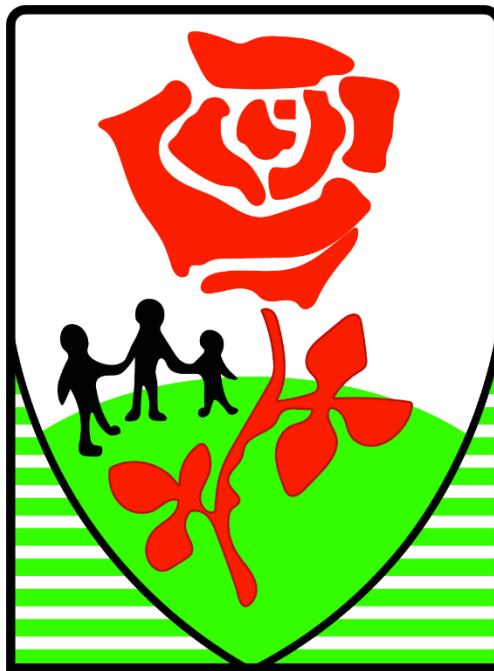


Rosehill School

Relationships, Sex and Health Education (RSHE) Policy



Key Personnel:	RSHE Lead
Policy written:	Updated October 2023
Consultation with pupils, parents and staff: *Please note, this policy will be reviewed and updated in line with new national initiatives, as necessary	Pupils, parents and staff were invited to provide further feedback and input regarding our Relationship, Sex and Health Education Policy and Framework at any time. This feedback was then feed into our whole school policy for the teaching of Relationships, Sex and Health Education.
Date of Policy Review:	October 2024
Approved by Headteacher/ Governing Board:	Agreed at Full GB Meeting 19.10.2023

[See Appendix 9 for requirements and expectations in the DfE's statutory guidance](#)

Rosehill School Relationships, Sex and Health Education Policy

Extract: Whole School Curriculum Policy

Curriculum Vision

Rosehill aims to deliver an enriching, challenging and highly personalised curriculum that promotes learners to achieve the best possible outcomes and reflects the world the children and young people live in today.

Through inclusive cross-curricular and engaging experiences, the children will foster a passion for learning, developing them academically, socially, emotionally and physically, in order to fulfil their true potential and participate fully in society.

Overview

At Rosehill, we have worked hard to tailor our curriculum to be exciting, broad, balanced and innovative, specifically designed to meet the needs of children and young people with autism. Our pupils have an extremely wide range of associated learning needs as well as a complex profile of additional needs.

Our Curriculum offers a positive and supportive framework that helps our learners receive an education that enables them to fulfil their aspirations and to become active citizens.

Key Aims

Enable learners to:

- **Communicate as confident individuals and interact with the people around them** (to become as independent as possible and enjoy being with others)
- **Stay safe and healthy as responsible citizens** (leading safe, healthy and fulfilling lives and making positive contributions to society)
- **Be successful learners and to do things for themselves and make good choices** (enjoying school and life beyond school, making good progress and achieving a range of personal outcomes i.e. qualifications)

All curriculum subject policies, ensure that these core aims are at the heart of learning and teaching plans.

Intent

At Rosehill School, we understand the importance of educating pupils about sex, relationships and their health, for them to make responsible and well-informed decisions in their lives. A key part of this relates to relationships education, which must be delivered to every primary-aged pupil. Also, all state-funded primary schools are also required to teach health education. At Rosehill we also have the option to decide whether primary-aged pupils are taught sex education.

Relationships education focusses on giving pupils the knowledge they need to make informed decisions about their wellbeing, health and relationships, and to build their self-efficacy. Health education focusses on equipping pupils with the knowledge they need to make good decisions about their own health and wellbeing.

We understand our responsibility to deliver a high-quality, age-appropriate and evidence-based relationships, sex and health curriculum for all our pupils. This policy sets out the framework for our RSHE curriculum, providing clarity on how it is informed, organised and delivered to enable pupils to be healthy, responsible members of the wider community and to improve and maximise their independence skills.

The teaching of RSE and health education can help to prepare pupils for the opportunities, responsibilities and experiences of adult life. It allows us to promote the spiritual, moral, social, cultural, mental and physical development of pupils at school and in the wider society. Furthermore, to become aware of their rights and responsibilities in order to empower them to become positive members of a diverse and multicultural society. Pupils should continue to develop relationships, explore the world around them, develop confidence and build upon emotional resilience. Pupils are encouraged to play a positive and active role in contributing to the life of the school, and wider community.

Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Section 80A of the Education Act 2002
- Children and Social Work Act 2017
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 updated 2021
- Equality Act 2010
- DfE (2023) 'Keeping children safe in education'
- DfE (2021) 'Teaching about relationships, sex and health'
- DfE (2019 – updated 13 September 2021) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2013) 'Science programmes of study: key stages 1 and 2'
- Respectful School Communities: Self review and signposting tool
- Behaviour and discipline in schools
- SEND code of practice: 0-25 years
- Mental health and behaviour in schools
- Preventing and tackling bullying, including cyberbullying
- The Equality and Human Rights Commission and advice and guidance
- Promoting fundamental British Values as part of SMSC in schools

This policy operates in conjunction with the following school policies:

- Positive Behaviour Support and Physical Intervention Policy
- SEND Policy and Information Report
- E-Safety Policy
- Equality Information and Objectives Policy
- Anti-Bullying Policy
- Child Protection and Safeguarding Policy
- Records Management Policy
- Acceptable Use Policy
- Visitors Policy

Roles and responsibilities

The governing board is responsible for:

- Ensuring all pupils make progress in achieving the expected educational outcomes
- Ensuring the RSE and health education curriculum is well-led, effectively managed and well-planned
- Evaluating the quality of provision through regular and effective self-evaluation
- Ensuring that teaching is delivered in ways that are accessible to all pupils with SEND
- Providing clear information to parents on the subject content and the right to request that their child is withdrawn
- Ensuring RSE and health education is resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations

The headteacher is responsible for:

- The overall implementation of this policy
- Ensuring all staff are suitably trained to deliver the subjects
- Ensuring parent are fully informed of this policy
- Reviewing all requests to withdraw pupils from non-statutory elements of the RSE and health education curriculum
- Discussing withdrawal requests with parents, and the pupil if appropriate, to ensure their wishes are understood and to clarify the nature and purpose of the curriculum, including the benefits of receiving the education
- Ensuring withdrawn pupils receive appropriate, purposeful education during the period of withdrawal
- Encouraging parents to be involved in consultations regarding the school's RSE and health education curriculum
- Reviewing this policy on an annual basis
- Reporting to the governing board on the effectiveness of this policy and the curriculum

The RSE and health education subject leader is responsible for:

- Overseeing the delivery of RSE and health education
- Working closely with colleagues in related curriculum areas to ensure the RSE and health education curriculum compliments, and does not duplicate, the content covered in other curriculum subjects
- Ensuring the curriculum is age-appropriate and of high quality
- Reviewing changes to the RSE and health education curriculum and advising on their implementation
- Monitoring the learning and teaching of RSE and health education, providing support to staff where necessary
- Ensuring the continuity and progression between each year group
- Helping to develop colleagues' expertise in the subject
- Ensuring teachers are provided with adequate resources to support teaching of the curriculum
- Ensuring the school meets its statutory requirements in relation to RSE and health education
- Leading staff meetings and ensuring all members of staff involved in the curriculum have received the appropriate training
- Organising, providing and monitoring CPD opportunities in the subject
- Ensuring the correct standards are met for recording and assessing pupil performance

- Monitoring and evaluating the effectiveness of the subjects and providing reports to the headteacher

All teachers are responsible for:

- Delivering a high-quality and age-appropriate relationships, sex and health curriculum in line with statutory requirements
- Using a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils
- Ensuring they do not express personal views or beliefs when delivering the programme.
- Modelling positive attitudes to relationships, sex and health education
- Responding to any safeguarding concerns in line with the Child Protection and Safeguarding Policy
- Acting in accordance with planning, monitoring and assessment requirements for the subjects
- Liaising with the SENCO/DHT to identify and respond to individual needs of pupils
- Working with the relationships, sex and health education subject leader to evaluate the quality of provision

Definitions

For the purpose of this policy:

- “Relationships and sex education” is defined as teaching pupils about healthy, respectful relationships, focussing on family and friendships, in all contexts, including online, as well as developing an understanding of human sexuality.
- “Health education” is defined as teaching pupils about physical health and mental wellbeing, focussing on recognising the link between the two and being able to make healthy lifestyle choices.

As a school we have taken the decision to use these names across school to ensure continuity and consistency for staff, pupils, parents and carers.

RSHE involves a combination of sharing information, and exploring issues and values.

RSHE is not about the promotion of sexual activity, but includes the teaching and learning of keeping themselves safe, public and private areas, masturbation, puberty, making choices, learning to say ‘No’ and learning about body parts.

RSHE is taught sensitively and where needed, learners are split into groups of boys and girls so that certain sessions can be more focussed and tailored to suit individual needs. Language used will be consistent and with the correct terminology of biological body parts.

Consultation

The relationships and health curriculum takes into account the views of teachers, pupils and parents, carers and key stakeholders, in accordance with DfE recommendations. The school has organised a curriculum that is appropriate for the age and developmental stages of pupils within each year group. When organising the curriculum, the religious backgrounds of all pupils will be considered, so that the topics that are covered are taught appropriately. It has also been ratified by the Governing Board.

We are dedicated to ensuring our curriculum meets the needs of the whole-school community; therefore, the curriculum is informed by issues in the school and wider community to ensure it is tailored to pupils' needs. The consultation process has involved:

- Pupil focus groups - We discussed with pupils, class groups, Student Council members, Class Ambassadors and KS5 Students, how they felt RSHE teaching supported them with making successful, safe relationships with others and how they would like it to be improved further (2020, 2021 & 2023)
- Review of RSHE curriculum - The SLT and RSHE Lead reviewed the content, framework and relevant information including national and local guidance for teaching and learning with staff and pupils (2020, 2021 & 2023)
- Staff consultation – All school staff were given the opportunity to review the curriculum and make recommendations (2020, 2021 & 2023)
- Parent/stakeholder consultation – Parents/carers were invited to give written or verbal feedback on our RHSE plans (2020, 2021 & 2023)
- Consultation with wider school community – Key stakeholders and the RSE NCC Schools Team were invited to provide input and feedback (2020, 2021 & 2023)

At all points of delivery of this programme, pupils and parents/carers will be consulted and their views will be valued. We wish to continue developing positive relationships with our parents and carers through respect, trust and co-operation. In promoting this we have discussed with parents the changes to the curriculum, received feedback, held meetings to explore key issues and answered questions. Parents and carers can access additional information via the school website, or by contacting the school directly.

Any parent, teacher or pupil wishing to provide feedback about the curriculum can do so at any time during the academic year by:

- Organising a meeting with or emailing the headteacher
- Submitting written feedback to the class teacher

Staff have received training with regards to the new curriculum, as well as having support and guidance from the RSHE and PSHE Leads and the Senior Leadership Team. Staff have also provided recommendations and suggestions which have led to additional updates and new resources being implemented.

External experts have assisted with the revision of the RSHE programme at Rosehill. This input has complimented the close work the school already undertakes with Nottingham City Local Authority in promoting RSHE.

It is the responsibility of the headteacher and RSHE Lead to ensure that the policy is available to share, implemented effectively, regularly monitored and reports are made to the governors regarding the effectiveness of the policy.

Aims

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

- Help our learners develop confidence in communicating, listening and thinking about feelings and relationships (developing emotional resilience)
- Enable pupils to have the confidence and self-esteem to value themselves and others
- Help them understand about the range of relationships, including the importance of family, friends and different sexualities

- Help pupils develop feelings of self-respect, confidence and empathy
- Enable pupils to name or recognise parts of the body and how their bodies work
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help develop an understanding of how physical changes can affect emotional responses (female & male hormonal changes) and to help pupils to self-manage these
- Enable pupils to recognise unsafe situations and learn how protect themselves, knowing where to seek help and advice
- Provide a safe and happy environment in which sensitive discussions can take place
- Help pupils understand the importance of hygiene and how safe routines can prevent the risk of infection and spreading of a virus
- Develop the opportunities for pupils to be able to make different choices
- Develop pupil's skills to be able to turn take, share, tolerate others, work together and respect each other's views
- Help pupils become healthy, happy and independent individuals
- Recognise that the wider community has much to offer and we aim to work in partnership with health professionals, social workers, peer educators and other mentors or advisers

Organisation of the curriculum

At Rosehill we have pupils aged between 4 and 19, therefore all areas of the primary and secondary RSHE should be covered. As a special school, Rosehill does have some flexibility to adapt the curriculum to determine an age-appropriate, developmental curriculum which meets the needs of our pupils. RSHE must be accessible to all pupils, we will provide high quality teaching which is differentiated and personalised to meet all the statutory requirements outlined. As well as supporting preparation into adulthood and within the wider community.

We highly value all of our pupils and within the statutory requirements the government highlight that SEND pupils can be more vulnerable to exploitation, bullying and other issues. Therefore, all of these factors have been carefully considered when designing, planning and teaching our lessons within the curriculum.

To further meet the statutory requirements, we tailor our content and teaching to meet the specific needs of pupils at different developmental stages. As a school we will ensure that teaching is sensitive, age appropriate, developmentally appropriate and delivered with reference to the law. (As cited in the statutory guidance from the DfE).

Relationships and Health Education will be taught to all of our primary age pupils. If we feel necessary we will begin to introduce sex education to some pupils earlier.

Relationships, Sex and Health Education will be taught to all of our secondary age pupils. However, if we deem this as being unnecessary due to developmental stages we will inform parents.

The relationships and health curriculum has been organised in line with the statutory requirements outlined in the DfE 'Relationships, Education, Relationships and Sex Education (RSE) and Health Education' [guidance \(updated 2021\)](#).

Delivery of the Curriculum

The majority of the RSE and health education curriculum will be delivered through PSHE education, with statutory elements taught via the science curriculum. There will be at least one lesson per week.

Through effective organisation and delivery of the subject, we will ensure that:

- Core knowledge is sectioned into units of manageable size.
- The required content is communicated to pupils clearly, in a carefully sequenced way, within a planned scheme of work.
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real-life situations.

The curriculum is delivered proactively, such that it addresses issues in a timely way in line with current evidence on children's physical, emotional and sexual development. The school will ensure that all teaching and materials are appropriate for the ages of the pupils, their religious backgrounds, their developmental stages and any additional needs, such as SEND. Lesson plans will provide appropriate challenge for pupils and be differentiated for pupils' needs.

Teaching of the curriculum reflects requirements set out in law, particularly the Equality Act 2010, so that pupils understand what the law does and does not allow, and the wider legal implications of the decisions they make.

Pupils will be taught the facts and the law about sex, sexuality, sexual health and gender identity in an age-appropriate, inclusive and respectful way. We will endeavour to support all pupils to feel that the content is relevant to them and their developing sexuality.

At the point we consider it appropriate to teach pupils about sexual relationships, we will ensure that LGBTQ+ content is fully integrated into the relationships, sex and health curriculum, rather than delivered as a standalone unit or lesson.

Classes may be taught in smaller groups, dependent upon the nature of the topic being delivered at the time, and the cultural background of pupils where it is appropriate to deal with these issues with heightened sensitivity.

Any resources or materials used to support learning will be formally assessed by the relationships, sex and health education subject leader before use to ensure they are appropriate for the age and maturity of pupils, and sensitive to their needs. Throughout every year group, appropriate videos, books, games, discussion and practical activities will be used to assist learning. Inappropriate images, videos, etc., will not be used, and resources will be selected with sensitivity given to the age, developmental stage and cultural background of pupils. Pupils will be prevented from accessing inappropriate materials on the internet when using such to assist with their learning. The prevention measures taken to ensure this are outlined in the school's ESafety Policy.

Teachers will establish what is appropriate for one-to-one and whole-class settings, and alter their teaching of the programme accordingly. Teachers will ensure that lesson plans are centred around reducing stigma, particularly in relation to mental wellbeing, and encouraging openness through discussion activities and group work.

Teachers will ensure that pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and in a manner appropriate to the pupil's age.

Teachers will ensure pupils are aware of the expectation of them to participate sensitively and respectfully in class discussions of sensitive issues.

Teachers will focus heavily on the importance of healthy relationships, though sensitivity will always be given as to not stigmatise pupils based on their home circumstances.

Whilst there are no formal examinations for the relationships, sex and health curriculum, the school will undertake informal assessments to determine pupil progress using the schools PSHE & RSHE Progression Pathways.

EYFS

Our relationship education starts in the Early Years with our pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. We also focus on how to be kind to others and being respectful.

Primary

Relationships Education Overview

For our primary aged pupils' relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

[See Appendix 1 for an overview of the Primary Relationships Education end points.](#)

Health Education Overview

With compulsory health education, which focuses on teaching the characteristics of good physical health and mental wellbeing including:

- 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

[See Appendix 2 for an overview of the Primary Health Education end points.](#)

Health & Relationships Education Programme of Study at Rosehill

At Rosehill, we use the PHSE Association scheme of work for SEND students to support our teaching of relationship education as it matches the requirements set out in the RSE statutory guidance. The PHSE Association Framework is split into 6 programme topics which are developed and built on year by year progressively.

- Self-Awareness
- Self-care, support and Safety
- Managing Feelings
- Changing and Growing
- Healthy Lifestyles
- The World we live in

The PHSE Association Framework was chosen to deliver our relationship curriculum as it breaks down the core knowledge linked to health and relationships into manageable sized units and is carefully sequenced, which ensures its' content is age appropriate.

Our teachers develop the content in the PHSE Association Framework to match the needs of their pupils and add in well-chosen opportunities and contexts for our pupils to embed new knowledge so it can be used confidently in real life situations.

Adapting our Programme of Study to meet the needs of our pupils

- As a school we have a duty of care to adapt our teaching and learning for all of our pupils, therefore teaching what we deem as suitable to the individual.
- The KS3 – KS5 outcomes and topics are used where and when we feel necessary. It is important for our pupils that they continue to work on the fundamental stages of the primary building blocks before moving onto the secondary stage of learning. However, we recognise that certain areas, e.g., Changing Adolescent Body and Intimate and sexual relationships, including sexual health are vitally important stages of learning for our secondary age pupils so that they continue to learn about what is happening to their changing bodies.

Secondary and post 16

Relationships and Sex Education Overview

For our secondary aged pupils' and post 16 learners, RSE will continue to develop pupils' knowledge on the topics taught at a primary level, in addition to the content outlined in this section:

- Health and well-being
- Living in the wider world
- Relationships

[See Appendix 3 for an overview of the Secondary and Post 16 Relationships Education end points.](#)

Health Education Overview

Health education subject overview for our secondary and post 16 pupils will focus on:

- 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

[See Appendix 4 for an overview of the Secondary and Post 16 Health Education end points.](#)

Health, Sex & Relationships Education Programme of Study at Rosehill

As outlined above, the secondary outcomes and topics are used where and when we feel necessary. It is important for our pupils that they continue to work on the fundamental stages of the primary building blocks before moving onto the secondary stage of learning. We therefore continue to build on the Discovery Education Scheme of Work, where required within Key Stage 3 consolidating the 6 programme topics outlined within the Primary Programme.

For Key Stage 3, 4 and 5 pupils we also use the school's additional resources to support our teaching using the following Programme topics.

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health
- 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 (puberty)

[See Appendix 5 for the whole school 3-Year Programme of Study.](#)

All areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children or young people based on their home circumstances (examples of families could include: single parent families, LGBT+ parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children and young people may have a different structure of support around them (for example: looked after children or young carers). Many of these lessons can be taught via story books, e.g. 'The great big book of families' or 'Daddy, papa and me'. This enables our pupils to learn via interactive sessions and through sharing stories.

Our pupils learn best through small steps and repetition which is differentiated to suit their needs, therefore many of our pupils even secondary/post 16 age will continue to focus on the primary elements. Staff will ensure a broad, balanced and sequential curriculum so that the pupils will continue to develop their knowledge year on year.

Mental Health and Wellbeing

Teaching about mental well-being is central to all of our curriculum, as it is a priority to ensure that all of our learners are happy and are developing strategies to manage change/challenges in their lives. Our programme of study uses a mindful approach which enables our pupils to regularly reflect on their feelings in the here and now and help our pupils to develop strategies to calmly manage their emotions. We also ensure that through our PE teaching, reference is made to how exercise impacts positively on your mental wellbeing. Within our teaching of relationships education, the content will give our pupils the knowledge and capability to ask for help and know where to go for additional support if problems arise (both online or in real life).

Differentiation and Personalisation

We teach RSHE through a differentiated curriculum which allows different aspects to be taught throughout a range of lessons and subject areas, e.g. science, PE, PSHE and RE. A pupil's knowledge and understanding should never be underestimated and our RSHE curriculum will be personalised to support their understanding regarding the development of his/her own body, reflecting on family relationships and friendships, as well as traditions associated with birth, marriage and death from a range of different cultures and groups within society.

At Rosehill we adopt many teaching strategies to best suit the needs of our pupils, these may include:

- Interactive learning such as group time, discussions, use of props e.g. puppets, books etc
- A range of teaching methods; stories, poems, songs, role play, DVD's etc
- Setting ground rules at the start of lessons
- Ensuring that teachers and support staff are confident when delivering the different lessons with suitable resources available
- Depending on the lesson being delivered, cohort of pupils and age, it may be necessary to split the girls and boys from time to time to discuss the body in single gender groups, or to deliver 1:1 personalised sessions

It is also vital that we can quickly adapt to ever changing and current issues which are happening around the world, so that we work with a flexible and current curriculum.

[See Appendix 6 for Child friendly relationships education policy \(Primary and Secondary version\).](#)

Curriculum links

The school will seek opportunities to draw links between RSE and health education and other curriculum subjects wherever possible to enhance pupils' learning. RSE and health education will be linked to the following subjects and areas:

- **Citizenship and living in the wider world** – pupils are provided with the knowledge, skills and understanding to help prepare them to play a full and active part in society, including an understanding of how laws are made and upheld and how to make sensible decisions.
- **Science** – pupils are taught about the main external parts of the body and changes to the human body as it grows, including puberty.
- **Computing and ESafety** – pupils are taught about how they can keep themselves safe online and the different risks that they may face online as they get older.
- **PE** – pupils can develop competence to excel in a broad range of physical activities, are physically active for sustained periods of time, engage in competitive sport and lead healthy, active lives.
- **PSHE** – pupils learn about respect and difference, values and characteristics of individuals.
- **Our School Values**
- Aspects of the **Religious Education** scheme of work
- Class group/**communication** times
- **Assemblies**
- **Themed** Days/Weeks
- Use of outside **visitors**
- Class **visits**

Time is also spent promoting personal hygiene, working on individual targets (linked to EHCP's), turn taking, choice making, developing friendships and much more which all fit under the RSHE umbrella. RSHE is promoted throughout the whole school day, e.g. playtimes, lunchtimes, personal care routines and does not just take place during specific taught lesson times. It is therefore vital that all staff are aware and understand how to fully support our pupils and promote the aims of this policy at any time during the school day.

Equality and accessibility

The school understands its responsibilities in relation to the Equality Act 2010, specifically that it must not unlawfully discriminate against any pupil because of their protected characteristics. These include:

- Age
- Sex or sexual orientation
- Race
- Disability
- Religion or belief
- Gender reassignment
- Pregnancy or maternity
- Marriage or civil partnership

The school is committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum. The school understands that pupils with SEND or other needs, such as those with social, emotional or mental health needs, are entitled to learn about relationships, sex and health education, and the programme will be designed to be inclusive of all pupils.

Teachers will understand that they may need to be more explicit and adapt their planning of work and teaching methods in order to appropriately deliver the programme to pupils with SEND or other needs.

Provisions under the Equality Act 2010 allow our school to take positive action, where it can be evidenced to be proportionate, to respond to particular disadvantages affecting a group because of a protected characteristic. For example, we could consider taking positive action to support girls if there was evidence that they were being disproportionately subjected to sexual violence or sexual harassment.

When deciding whether support is necessary to support pupils with a particular protected characteristic, we will consider our pupils' needs, including the gender and age range of our pupils. In order to foster healthy and respectful peer-to-peer communication and behaviour between all pupils, the school implements a robust Behavioural Policy, as well as a Child Protection and Safeguarding Policy, which set out expectations of pupils.

The school understands that relationships, sex, and health education may include topics which are triggers for teaching staff, and could relate to historic, recent, or current trauma. If this is the case, the school encourages staff to approach their line manager or the school's designated wellbeing lead to discuss this.

Partnership with Parents/Carers

The role of parents/carers in the development of their children's understanding about relationships is vital. As a school, we recognise the importance of working closely with parents and carers to support our pupils when developing healthy, happy relationships. As a result of this, we have ensured that this policy lays out what is taught and when. We always welcome questions from parents/carers to develop their understanding of our whole school approach.

Parents' right to withdraw

Relationships and health education are statutory at primary (year 6 or below) and parents do not have the right to withdraw their child from the subjects.

As sex education is not statutory at primary level, other than what must be taught as part of the science curriculum, parents have the right to request to withdraw their child from all or part of the non-statutory components of sex education within RSE. At Rosehill, the delivery of non-statutory sex education is delivered as appropriate to specific learners as the needs arise.

If a learner is of secondary age (year 7 and above), parents 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 (in consultation also with parents/carers, as required).

The headteacher will automatically grant a parent's request to withdraw their child from sex education, other than the content that must be taught as part of the science curriculum; however, the headteacher will discuss the request with the parent and, if appropriate, their child, to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The headteacher will discuss with the parent, the benefits or receiving this important education and any adverse effects that withdrawal may have on the pupil – this could include, for example, social and emotional effects of being excluded.

The headteacher will keep a record of the discussion between themselves, the pupil and the parent. The parent will be informed in writing of the headteacher's decision.

Where a pupil is withdrawn from sex education, the headteacher will ensure that the pupil receives appropriate alternative education.

[Requests for withdrawal should be put in writing using Appendix 7.](#)

Working with external experts

External experts may be invited to assist from time-to-time with the delivery of the programme and will be expected to comply with the provisions of this policy. The intended use of external experts is to enhance the curriculum delivered by teachers, rather than as a replacement for teachers.

Before delivering the session, the school will:

- Ensure the lesson the external expert has planned fits with the school's planned curriculum and this policy.
- Ensure the expert's credentials are checked before they are able to participate in delivery of the curriculum, in line with the Visitor Policy.
- Discuss the details of the expert's lesson plan and ensure that the content is age-appropriate and accessible for the pupils.
- Ask to see the materials the expert intends to use, as well as a copy of the lesson plan, to ensure it meets all pupils' needs.
- Agree with the expert the procedures for confidentiality, ensuring that the expert understands how safeguarding reports should be dealt with in line with the Child Protection and Safeguarding Policy.

Training

All staff members at the school will undergo training on throughout the year to ensure they are up-to-date with the relationship, sex and health education programme and associated issues. Members of staff responsible for teaching the subjects will undergo further training, led by the relationships, sex and health education subject leader, to ensure they are fully equipped to teach the subjects effectively.

Training of staff will also be scheduled around any updated guidance on the programme and any new developments, such as 'sexting', which may need to be addressed in relation to the programme.

The headteacher and RSHE lead will also invite visitors from outside the school, such as CAMHS, sexual health professionals, NHS oral health practitioner etc, to provide support and training to staff teaching RSHE and to support with parent information sessions. This then ensures continuity both at school and home for our pupils.

Confidentiality

Confidentiality within the classroom is an important component of relationships, sex and health education, and teachers are expected to respect the confidentiality of their pupils as far as is possible. Teachers will, however, alert the headteacher about any concerns in line with the Child Protection and Safeguarding Policy.

Pupils will be informed of the school's responsibilities in terms of confidentiality and will be aware of what action may be taken if they choose to report a concern or make a disclosure. Any reports made during lessons, or as a result of the content taught through the curriculum, will be reported to the DSL and handled in accordance with the Child Protection and Safeguarding Policy.

Monitoring and review

The governing board is responsible for approving this policy.

This policy will be reviewed on an annual basis by the relationships, sex and health education subject leader and headteacher. The next scheduled review date for this policy is April 2022. This policy will also be reviewed in light of any changes to statutory guidance, feedback from parents, staff or pupils, and issues in the school or local area that may need addressing.

Any changes made to this policy will be communicated to all staff, parents and, where necessary, pupils.

The delivery of RSHE is monitored by the RSHE lead and curriculum lead through:

- Learning walks
- Book/work scrutiny
- Lesson planning and observations
- Pupil progress and development through internal assessment systems; IPLJ targets or Progression Pathways assessment. Work can then be externally moderated to ensure accuracy
- Feedback from staff, parents/carers, pupils will also be considered
- Staff, parent/carers, pupil questionnaires/surveys
- Staff meetings to review, share ideas, and discuss the content of the learning process

The subject leader will create annual subject reports for the headteacher and governing board to report on the quality of the subjects. They will also work regularly and consistently with the headteacher and RSE link governor to evaluate the effectiveness of the subjects and implement any changes.

[See Appendix 8 for subject leadership guidelines.](#)

[See Appendix 9 for further information regarding the requirements and expectations in the DfE's statutory guidance.](#)

Appendix 1: Relationships Education Overview - By the end of primary school pupils should know

Topic	Pupils should know
<p>Families and people who care about me</p>	<ul style="list-style-type: none"> • That families are important for children growing up because they can give love, security and stability. • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
<p>Caring friendships</p>	<ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends. • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.
<p>Respectful relationships</p>	<ul style="list-style-type: none"> • The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • Practical steps they can take in a range of different contexts to improve or support respectful relationships. • The conventions of courtesy and manners. • The importance of self-respect and how this links to their own happiness. • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. • What a stereotype is, and how stereotypes can be unfair, negative or destructive. • The importance of permission-seeking and giving in relationships with friends, peers and adults.

Online relationships	<ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not. • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous. • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • How information and data is shared and used online.
Being safe	<ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • That each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • How to recognise and report feelings of being unsafe or feeling bad about any adult. • How to ask for advice or help for themselves or others, and to keep trying until they are heard. • How to report concerns or abuse, and the vocabulary and confidence needed to do so. • Where to get advice e.g. family, school and/or other sources.

Appendix 2: Health Education Overview - By the end of primary school pupils should know

Topic	Pupils should know
Mental wellbeing	<ul style="list-style-type: none"> • That mental wellbeing is a normal part of daily life, in the same way as physical health. • That there is a normal range of emotions, e.g. happiness, sadness, anger, fear, surprise and nervousness. • The scale of emotions that humans experience in response to different experiences and situations. • How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • How to judge whether what they are feeling and how they are behaving are appropriate and proportionate. • The benefits of physical exercise, time outdoors, community participation, and voluntary and service-based activity on mental wellbeing and happiness. • Simple self-care techniques, including the importance of rest, time spent with friends and family, and the benefits of hobbies and interests. • How isolation and loneliness can affect children, and that it is very important they seek support and discuss their feelings with an adult. • That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • Where and how to seek support (including recognising the triggers for seeking support), extending to who in school they should speak to if they are worried about themselves or others. • That it is common to experience mental ill health and, for the many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
Internet safety and harms	<ul style="list-style-type: none"> • That for most people, the internet is an integral part of life and has many benefits. • About the benefits of rationing time spent online. • The risks of excessive time spent on electronic devices. • The impact of positive and negative content online on their own and others' mental and physical wellbeing. • How to consider the effect of their online actions on others. • How to recognise and display respectful behaviour online. • The importance of keeping personal information private. • Why some social media, some computer games and online gaming are age-restricted. • That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • How to be a discerning consumer of information online, including understanding that information, inclusive of that from search engines, is ranked, selected and targeted. • Where and how to report concerns and get support with issues online.

Physical health and fitness	<ul style="list-style-type: none"> • The characteristics and mental and physical benefits of an active lifestyle. • The importance of building regular exercise into daily and weekly routines and how to achieve this, for example by walking or cycling to school, a daily active mile, or other forms of regular, vigorous exercise. • The risks associated with an inactive lifestyle, including obesity. • How and when to seek support, including which adults to speak to in school, if they are worried about their health.
Healthy eating	<ul style="list-style-type: none"> • What constitutes a healthy diet, including an understanding of calories and other nutritional content. • The principles of planning and preparing a range of healthy meals. • The characteristics of a poor diet and risks associated with unhealthy eating, including obesity, and other behaviours, e.g. the impact of alcohol on health.
Drugs, alcohol and tobacco	<ul style="list-style-type: none"> • By the end of primary school, pupils will know the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and prevention	<ul style="list-style-type: none"> • How to recognise early signs of physical illness, such as weight loss or unexplained changes to the body. • About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • The importance of sufficient good-quality sleep for good health, and that a lack of sleep can affect weight, mood and ability to learn. • About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • About personal hygiene and germs, including bacteria and viruses, how they are spread and treated, and the importance of hand washing. • The facts and science relating to immunisation and vaccination.
Basic first aid	<ul style="list-style-type: none"> • How to make a clear and efficient call to emergency services if necessary. • Concepts of basic first-aid, for example dealing with common injuries, including head injuries.
Changing and Growing	<ul style="list-style-type: none"> • Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • About menstrual wellbeing and key facts relating to the menstrual cycle. • Stages of human life • Vocabulary for the main body parts • Main physical differences between male and female bodies •

Appendix 3: RSE Subject Overview - By the end of secondary school pupils should know

Topic	Pupils should know
Families	<ul style="list-style-type: none"> • That there are different types of committed, stable relationships • How these relationships might contribute to human happiness and their importance for bringing up children • What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony • Why marriage is an important relationship choice for many couples and why it must be freely entered into • The characteristics and legal status of other types of long-term relationships • The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting • How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed
Respectful relationships, including friendships	<ul style="list-style-type: none"> • The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship • Practical steps they can take in a range of different contexts to improve or support respectful relationships • How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice) • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help • That some types of behaviour within relationships are criminal, including violent behaviour and coercive control • What constitutes sexual harassment and sexual violence and why these are always unacceptable • The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal

Online and media	<ul style="list-style-type: none"> • Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online • About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online • Not to provide material to others that they would not want shared further and not to share personal material which is sent to them • What to do and where to get support to report material or manage issues online • The impact of viewing harmful content • That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners • That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail • How information and data is generated, collected, shared and used online
Being safe	<ul style="list-style-type: none"> • The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships • How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> • How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship • That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing • The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women • That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others • That they have a choice to delay sex or to enjoy intimacy without sex • The facts about the full range of contraceptive choices, efficacy and options available • The facts around pregnancy including miscarriage • That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help) • How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing • About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment • How the use of alcohol and drugs can lead to risky sexual behaviour • How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment

Appendix 4: Health Education Overview - By the end of secondary school pupils should know

The PSHE, PE and ESafety curriculum will continue to develop pupils' knowledge on the topics taught at a primary level, in addition to the content outlined in this section.

Topic	Pupils should know
Mental wellbeing	<ul style="list-style-type: none"> • How to talk about their emotions accurately and sensitively, using appropriate vocabulary. • That happiness is linked to being connected to others. • How to recognise the early signs of mental wellbeing concerns. • About common types of mental ill health, e.g. anxiety and depression. • How to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health. • About the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.
Internet safety and harms	<ul style="list-style-type: none"> • About the similarities and differences between the online world and the physical world, including the impact of unhealthy or obsessive comparison with others online, over-reliance on online relationships, the risks related to online gambling, how information is targeted at them and how to be a discerning consumer of information online. • How to identify harmful behaviours online, including bullying, abuse or harassment, and how to report, or find support, if they have been affected by those behaviours
Physical health and fitness	<ul style="list-style-type: none"> • The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress. • The characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health. • About the science relating to blood, organ and stem cell donation
Healthy eating	<ul style="list-style-type: none"> • By the end of secondary school, pupils will know how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.
Drugs, alcohol and tobacco	<ul style="list-style-type: none"> • The facts about legal and illegal drugs and their associated risks, including the link between drug use and serious mental health conditions. • The law relating to the supply and possession of illegal substances. • The physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood. • The physical and psychological consequences of addiction, including alcohol dependency. • The dangers of drugs which are prescribed but still present serious health risks. • The facts about the harms from smoking tobacco, the benefits of quitting and how to access the support to do so.
Health and prevention	<ul style="list-style-type: none"> • Personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics. • Dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist. • [This should be taught to pupils in the later years of secondary school, e.g. at KS4] The benefits of regular self-examination and screening.

	<ul style="list-style-type: none"> • The facts and science relating to immunisation and vaccination. • The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.
Basic first aid	<ul style="list-style-type: none"> • Basic treatments for common injuries. • [CPR should be taught from Year 8 onwards] Life-saving skills, including how to administer CPR. • About the purpose of defibrillators and when one might be needed.
Changing and Growing	<ul style="list-style-type: none"> • Key facts about puberty, the changing adolescent body and menstrual wellbeing. • About the main changes which take place in males and females, and the implications for emotional and physical health • Specific changes which happen during puberty including menstruation, wet dreams, voice changes, body hair, mood swings. • Aspects of hygiene • The functions of the reproductive organs including how conception occurs • Different stages of birth, pregnancy and reproduction • What sex means • Sexual health and contraception

Important note:

Appendix 1, 2, 3 and 4 are taken from statutory documents to support schools in updating their Relationships and Sex Education curriculum in line with new statutory requirements for 2020 and the current Ofsted framework 2023. What all pupils should know by the end of primary and secondary school is a rough guidance and is mainly designed to support mainstream pupils.

As a special school we will use the primary outcomes as the fundamental building blocks to develop our pupils' skills and knowledge in all of the topics.

As a special school we have a duty of care to adapt and differentiate our teaching and learning for all of our pupils, therefore teaching what we deem as suitable to the individual.

The secondary outcomes are used where and when we feel necessary. It is important for our pupils that they continue to work on the fundamental stages of the primary building blocks before moving onto the secondary stage of learning, therefore within key stage 3 we consolidate the primary topics and teachers adapt learning within all key stages, as required. However, we recognise that certain areas, e.g. Changing Adolescent Body and Intimate and sexual relationships, including sexual health are vitally important stages of learning for our secondary age pupils so that they continue to learn about what is happening to their changing bodies.

It is also important to note that as a school we have also added the Physical and Mental Health and Wellbeing topics to our RSHE policy and long-term plans.

[Appendix 5: Whole School Programme of Study for RSHE - Year 1 \(2022 - 2025\)](#)

Key – SA: Self Awareness Self-Care, SSS: Support and Safety MF: Managing Feelings CG: Changing and Growing HL: Healthy Lifestyles WILI The World I Live In

2022 - 2023

Key Stage	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KS1	SA1 Things we are good at	SSS1 Taking Care of ourselves	MF1 Identifying and expressing feelings	CG1 Baby to adult	HL1 Healthy Eating	WILI1 Respecting differences between people
KS2	SA4 People who are special to us	SSS1 Taking Care of ourselves	MF1 Identifying and expressing feelings	CG4 Different Types of relationships	HL1 Healthy Eating	WILI4 Taking care of the Environment
KS3	SA1 Personal strengths	SSS1 Feeling unwell	MF1 Self-esteem and unkind comments	CG1 Puberty	HL1 Elements of a healthy lifestyles	WILI1 Diversity/rights and responsibilities
KS4	SA4 Managing pressure	SSS5 Emergency situations	MF1 Self-esteem and unkind comments	CG4 Intimate relationships, consent and contraception	HL5 Body Image	WILI4 Preparing for adulthood
KS5	Health and Well-Being	Relationships	Living in the Wider World	Health and Well-Being	Relationships	Living in the Wider World
	Self-concept	Relationship Values	Choices and pathways	Mental Health and Emotional Well-being	Forming and Maintaining Respectful Relationships	Work and career

2023 - 2024

Key Stage	Autumn 1 *	Autumn 2 *	Spring 1 *	Spring 2 *	Summer 1	Summer 2
KS1	SA2 Kind and unkind behaviours	SSS2 Keeping safe	MF2 Managing strong feelings	CG2 Changes at puberty	HL2 Taking care of physical health	WILI2 Jobs people do
KS2	SA5 Getting on with others	SSS2 Keeping safe	MF2 Managing strong feelings	CG2 Changes at puberty	HL2 Taking care of physical health	WILI5 Belonging to a community
KS3	SA2 Skills for learning	SSS2 Feeling frightened/worried	MF2 Strong feelings	CG2 Friendship	HL2 Mental wellbeing	WILI2 Managing online information
KS4	SA2 Skills for learning	SSS6 Public and private	MF2 Strong feelings	CG5 Long-term relationships/parenthood	HL6 Medicinal drugs	WILI5 Managing finances
KS5	Health and Well-Being	Relationships	Living in the Wider World	Health and Well-Being	Relationships	Living in the Wider World
	Healthy Lifestyles	Consent	Employment rights and responsibilities	Managing risk and personal safety	Contraception and Parenthood	Financial choices


2024 - 2025

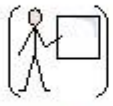
Key Stage	Autumn 1 *	Autumn 2 *	Spring 1 *	Spring 2 *	Summer 1	Summer 2
KS1	SA3 Playing and working together	SSS3 Trust	MF1 Identifying and expressing feelings	CG3 Dealing with touch	HF3 Keeping well	WILI3 Rules and laws
KS2	SA3 Playing and working together	SSS3 Trust	MF1 Identifying and expressing feelings	CG3 Dealing with touch	HF3 Keeping well	WILI3 Rules and laws
KS3	SA3 Prejudice and discrimination	SSS3 Accidents and risk SSS4 Keeping safe online.	MF3 Romantic feelings and sexual attraction	CG3 Healthy and unhealthy relationship behaviour	HL 3 Physical activity HL4 Healthy eating	WILI3 Taking care of the environment
KS4	SA3 Prejudice and discrimination	SSS7 Gambling	MF3 Romantic feelings and sexual attraction	CG3 Healthy and unhealthy relationship behaviour	HL7 Drugs, Alcohol and Tobacco	WILI1 Diversity/rights and responsibilities
KS5	Health and Well-Being	Relationships	Living in the Wider World	Health and Well-Being	Relationships	Living in the Wider World
	Sexual Health	Bullying Abuse and Discrimination	Media Literacy and digital resilience	Drugs, Alcohol and Tobacco	Forming and maintaining respectful relationships	Work and Career

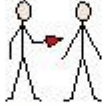
We have ensured for a board and balanced delivery of the above topics over a 3-year cycle. However, we are flexible with our teaching and learning and on occasion we will change the topics which are taught. It would also be appropriate to change the topic if something was noted as being a current topic of discussion for our pupils. Please ask the RSHE lead for further information on each topic.


Appendix 6 – Child friendly relationships education policy (Primary)


Primary


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In relationships



education


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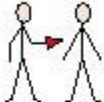
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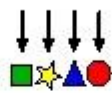
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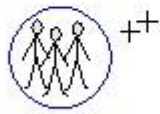

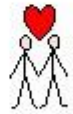



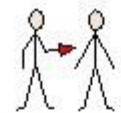





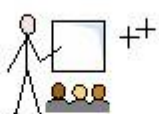
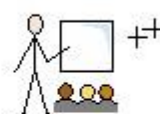




 about the differences

 between people,

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relationships

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and families.

Secondary

  
In sex and relationships education you will learn about healthy
    
and unhealthy relationships, consent, sexual relationships and
     
how to keep yourself safe. You must talk to an adult if
   
you feel uncomfortable in any lessons. These lessons will
   
help you prepare for adult life.

FORM FOR PARENTS/CARERS TO WITHDRAW CHILDREN FROM THE SEX EDUCATION COMPONENTS OF THE RSE CURRICULUM

TO BE COMPLETED BY PARENTS			
Name of Child		Class	
Name of Parent		Date	
REASON (S) FOR WITHDRAWING FROM SEX EDUCATION WITHIN RELATIONSHIPS & 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

Appendix 8 – Subject Guidelines

There are different responsibilities for staff members in the delivery of RSHE.

1 Responsibility of Teachers

- 1.1 Plan for progression
- 1.2 Use the Progression Pathways
- 1.3 Plan for individual needs and differentiate work
- 1.4 Record pupil's progress using IPL's and Earwig evidence and assessment
- 1.5 Provide appropriate information to the Subject Leader
- 1.6 To maximise opportunities to help develop the Healthy Schools approach
- 1.7 To carry out any appropriate risk assessments associated with RSHE

2 Responsibility of Subject Leader

- 2.1 Monitor the teaching of the subject
- 2.2 Complete an annual subject action plan
- 2.3 Support colleagues in planning, teaching styles, use of resources
- 2.4 Purchase resources and organise them in a way that ensures effective and efficient use
- 2.5 Ensure curriculum coverage across the whole school and be aware of continuity and progression in the subject
- 2.6 Monitor and evaluate RSHE across the school as part of the School Self Evaluation process and provide appropriate information on the subject to the Governors of the school
- 2.7 Monitor pupil's progression
- 2.8 Maintain the RSHE Subject Leader's file
- 2.9 Monitor the RSHE policy

3 Responsibility of the Senior Leadership Team

- 3.1 Ensure adequate resources
- 3.2 Ensure access to training for the RSHE Subject Leader
- 3.3 Ensure access to training for teachers and support staff
- 3.4 Have an overview of the subject area

4 Responsibility of Governors

- 4.1 To monitor the delivery of RSHE in line with the policy through reports from the Subject Leader
- 4.2 To approve the RSHE policy and any subsequent updates

5 Resources

- 5.1 Resources will be purchased by the RSHE Leader to underpin the effective teaching delivery of the subject. The Subject Leader will audit expenditure and keep a record

6 Assessment and Recording

- 6.1 Work can be recorded through photographs, print out of work, and linked to subject Pathways

6.2 Pupils within Post-16 classes will also be assessed using the ASDAN/Work Related Learning assessment criteria found within relevant Personal Progress and Personal and Social Development

7 Delivery

7.1 We will strive for excellence in the teaching delivery of RSHE by:

- The quality of learning which pupils' experience
- The quality of teaching that we provide
- The richness of the environment in which they learn

8 Delivery of subject

8.1 RSHE will be taught through a range of subjects as listed within this policy

9 Planning

9.1 Teachers will complete planning in line with the associated subject Scheme of Work. It will be the responsibility of the RSHE Lead to ensure these various plans work accurately reflects the learning needs of the pupils and follows the curriculum vision

10 Accreditation

10.1 Students in Key Stage 4 and Post 16 will have the opportunity to undertake accredited units of work within the ASDAN Personal Progress and Personal and Social Development modules of work. Teachers in this department will determine on an individual basis the appropriateness of each unit based on student need ensuring these add value to individual learning

10.2 The awards obtained by the pupils will be formally presented during the annual Celebration of Achievements events during the Summer Term

11 Equal Opportunities

11.1 Teachers will ensure that provision reflects Cultural Diversity, Ethnicity, Religion, Gender, Ability, Disability and Age

12 Health and Safety

12.1 All staff should ensure the health and safety of all pupils and staff at all times. Appropriate risk assessments will be implemented, as required

Appendix 9 - Requirements and expectations in the DfE's statutory guidance

The DfE's statutory guidance requires that all schools must:

- have an up-to-date policy, which is made available to parents and others and consult parents in developing and reviewing that policy in all cases
- take into account the age and religious background of all pupils and ensure that their teaching is appropriate to their age and religious background, to ensure that the topics outlined in the statutory guidance are appropriately handled
- comply with the [relevant provisions of the Equality Act 2010](#), including that they:
 - must not unlawfully discriminate against pupils by treating them less favourably because they have one or more of the protected characteristics
 - must make reasonable adjustments to alleviate disadvantage, for example by taking positive action to deal with particular disadvantages affecting a group because of a protected characteristic. The statutory guidance gives the example of taking positive action to support girls if there is evidence that they are being subjected to sexual harassment
- make relationships education and/or RSE accessible for all pupils, including those with special educational needs and disabilities
- ensure that teaching reflects the law (including the Equality Act 2010) as it applies to relationships, so that young people clearly understand what the law allows and does not allow, and the wider implications of decisions they may make
- ensure that the materials used to support teaching are appropriate for the age and maturity of pupils and sensitive to their needs
- ensure that the needs of all pupils are appropriately met, and all pupils understand the importance of equality and respect
- ensure that teaching is sensitive and age-appropriate in approach and content
- work closely with parents in all cases when planning and delivering the subjects, ensuring that parents know what will be taught and when, and clearly communicate the fact that parents have the right to request that the child be withdrawn from some or all of sex education delivered as part of statutory RSE

The DfE expects secondary schools, state-funded or independent, to teach awareness of and respect towards LGBT people and encourages primary schools to do so.