

The Heath School Relationships and Sex Education and Health Education (RSHE) Policy

1. Rationale and Ethos

This policy covers how The Heath School will implement statutory RSHE from September 2020. It is an update of the previous SRE policy.

In a rapidly changing and complex world, with technology offering both exciting opportunities and challenges, it is vital that young people stay safe and healthy, and manage their academic, personal and social lives in a positive way.

The partnership of home and school is vital in this context, as parents and carers are the prime educators on these matters. School must complement and reinforce this role and as such it is important that parents have been consulted in the development of this policy.

We ensure RSE is inclusive and meets the needs of all our pupils including those with special educational needs and disabilities (SEND) by encouraging ideas to be shared in the classroom and differentiating appropriately. We ensure RSE fosters gender equality and LGBT+ equality by acknowledging the many different make ups of the family unit, exploring the struggles that many groups have faced in society and ensuring our teaching of all topics is inclusive. As a school, we will continue to challenge stereotyping, the use of derogatory language and prejudicial views.

The intended outcomes of our programme are that students will:

- Know and understand what constitutes healthy relationships and lifestyles
- Understand they have a right to feel safe and happy
- Understand they have a responsibility to look after others and their different communities
- Develop the skills of discussion, challenge and empathy
- Develop the CARE attributes and values of the school (Co-operation, Aspiration, Resilience and Excellence).

2. Roles and Responsibilities

The RSHE programme will be led by Mr R Jenkins and Mr R Talbot, who will have responsibility for providing resources, training and advice where appropriate.

It will be delivered by progress tutors, in their fortnightly PSHE lessons and complemented by professionals and other staff in Learn for Life days. As the progress tutors have a strong knowledge of their forms, they are in the best position to differentiate and consider the personal history of students in their method of delivery.

Learning Co-ordinators will support this process by briefing staff on the content to be delivered prior to each lesson in Tuesday briefing. They will provide advice on the delivery method and will monitor the quality of delivery.

Progress tutors will be offered training in delivering sensitive material to support this.

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

Students are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

3. Legislation (Statutory Regulations and Guidance)

The Relationships Education, Relationships and Sex Education, and Health Education (England) Regulations 2019 are made under sections 34 and 35 of the Children and Social Work Act 2017, and provide that pupils receiving secondary education must be taught RSE and Health Education. The new provisions include a requirement for the Secretary of State to publish guidance on Relationships Education, RSE, and Health Education; require schools to have regard to that guidance; require schools to make a statement of policy on their provision of Relationships Education and RSE; and set out the circumstances in which a pupil is to be excused from RSE.

Documents that inform the school's RSHE policy include:

- Education Act 1996
- Learning and Skills Act 2000
- Education and Inspections Act 2006
- Equality Act 2010
- Supplementary Guidance SRE for the 21st Century 2014
- Keeping Children Safe In Education – Statutory safeguarding guidance 2016
- Children and Social Work Act 2017

4. Curriculum Design

RSHE is delivered in part during the school's PSHE programme. Each year is divided into 3 broad topic areas that are delivered over a term each.

The topic areas are:

Health and Wellbeing

Relationships

Living In The Wider World

The design of the curriculum closely matches programmes of study from the PSHE Association and acknowledges and builds upon learning in Science, Food and RS in particular.

The PSHE programme dovetails with the school's Learn for Life days to ensure comprehensive coverage of the curriculum, with many topics revisited in greater depth as part of a spiral curriculum as age and maturity dictates.

High quality resources, the vast majority of which have been endorsed by the PSHE Association, are used to deliver the programme objectives. These involve a range of teaching methods and interactive activities and are reviewed regularly to ensure their continued relevance. Students will be encouraged to share and develop their ideas with each other and reflect on their learning in a timely manner.

The programme recognises, values and celebrates cultural and religious diversity.

5. Assessment

Assessment in RSHE is not by exam, but by a combination of students' reflection on their own learning and teacher judgement. Although it is important that students learn facts about the subjects covered, particularly with respect to the law, the development of softer skills such as

discussion, reflection and empathy can be carried forward into all aspects of their futures and as such are also measured.

Students are required to complete pre and post teaching reflections at the start and end of each topic area, and staff are required to make judgements on the students' progress in developing their softer skills at the end of each term. These are completed on a scale of developing, securing, mastering, excelling.

6. Safe and Effective Practise

A safe learning environment is set early in PSHE with a discussion and agreement of ground rules, which are to be displayed in the front of PSHE exercise books.

Distancing techniques are modelled by staff and used by students in discussion to avoid the learning becoming unnecessarily personal.

Pastoral briefings will be used to discuss any potential difficulties in forthcoming RSHE lessons, pre-empting any difficulties that may arise, with the pastoral team in the strongest position to make informed choices regarding this.

7. Safeguarding

Teachers are aware that effective RSHE, which brings in an understanding of what is and what is not appropriate in a relationship, can lead to disclosures of a child protection nature. Staff have been trained in how to deal with issues of this nature and are aware of safeguarding procedures in the school.

Visitors/ external agencies which support the delivery of RSHE are accompanied by regular members of staff to ensure compliance with school policy and routines.

Lessons containing sensitive material also signpost students to a range of support services.

8. Engaging Stakeholders

Parents will be informed about this policy through the school prospectus.

The policy is also available on the school website. A hard copy can be requested through the school office.

As part of our whole school approach to RSHE, parents will be given the opportunity to view materials and resources in a dedicated evening at the start of each academic year.

Pupil voice will be used to review and tailor our RSE programme to match the different needs of students. This will be done by questionnaire response and as part of the assessment process. Students will also be able to communicate this through their form tutor.

9. Right of Withdrawal

Parents have the legal right to withdraw their children from all or part of any RSE provided, with the exception of the biological aspects included in national curriculum science.

If a student is withdrawn from RSE, the school will provide a space for the student to work on other curriculum content.

However, students who have been withdrawn can choose to opt back in to RSE 3 terms before their 16th birthday.

10. Monitoring, reporting and evaluation

Teachers will critically reflect on their work in delivering RSE as part of pastoral briefings and meetings throughout the year.

Students will have opportunities to review and reflect on their learning during lessons, with the use of 'key learning points (KLP)' to evidence this in their classbooks, particularly where lessons are predominately discussion based. The following form period could also be used to explore subjects further.

RSE provision will be monitored and evaluated by twice yearly book reviews, learning walks and student and staff voice exercises.

11. RSE policy review date

This policy will be reviewed in July 2022 to ensure that it continues to meet the needs of students, staff and parents and that it is in line with current Department for Education advice and guidance.

12. Appendices

i. **Parent form: withdrawal from sex education within RSE**

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		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	Include notes from discussions with parents and agreed actions taken. Eg: Joe Bloggs will be taking part in all relationships lessons and during the sex education lessons, he will be working independently on a project in the Year 5 classroom