



RSHE Policy

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Supporting Documents

- Keeping Children Safe in Education 2023 (statutory guidance)
- Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance (Published 2019, updated 2021)
- Equality Act 2010 and schools
- SEND code of practice: 0 to 25 years (statutory guidance)
- Alternative Provision (statutory guidance) • Mental Health and Behaviour in Schools (advice for schools)
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)
- Sexual violence and sexual harassment between children in schools (advice for schools)
- The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)
- Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC))
- SMSC requirements for independent schools (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).

Introduction

From September 2020 it became compulsory for Relationships Education to be taught in primary education and Relationships, Sex Education to be taught in secondary education. *“The Relationships Education, Relationships and Sex Education, and Health Education (England) Regulations 2019 are made under sections 34 and 35 of the Children and Social Work Act 2017, and provide that pupils receiving primary education must be taught Relationships Education, pupils receiving secondary education must be taught RSE and that all primary and secondary pupils in maintained schools must be taught Health Education.”*

Aim/Scope

RSHE is taught within the PHSE curriculum (Personal, Social, Health and Education) and is a partnership between our school and parent/carers. The school has consulted with pupils and parents to ensure that this policy meets the needs identified and reflects the community it serves within schools. The policy will be reviewed annually in consultation with parents.



Pupils within the school have also been consulted on this policy and have provided feedback for its development and review.

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies.
- In delivering PSHE, Keys Group adopt five key principles:
 - Regular lessons on the timetable
 - Delivered as a whole subject
 - Delivered by trained Teachers
 - Taught from Key Stage 2 to Key Stage 5 and within pupils' own ability.

Abbreviations and Definitions

RE – Relationship Education

RSE – Relationship, Sex Education

RSHE – Relationship, Sex, and Health Education

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

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

RSE is not about the promotion of sexual activity.

Policy Content

Curriculum Content and Sequencing. Our school is a member of the PSHE Association. The PSHE Association is the national body for personal, social, health and economic (PSHE) education. As well as providing high quality teaching resources, it represents member views to the Government and other national bodies in order to make the case for high-quality PSHE education for every child.

Through its three core themes (Health and Wellbeing, Relationships, and Living in the Wider World) the Programme of Study provides a framework for creating lessons which match pupils' needs. It covers the breadth of PSHE from relationships and sex education (RSE) and health, to economic wellbeing and careers.

With the Relationships, Sex and Health Education elements of PSHE, the Programme of Study fully supports the statutory changes and responsibilities. The Programme of Study provides a scheme of work for each key stage, which fully covers, but is not limited to the statutory requirements. A link to the [PSHE Association](#) is available.

All pupils within our school are vulnerable and have some form of SEND or additional need and therefore learning outcomes are modified appropriately, especially in cases where content may not be accessible for our pupils. Our school will endeavour to inform parents in advance of the



content of the next terms subject matter. This is so that parents can prepare and support their child with any questions they may have related to their learning or the topic being delivered.

Consideration will be given to when pupils are ready to learn certain content and schools will also give students the opportunity to learn certain elements on a 1:1 basis where appropriate.

Parents Right to Withdraw KS2

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE.

Requests for withdrawal should be put in writing and addressed to the Head Teacher.

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

KS3, 4 & 5

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing and addressed to the Head Teacher.

A copy of withdrawal requests will be placed in the pupil's educational record. The Head Teacher will discuss the request with parents and take appropriate action.

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

Responsibilities

Head Teacher, Teachers, Tutors, Teaching Assistants, SENCo and Exam Officers

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish for them to be withdrawn from the non-statutory components of RSE
- Staff do not have the right to opt out of teaching RSE.

Training Requirements

The Head Teacher will ensure that familiarisation with this policy is a part of the induction process for all employees.



Equality Impact Statement

All relevant persons are required to comply with this policy and must demonstrate sensitivity and competence in relation to diversity in race, faith, age, gender, disability and sexual orientation. If you, or any other groups, believe you are disadvantaged by this policy please contact your line manager. Our school and/or Keys Group will then actively respond to the enquiry.

