



**Relationship, Sex and
Health Education (RSHE)
Policy – Lilford Centre**

2021/2022


Policy issue and updates

<i>Pages</i>	<i>Issue No.</i>	<i>Date</i>
Whole Document – new format and template used. Separated from curriculum policy	1	August 2021

The following policy has been approved by the Senior Leadership Team and the Executive Team.

The policy will be reviewed on an annual basis unless circumstances arise requiring the policy to be reviewed earlier.

Approved by Executive Team: August 2021

Board signatory: 

Planned review: August 2022

1. Policy overview

- 1.1 This policy outlines our school's commitment to provide effective Relationships, Sex and Health Education (RSHE) for all students in support of that offered by parents/carers, who are the first educators of their children in this area.
- 1.1 It has been written with regard to the DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance and other relevant guidance documents and statutory requirements.
- 1.2 The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations made under sections 34 and 35 of the Children and Social Work Act 2017 make Relationships and Health Education compulsory for children receiving secondary education.
- 1.3 The RSHE teaching in this school contributes to our statutory duty to safeguard children and prepare them for the responsibilities and experiences of adult life. RSHE is taught in an age appropriate manner throughout the school.

2. Scope – what is RSHE?

- 2.1 RSHE is lifelong learning about physical, moral and emotional development. Through RSHE children learn about relationships, diversity, respect, healthy lifestyles, safety, the body and how it changes, reproduction and birth in a sensitive and age-appropriate way. Our key aim in providing RSHE throughout the school is to safeguard our students.
- 2.2 During their time at this school children will learn key knowledge and skills to help keep them safe and prepare them for adult life.

3. Why RSHE is important in our school

- 3.1 At Progress Schools we ensure that through our vision, values, relationships and teaching we promote tolerance and respect for all cultures, faiths and lifestyles. The Executive Team and Wider Leadership Team also ensure that this ethos is reflected and implemented effectively through school policy and practice and that there are effective safeguarding policies in place to safeguard and promote students' welfare.
- 3.2 We have a duty to prepare our students for life in modern Britain and to keep them safe. Everyone has the right to learn and work safely. We do not tolerate bullying of any kind and will challenge derogatory language and behaviour towards others (see Behaviour and Anti-Bullying policy)
- 3.3 We acknowledge that not all parents/carers feel confident or comfortable talking to their children about this area therefore our work in school ensures that all students have the information they need to keep safe and make positive, healthy choices.

4. Key objectives

- 4.1 The key objectives of the school RSHE programme are to:
 - Develop knowledge and understanding of positive and healthy relationships and the importance of commitment
 - Make students aware of their rights especially in relation to their bodies
 - Enable the development of social and relationship skills and protective behaviours
 - Prepare students for the physical and emotional changes of puberty
 - Develop understanding of reproduction and birth within the context of loving and caring relationships
 - Explore a range of attitudes, values and faith perspectives around aspects of relationships and sex
 - Support students to use the internet safely and to recognise the benefits and risks that it brings
 - Develop students' skills around assessing risk and keeping safe
 - Enable children to gain the skills and understanding to support the development of healthy bodies and minds
 - Enable students to recognise and manage their emotions
 - Provide students with the knowledge and skills to access appropriate support

- 4.2 The RSHE programme is based on the needs of students in the school with learning outcomes appropriate to their age, ability and level of maturity. RSHE will be firmly embedded within our broader curriculum areas, in addition to more focused learning through RSHE sessions, and assemblies. Students will be helped to appreciate difference and to respect themselves and others.

5. Equality, diversity, inclusion and support

- 5.1 We are required to comply with the requirements of the Equality Act 2010. Our school values diversity, encourages respect for all and promotes tolerance for, and celebration of, difference. We do not discriminate against students because of any protected characteristic (age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation). At times, when there is an identified need, we may take positive action through our planning and delivery of RSHE to deal with disadvantages facing those with a particular characteristic. RSHE will be accessible to all regardless of their gender.
- 5.2 Parents/carers are key partners in RSHE and are best placed to support their children to understand how their learning at school fits with their family's faith, beliefs and values. To support this process we will ensure that parents are made aware of what will be taught through our induction meetings. We will use a range of materials and resources that reflect the diversity of our school population and encourage acceptance and tolerance. We want every child and family to feel included, respected and valued.
- 5.3 Some students may have experienced adverse childhood experiences that may impact on their ability to engage with RSHE in a variety of ways. Care will be taken to ensure that planning is sensitive to their situations, and where appropriate, parents/carers will be consulted. A range of different families and relationships will be explored within RSHE. All children whatever their identity, developing identity, or family background need to feel that RSHE is relevant to them and sensitive to their needs. This means that resources and books used will show families of all kinds, including mum/dad, two mums, two dads, fostering, adoption, single parent, extended/blended family and others.

6. The curriculum

-
- 6.1 Our commitment to the RSHE curriculum can be seen in our decision to develop a whole school approach to focus on 'Relationships for Learning', with sessions across the curriculum providing opportunity to impact on the key objectives of the RSHE curriculum. Our entire curriculum is designed to build resilience and relationships in order to allow our students to thrive.
- 6.2 Below is a list of topics covered by our RSHE programme (delivered within lessons, assemblies or within daily relationships for learning time):
- Families and people who care for me
 - Friendships
 - Respectful relationships
 - Protective behaviours
 - Online relationships
 - Being safe
 - Mental wellbeing
 - Internet safety and harms
 - Physical health and fitness
 - Drugs, alcohol and tobacco
 - Health and prevention
 - Becoming an active citizen

7.External speakers

- 7.1 Occasionally we use external speakers to enhance our delivery of RSHE. All external speakers deliver in line with our RSHE policy and safeguarding procedures.

8.Right to withdraw

- 8.1 Parents/carers have the right to request that their child be withdrawn from some or all of the sex education delivered within the RSHE curriculum. To request a withdrawal, the parent/carer must speak with the Head of School / Head Teacher.
- 8.2 If the Head of School/Head Teacher receives any such request, a meeting will be held with the parent/carer and, where appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. All discussions will be recorded on School Pod.

-
- 8.3 As good practice, part of this discussion will include the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher. Although the detrimental effects may be mitigated if the parents propose to deliver sex education to their child at home instead
- 8.4 Once discussions have been held, except in exceptional circumstances, we will respect the parent/carer's request to withdraw their child from sex education only, not relationship and/or health education. The student will be provided with purposeful education in place of sex education.
- 8.5 This process is the same for students with SEND. However there may be exceptional circumstances where the Head of School /Head Teacher may want to take a student's specific needs arising from their SEND into account when making this decision.

9. Further information

- 9.1 If you would like to discuss our offer for RSHE further, please contact the Head Teacher or Head of School.