

RSHE Policy

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Statement of intent

At TAS, 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.

The teaching of RSHE 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.

We have an obligation to provide pupils with high-quality, evidence and age-appropriate teaching of these subjects. This policy outlines how the school's RSHE curriculum is organised and delivered, to ensure it meets the needs of all pupils.

Legal framework

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

Equality Act 2010

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019

Children and Social Work Act 2017

DfE (2021) 'Keeping children safe in education 2021'

DfE (2021) 'Teaching about relationships, sex and health'

DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'

DfE (2015) 'National curriculum in England: science programmes of study'

This policy operates in conjunction with the following school policies:

Behaviour Policy

Inclusion Policy

SEND Policy

Roles and Responsibilities

Governing Board

Educational Outcomes: Ensure that all pupils make progress in achieving the expected educational outcomes at a level appropriate to their abilities.

RSHE Curriculum: Oversee the effective leadership, management, and planning of the RSHE curriculum.

Self-Evaluation: Evaluate the quality of RSHE provision through regular and effective self-assessment.

Accessibility: Ensure that RSHE teaching is accessible to all pupils, including those with Special Educational Needs (SEND).

Parent Information: Provide clear information to parents about the subject content and their right to withdraw their child from RSHE.

Resources and Staffing: Ensure that RSHE is adequately resourced, staffed, and timetabled to meet legal obligations.

Religious Ethos: Maintain and develop the school's religious ethos.

Policy Statement: Create and maintain an up-to-date written statement of the RSHE policy, publishing it on the school's website and providing it free of charge upon request.

Headteacher

Policy Implementation: Oversee the overall implementation of the RSHE policy.

Staff Training: Ensure that all staff are appropriately trained to deliver RSHE.

Parent Information: Keep parents informed about the RSHE policy.

Withdrawal Requests: Review and address all requests to withdraw pupils from non-statutory elements of the RSHE curriculum.

Parent Consultation: Discuss withdrawal requests with parents and pupils, as appropriate, to clarify the nature and purpose of the curriculum and its benefits.

Parent Involvement: Encourage parental involvement in consultations regarding reviews of the school's RSHE curriculum.

Policy Review: Review the RSHE policy annually.

Organisation of the RSHE curriculum

For this policy:

“RSHE” is used to refer to the overall programme of relationships, sex and health education.

“RSE” refers to relationships and sex education and is defined as teaching pupils about developing healthy, nurturing relationships of all kinds, and helping them to understand human sexuality and to respect themselves and others.

“Health education” is defined as teaching pupils about how they can make good decisions about their own health and wellbeing, and how physical health and mental wellbeing are interlinked.

The RSHE curriculum has been developed, and will be monitored and reviewed, in consultation with teachers, pupils and parents, and in accordance with DfE recommendations.

We will gather the views of teachers, pupils and parents in the following ways:

Questionnaires

Meetings

Letters

Training sessions

The curriculum is delivered through PSHE education. The RSHE subject leader will work closely with their colleagues in related curriculum areas to ensure the curriculum complements and does not duplicate the content covered in national curriculum subjects.

The school will ensure that the curriculum remains in line with the DfE's 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' guidance at all times.

The school will consider the context and views of the wider local community when developing the curriculum to ensure it is reflective of circumstances in the local area. The religious background of all pupils will also be considered when planning teaching, to ensure all topics included are appropriately handled.

The RSHE curriculum will be informed by topical issues in the school and wider community, to ensure it is tailored to pupils' needs, e.g. if there was a local prevalence of specific sexually transmitted infections, our curriculum would be tailored to address this issue.

RSE subject overview

Relationships, Sex, and Health Education (RSHE) Curriculum

Adapting for SEND Learners

For students with Special Educational Needs (SEND), RSHE must be taught:

Holistically: Considering the student's overall development and well-being.

Repetitively: Reinforcing key concepts through repeated exposure.

Age-Appropriately: Ensuring that the content is aligned with the individual learner's age and developmental level.

Key Learning Outcomes

By the end of secondary school, students should have a solid understanding of:

Relationships: Different types of committed, stable relationships, their importance, and legal implications (e.g., marriage).

Parenting: The roles and responsibilities of parents in raising children.

Respectful Relationships: The characteristics of positive friendships, including trust, respect, honesty, and consent.

Online Safety: Online rights, responsibilities, risks, and how to report inappropriate content.

Sexual Health: Consent, sexual exploitation, abuse, and the importance of safe sex practices.

Intimate Relationships: The characteristics of healthy intimate relationships, including mutual respect, consent, and shared interests.

Specific Knowledge and Skills

Students should also be able to:

Evaluate Trustworthiness: Determine whether others are trustworthy.

Identify Unsafe Relationships: Recognise when a relationship is unsafe.

Seek Help: Know how and where to seek help if needed.

Improve Relationships: Take practical steps to improve or support respectful relationships.

Understand Stereotypes: Recognise how stereotypes can cause harm.

Respect Others: Treat others with respect and expect the same treatment.

Identify Bullying: Recognise different types of bullying and how to report it.

Understand Criminal Behaviour: Identify behaviours that are considered criminal, such as violence and coercion.

Recognise Sexual Harassment: Understand what constitutes sexual harassment and why it is unacceptable.

Legal Rights: Understand legal rights and responsibilities related to equality.

Navigate Online: Understand online rights, responsibilities, and risks.

Communicate Consent: Actively communicate and Recognise consent from others.

Make Healthy Choices: Understand how choices in sex and relationships can affect overall health and well-being.

Access Information: Know how to get further advice and support on sexual and reproductive health.

RSE programmes of study

The school will determine an age-appropriate, developmental curriculum which meets the needs of young people and includes the statutory content outlined in section of this policy.

Health education subject overview

Physical Health and Mental Wellbeing Curriculum

The physical health and mental wellbeing curriculum in secondary school expands upon the topics covered in primary school.

Key Learning Outcomes

By the end of secondary school, students should have a solid understanding of:

Mental Wellbeing: How to communicate emotions, the importance of connection, early signs of mental health concerns, common mental health conditions, and the positive impact of physical activity, outdoor time, and community engagement.

Internet Safety: The similarities and differences between the online and physical worlds, harmful online behaviours, and how to report or seek support.

Physical Health and Fitness: The positive association between physical activity and mental wellbeing, the characteristics of a healthy lifestyle, and the importance of blood, organ, and stem cell donation.

Healthy Eating: The benefits of healthy eating and the risks associated with a poor diet.

Drugs, Alcohol, and Tobacco: The facts about legal and illegal drugs, the risks associated with alcohol and tobacco use, and the dangers of prescription drugs.

Health and Prevention: Personal hygiene, dental health, self-examination, immunizations, and the importance of sleep.

First Aid: Basic treatments for common injuries, life-saving skills, and the use of defibrillators.

Adolescent Body: Key facts about puberty, the changing adolescent body, and menstrual wellbeing.

Specific Knowledge and Skills

Communicate Emotions:

Evaluate Mental Health Impact: Assess how activities affect their own and others' mental health.

Navigate Online: Understand online risks and behaviours.

Maintain Healthy Lifestyle: Identify the characteristics of a healthy lifestyle and the benefits of physical activity.

Make Informed Choices: Make informed choices regarding drugs, alcohol, tobacco, and healthcare.

Practice Self-Care: Understand the importance of personal hygiene, dental health, self-examination, and sleep.

Provide First Aid: Administer basic first aid and CPR.

Understand Adolescent Changes: Learn about the physical and emotional changes that occur during puberty.

Health education programmes of study

The school will determine an age-appropriate, developmental curriculum which meets the needs of young people and includes the statutory content outlined in section 6 of this policy.

Delivery of the curriculum

Effective Organisation and Delivery of RSHE

Manageable Units: Break down core knowledge into manageable units.

Clear Communication: Communicate required content clearly and sequentially.

Practical Application: Provide opportunities for pupils to apply new knowledge in real-life situations.

Curriculum Integration: Look for opportunities to link RSHE with other curriculum subjects.

Qualified Staff: Ensure that RSHE is delivered by appropriately trained staff.

Timely Addressing of Issues: Proactively address issues in line with current evidence on pupil development.

Non-Judgemental Approach: Deliver RSHE in a non-judgemental, age-appropriate, factual, and inclusive manner that encourages questions.

Legal Compliance: Ensure that teaching reflects legal requirements, particularly the Equality Act 2010.

Cultural Sensitivity: Deliver sensitive topics, such as the body, in a way that is appropriate and sensitive to the school community's cultural background.



Appropriate Resources: Assess teaching materials to ensure they are age-appropriate, sensitive to religious backgrounds, and meet the needs of SEND students. Avoid inappropriate images, videos, and resources.

Safe Online Access: Prevent pupils from accessing inappropriate materials online while using the internet for learning.

Individualised Teaching: Adapt teaching to one-to-one and whole class settings and listen to and encourage pupil participation.

Sensitive Responses: Answer questions sensitively and honestly.

Focus on Healthy Relationships: Emphasize the importance of healthy relationships, including marriage, while avoiding stigmatizing pupils based on their home circumstances.

Address Sensitive Topics: Discuss sensitive topics like self-harm and suicide with care, avoiding resources that encourage these behaviours.

Challenge Perceived Views: Focus on challenging perceived views based on protected characteristics and promoting mutual respect.

By following these guidelines, we can ensure that RSHE is delivered effectively and meets the needs of all students.

TAS use the Equals Semi-Formal Curriculum SoW for RSE. We follow the basic principles, to ensure that the 'subject' is taught:

Accepting that what is being taught is appropriate to the individual learner's age and developmental level, and that learners do not need to be taught what they do not need to know. That is, relationships and sex are by their nature, both abstract and complex. Lessons learned can (and will) be easily forgotten if they are irrelevant to the individual at the time of teaching. There is therefore no point in teaching about for example, contraception, before a person is in, or is likely soon to be in, a sexual relationship with a member of the opposite sex, or masturbation before the individual has shown evidence of being sexually aware. Relationships Education is compulsory in England for all children in all age settings, and Para 69 of England's Statutory Guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, and teachers states that

The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It should teach what is acceptable and unacceptable behaviour in relationships. This will help pupils understand the positive effects that good

relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed. (DfE, 2019, p25)

Sexual Orientation and Gender Identification (Lesbian, Gay, Bisexual and Transgender - LGBT) is referenced on pages 15 and 26 of England's DfE (2019) Statutory Guidance. Both issues are tricky for all those with LD irrespective of ability levels... The authors and editors also recognise that whilst gender identification maybe an issue for some learners with LD, it is a subject that is by its nature, both abstract and hypothetical, and is therefore only likely to cause confusion rather than elucidation.

England's Statutory Guidance suggests that:

All pupils should feel that the content is relevant to them and their developing sexuality. Sexual orientation and gender identity should be explored at a timely point and in a clear, sensitive and respectful manner. When teaching about these topics, it must be recognised that young people may be discovering or understanding their sexual orientation or gender identity. There should be an equal opportunity to explore the features of stable and healthy same-sex relationships. This should be integrated appropriately into the RSE programme, rather than addressed separately or in only one lesson. (DfE, 2019, p26).

The EQUAL'S SoW is strongly suggesting that whilst the issue of same sex relationships should be 'integrated appropriately into the RSE programme', Equals does not recommend teaching gender identification as standard issue to be explored by all pupils with LD. Should individual learners' express interest in the subject, there is no reason why individual sessions cannot be arranged, and this therefore represents the 'timely point' noted by the DfE above.

The procedures for assessing pupil progress are outlined in section 15 of this policy.

Curriculum links

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

Citizenship – 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.

ICT and computing – 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.

Working with parents

The school understands that parents' role in the development of their children's understanding about relationships, sex and health is vital and will, therefore, engage parents as far as possible in their children's learning. This will include providing parents with opportunities to understand and ask questions about the school's approach to RSHE.

The school will consult closely with parents when reviewing the content of the school's RSHE curriculum and will be given regular opportunities to voice their opinions and concerns. The school will use the views of parents to inform decisions made about the curriculum content and delivery; however, parents will not be granted a 'veto' on curriculum content, and all final decisions will be the schools to make.

When in consultation with parents, the school will provide:

The curriculum content, including what will be taught and when.

Examples of the resources the school intends to use to deliver the curriculum.

Information about parents' right to withdraw their child from non-statutory elements of RSHE.

The school will remain aware that the teaching of some aspects of the curriculum may be of concern to parents. If parents have concerns regarding RSHE, they will submit these to the school office to arrange a meeting with the headteacher on 07415713533

Working with external agencies

Working with external agencies may be used to enhance our delivery of RSHE and bring in specialist knowledge and different ways of engaging pupils. External experts such as a PCSO may be invited to assist from time-to-time with the delivery of the RSHE curriculum to certain students who would benefit from this. They will be expected to comply with the provisions of this policy. Parents/ Carers would be informed of any external visitors coming to school to educate in RSHE.

When working with external agencies, the school will:

Check the visitor credentials of all external agencies.

Ensure the teaching delivered by the external experts fits with the planned curriculum and provisions of this policy.

Discuss with the visitor the details of how they intend to deliver their sessions and ensure the content is age-appropriate and accessible for all pupils.

Request copies of the materials and lesson plans the visitor will use, to ensure it meets the full range of pupils' needs.

Agree with the agency on how confidentiality will work in any lesson and that the visitor understands how safeguarding reports must be dealt with in line with the school's Child Protection and Safeguarding Policy.

The school will use visitors to enhance teaching by an appropriate member of teaching staff, not to replace teaching by those staff.

Withdrawal from lessons

Parental Rights and Withdrawal Requests

The school recognises that parents have the right to request that their child be withdrawn from some or all the sex education component of statutory RSHE. However, parents do not have the right to withdraw their child from the relationships or health elements of the program.

Withdrawal requests must be made in writing to the headteacher. Before granting a request, the headteacher will discuss it with the parents and, if appropriate, the pupil, to ensure their wishes are understood and to clarify the nature and purpose of the curriculum. The headteacher will inform parents of the benefits of RSE and the potential negative consequences of withdrawal.

Withdrawal Timeline

Before Age 16: The school will respect parental requests to withdraw their child from sex education up to three terms before the pupil turns 16.

After Age 16: If the pupil desires to receive RSE after this point, the school will decide to provide it.

SEND Considerations

The headteacher will consider the pupil's specific needs when deciding.

Equality and accessibility

The school will comply with the relevant requirements of the Equality Act 2010 and will ensure the curriculum does not discriminate against pupils because of their:

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

The school will consider the backgrounds, gender, age range and needs of its pupils and determine whether it is necessary to put in place additional support for pupils with the above protected characteristics.

The school will design the RSHE curriculum to be inclusive of all pupils. The school will be aware that some pupils are more vulnerable to exploitation, bullying and other issues due to their characteristics, e.g. SEND or being LGBT. Teachers will understand that they may need to be more explicit and adapt their planning or work to appropriately deliver the curriculum to pupils with SEND.

Where there is a need to tailor content and teaching to meet the needs of pupils at different developmental stages, the school will ensure the teaching remains sensitive, age-respectful, developmentally appropriate and is delivered with reference to the law.

The school will take steps to foster healthy and respectful peer-to-peer communication and behaviour between all pupils and provide an environment which challenges perceived limits on pupils based on their gender or any other characteristic.

The school will be actively aware of everyday issues such as sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture within which these are not tolerated. Any occurrences of such issues will be identified and managed promptly. Sexual violence and sexual harassment are not acceptable and will not be tolerated. Any reports of sexual violence or sexual harassment will be handled in accordance with the school's Peer-on-peer Abuse Policy.

Safeguarding and confidentiality

All pupils will receive instruction on personal safety, including online safety, as part of a comprehensive curriculum.

DSL Involvement

To align with the DfE's best practice advice, the Designated Safeguarding Lead (DSL) will contribute to the development of safeguarding-related areas of the curriculum. Their expertise and resources can help address safeguarding issues more effectively.

Sensitive Topics

When teaching particularly sensitive topics, such as self-harm or suicide, teachers must be mindful of the risks of inadvertently encouraging or providing instructions to pupils. The primary goal is to prevent harm.

Classroom Confidentiality

Confidentiality within the classroom is a crucial aspect of RSHE. Teachers are expected to respect pupil confidentiality, in accordance with the school's Pupil Confidentiality Policy.

Safeguarding Concerns

Teachers should understand that certain RSHE topics may lead to pupils raising safeguarding concerns, such as disclosing abuse. In such cases, the DSL must be alerted immediately. Pupils will be informed about how to raise concerns or make a report and the process for handling those reports, including concerns about peers.

Assessment

The school will have the same expectations of the quality of pupils' work in RSHE as for other curriculum areas. Lessons will be planned to provide suitable challenge to pupils of all abilities.

Teaching will be assessed, and class assessments used to identify where pupils need extra support or intervention. There are no formal examinations for RSHE; however, to assess pupil outcomes, the school will capture progress in the following ways:

- Regular review of lesson delivery
- EHCPs

Staff training

Training will be provided by the RSHE subject leader to the relevant members of staff on a termly basis to ensure they are up to date with the RSHE curriculum. Training will also be scheduled around any updated guidance on the curriculum and any new developments, e.g. “sexting”, which may need to be addressed in relation to the curriculum.

Appropriately trained staff will be able to give pupils information on where and how to obtain confidential advice, counselling and treatment.

Monitoring and review

The RSHE subject leader will be responsible for monitoring the quality of teaching and learning for the subject. They will conduct subject assessments on an annual basis, which will include a mixture of the following:

Self-evaluations

Lesson observations

Learning walks

Work scrutiny

The RSHE subject leader will create annual report to report on the quality of the subject.

This policy will be reviewed by the headteacher in conjunction with the RSHE subject leader on an annual basis.

Any changes needed to the policy, including changes to the programmes, will be implemented by the headteacher. Any changes to the policy will be clearly communicated to all members of staff and, where necessary, parents and pupils, involved in the RSHE curriculum.

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