Education, and Health Education (England) Regulations make it clear that learners receiving secondary education **must** be taught RSHE (Relationships, Sex and Health Education).

Parents have the right to withdraw their children from the non-statutory 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.

Requests for withdrawal should be put in writing using the form found in Appendix 1 of this policy and addressed to the headteacher.

A copy of withdrawal requests will be placed in the learner's educational record. The headteacher will discuss the request with parents/carers and take appropriate action.

Alternative school work will be given to learners who are withdrawn from sex education

8. Monitoring arrangements

The delivery of RSE is monitored by Senior Leaders through:

- Headteacher snapshots
- Learning walks
- Observations

Learners' development in RSE is monitored by class teachers as part of our internal assessment systems.

Appendix 1: withdrawal from sex education within RSE parent/carer form

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent/carer		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL

Agreed actions from discussion with parents	