



RHSE Policy (Relationships, Health and Sex Education)

Date established by governing body
Autumn Term 2024
Date for full implementation
Immediately
Date for review
Autumn Term 2025

Aims/Rationale/Purpose:

This policy covers our school's approach to Relationships Sex and Health Education. It was developed by governors, staff, partners and senior leaders at the school through consultation with parents, carers and the children and young people we teach.

We define 'relationships and sex education' as learning which equips children and young people with the information, skills and values they need to have safe, fulfilling and enjoyable relationships and to take responsibility for their sexual health and well-being.

Many of the health needs of the children will already have been defined in their EHCP. This plan explains the extra help that will be given to meet those needs **and** how that help will support the child or young person to achieve what they want to in their life.

We view the partnership of home and school as vital in providing the context in which we teach our pupils, or work with specialist relationships and sex education partners to develop a bespoke RSE curriculum based on what children, young people, parents and carers indicate that they want and need to learn about.

Our school's overarching aims for our pupils are to prepare them well for life and relationships and to give them secure, safe knowledge and an awareness of their rights.

We ensure RSHE is inclusive and meets the needs of all our pupils, including all aspects of special educational needs and disabilities (SEND) by ensuring that we tailor the curriculum to (for example) neuro-divergent, non-verbal, visually and auditory impaired pupils.

We ensure that RSHE covers developing an understanding of protected characteristics (Equality Act, 2010), and fosters gender equality and LGBT+ equality by including different families in our curriculum, and providing regular opportunities to talk about and explore young people's experiences of LGBTQ+ identities, including their own.

The intended outcomes of our programme are that pupils will:

- know and understand about the emotional, social and physical aspects of growing up; relationships; sex; human sexuality; and sexual health.
- understand they have a right to information about their bodies and health.



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- understand they have a responsibility to respect and learn about the wide spectrum of relationships, diverse families and health choices they and those around them will make.
- Develop communication skills so that they can articulate their needs and wants, whilst listening to and respecting other people's needs and wants within their own interpersonal wider societal contexts.
- develop the attributes of articulating consent, mutual respect, enjoyable relationships, rights to information, safety and health, equality (particularly on the basis of gender and sexual orientation) and responsibility for oneself and others.

Legislation, Statutory Requirements or Guidance:

We are required to teach relationships education/RSE as outlined in the 2019 statutory [Guidance from the Department for Education](#) which states that '*All of this content should support the wider work of schools in helping to foster pupil wellbeing and develop resilience and character that we know are fundamental to pupils being happy, successful and productive members of society.*'

In preparing this policy, we have been guided by the PSHE Association's SEND Planning Framework, which has mapped the SEN and disability code of practice to the PSHE Programme of Study and identifies the following broad areas:

- Self-awareness
- Self-care, Support and Safety
- Managing feelings
- Changing and Growing
- Healthy Lifestyles
- The World I live in

The statutory science curriculum covers a large area of the RHSE curriculum.

In KS1 and 2 this will include:

- Naming external body parts (including genitals)
- Body changes in puberty including menstruation
- That humans have offspring which grow into adults
- Sexual reproduction in animals.

In KS3 and 4, this will include:

- Reproduction in humans (as an example of a mammal), including the structure and function of the male and female reproductive systems, menstrual cycle, gametes, fertilisation, gestation and birth;
- The effect of maternal lifestyle on the foetus through the placenta, the relationship between health and disease;



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- Communicable diseases including sexually transmitted infections in humans (including HIV/AIDs);
- The impact of lifestyle factors on the incidence of non-communicable diseases, reducing and preventing the spread of infectious diseases in humans;
- Hormones in human reproduction;
- Hormonal and non-hormonal methods of contraception and sex determination in humans.

The RSHE policy supports/complements the following policies:
Child Protection; Safeguarding; Equalities Statement

Documents that inform the school's RSHE policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010),
- DFE Personal, Social, Health and Economic Education Guidance, 2020, (updated 2021);
- Keeping children safe in education – Statutory safeguarding guidance (2024)
- Children and Social Work Act (2017)
- Northumberland Children and Young People's Plan (2019-2022)
- Relationships and sex education (RSE) and health (DFE, 2019),
- SEND Code of Practice, DFE 2020.

Procedures and Practice:

Our RSHE programme is an integral part of our whole school PSHE education provision and will cover relationships, including online relationships, health and healthy lifestyles, puberty and body changes, reproductive and mental health. Our RSHE programme is inclusive of all of the SEND needs of the pupils at school and we actively seek specialist training and support to make the learning accessible. We will ensure RSE is matched to the needs of our pupils by using the specialisms of the trained staff in school to help tailor and modify aspects of the curriculum to meet the needs of all pupils, where appropriate.

Our Core and Extended Pathway RSHE programme will be planned and delivered through timetabled classroom lessons and visits. Our Engagement Pathway learners follow highly personalised and individual timetables where PHSEE is threaded through activities, rather than a taught subject. The learning activities are mapped to the PSHE SEND Framework. RHSE in this context is highly personalised and individual to each learner using cognitively appropriate, relevant and meaningful learning context and avoids the complexity of abstraction.

Our RSHE programme will be taught through a range of teaching methods and interactive activities, including; discussions and debates, assemblies, whole school focus events such as LGBT History Month and Mental Health Awareness Week. Lessons will be differentiated to meet the individual needs of our pupils.



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The aim of the curriculum design is provide sequential and spiral learning that is ambitious and matches both our learner's age and their level of cognitive development.

High quality resources will support our RSE provision and will be regularly reviewed to ensure that they are appropriate for the needs of our pupils and are quality assured where possible. We recognise that many of the widely available resources are written for mainstream learners, and as such, where they are used, teachers will adapt the resource to ensure that they are relevant to the learners being taught. Resources and approaches such as: books, cloth dolls, body part models, songs, film clips, line drawings, diagrams, written scenarios, social stories, attention autism, drama etc. will be utilised, as appropriate, so that pupils have resources matched to their language and cognitive level to maximise learning potential. Parents / Carers will be given information on the types of resources used for their child and examples of specific resources used in each lesson are available upon request.

Visitors and external agencies may be invited to support the PSHE and RHSE curriculum. We recognise the value external parties can have in enhancing our PSHE and RHSE provision. Visitors and external agencies are selected carefully and any materials that they use are vetted prior to the visit by one of the RHSE working party. At times, learners will ask questions which are answered by visitors or external agencies that have not been prior approved due to the nature of responding to questions. We ask external agencies not to answer where they are unsure about an appropriate response and deflect this towards the class teacher to answer at a suitable time. Class staff will be present in a supportive capacity when working with learners, unless there is prior parental agreement to do so.

Learning about relationships and sex education in PSHE education lessons will link to, and complement, learning in all aspects of school; corresponding to personal targets on EHCPs and PLIMs.

Assessment for learning will be embedded in teaching practise with parents / carers working in partnership with school, where possible, to personalise learning to learner needs e.g. through EHCP meetings and target setting. RSHE learning requires repetition, regular revisiting and reinforced during 'in the moment' learning both at home and school to consolidate and secure the strong messages about being safe, healthy and moving towards adulthood and independence.

An overview of the curriculum by phase can be found in scheme of work for PSHE, our RHSE Curriculum Sequence document and our Science Strand Coverage document.

Phase 1, which encompasses our early years and lower key stage 1 learners, follow Cherry Garden PSED and learning activities are mapped across to the PHSE Framework for Lower Key stage one learners.

An in-school multidisciplinary therapy team, comprising of OT, SALT and SEMH, supports the identification of pupils who need additional or personalised provision to enable them to make progress in their RHSE learning. A high-level identification and deep dive process identifies those children requiring additional support. The multidisciplinary team works with teachers to



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personalise pupil's learning and, where appropriate, provide and supervise interventions or programmes to optimise progress.

Safe and Effective practice

We cultivate a safe and respectful learning environment by ensuring that children have every opportunity to have questions, concerns and issues addressed. We appreciate children's natural curiosity about the subject area and as such explicitly teach who and where to get further information from and the risks of accessing non-professional websites or social media channels. School monitors the use of the IT system and a 'flagging system' is in place so that any concerning internet searches which show emotional concerns, issues of a sexual nature or of a violent nature being accessed by learners can be responded to quickly and appropriately.

The school seeks appropriate training and guidance for parents and carers when we learn of RSHE related learning needs that we have not yet addressed through our curriculum.

A working party is made up of Karyn McMahon (DSL, Deputy Head Teacher), Helen McIntyre (Teacher), Gill Finch (safeguarding/PSHE governor) Abdah Ali (Science Lead) and David Evans (CEOP Ambassador).

Teaching staff have an annual appraisal where training needs are reviewed and discussed. Staff will periodically receive SEND specific RSE training and use quality assured resources and learning and receive appropriate training from high quality organisations, for example, the PSHE Association, NSPCC, Sex Factor by The Chailey Heritage Foundation or in-house training to support pupils to receive the RSHE education that is right for them.

Safeguarding

Teachers are aware that effective RSHE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue and always follow the school's safeguarding protocol. The RHSE curriculum supports the aim of reduce vulnerabilities in our learners by increasing their understanding about issues relating to positive relationships with others, consent, and the law in relation to RHSE content.

Visitors and external agencies apply the same sensitive, contextualised approach as our staff. Those working alone with children must have appropriate DBS clearance and photo ID.

Engaging stakeholders

Parents will be informed about the policy through social media, engagement events and meetings.

The policy will be available to parents through the school web site.

We are committed to working with parents and carers by offering information events, training and the targets within the child's own EHCP.



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We work closely with parents to ensure that they are fully aware of what is being taught and provide additional resources and support through our contacts and partners.

Parents and carers have the right to withdraw their children from sex education content where it is not part of the statutory Science National Curriculum, however prior to this staff will follow a protocol whereby a discussion with the Headteacher about the important part the learning plays in their own child's Personal Learning Intent Map (PLIM) will take place. If a parent/carer requests that their child be removed from sex education, we will respect their wish. All of our pupils have the right to request that any sex education learning they have missed because of such a request be delivered to them 3 terms before their 16th birthday.

Governors will be informed of the RSHE policy and curriculum through an annual report on Safeguarding in the Curriculum.

Pupil voice will be used to review and tailor our RSHE programme to reflect the needs of pupils.

Monitoring Arrangements:

The success of this policy and the school's curriculum provision for its pupils will be evident in the school self-evaluation process and reporting activities such as:

- Annual review/evaluation
- Subject audits and policies
- Visits from the School Improvement Partner and Ofsted inspection arrangements.
- The governing body will receive an annual report from the headteacher with information on:
 - The curriculum on offer at Cleaswell Hill
 - Standards achieved by pupils and their progress over time
 - Standards reached by different cohorts of pupils
 - National test and examination results
 - Changes to statutory requirements.

Assessment is recorded and monitored using Cherry Garden, PLIM Assessment Framework and Assessment Trackers.

Teachers will critically reflect on their work in delivering RSHE through the pupil PLIMs, Preparation for Adulthood targets and the impact the curriculum has on individual children's development and learning.

Pupil voice will be influential in adapting and amending planned learning activities, and we have a broad range of strategies for capturing this, dependent upon the specific needs of the children.

Links to other Policies:



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This policy on embraces policies across the teaching and learning of: PSHEE, Safe Touch, anti-bullying, drugs, health and safety, SMSC, citizenship, personal development, and of: positive behaviour management, special educational needs, equality, safeguarding, assessment and recording and reporting policies.

Roles and Responsibilities

The **Headteacher** will ensure that:

- all statutory elements of the curriculum are met;
- the amount of time for teaching the curriculum is adequate and reviewed annually;
- the governing body is informed on the breadth and balance of the curriculum;
- this policy is implemented and monitored and the governing body is reported back to;
- a positive learning culture in which all children believe that they can succeed is promoted in school;
- there are high standards of teaching and learning.

The **PSHEE and RHSE Subject Leaders** will ensure that:

- they support other members of staff in the implementation of this policy and will also disseminate information and provide INSET relating to RSHE;
- monitor and audit the subject regularly to ensure curriculum, including RHSE statutory (2020) coverage, and quality;
- pupils enjoy a rich variety of exciting learning experiences which promote self-esteem, independence and confidence;
- staff model appropriate relationships through their relationships with others;
- pupil's progress is monitored and evaluated;
- appropriate accredited courses are followed where applicable;
- all long and medium term plans for the subject are kept up to date on the school intranet system;
- co-ordinate a team of RHSE 'Champions' within school to ensure subject resources are kept up to date and available for all staff and that external agencies providing RHSE learning activities in school are high quality and add value to the learning outlined in the PHSEE SEND Framework used throughout school;
- Interventions and additional supportive measures to ensure progress are monitored and co-ordinated within the multi-disciplinary team.
- consult with parents.
- collaborate with subjects leads and pathway leads in school to integrate RHSEE across curriculum learning.

The **teacher** must ensure that:

- they develop pupils social and emotional skills through a rich variety of exciting learning opportunities;
- they promote independence;
- pupils are provided with honest information in a non-judgemental way;



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- they model appropriate, respectful relationships;
- they contribute a subject comment to pupil reports as part of broader PSHEE learning;
- they plan from the PHSEE Scheme of Work used throughout school at the correct age and stage for children they teach;
- they undertake formative assessment throughout their teaching of the subject and track and record progress made using the PHSEE Assessment Sheets, MAPP or Cherry Garden as appropriate to their learning pathway in school;
- they create a safe learning environment for teaching the subject and create a promoting an honest, safe, non-judgemental learning environment;
- they model appropriate, respectful relationships and promote independence;
- They monitor progress in the subject and seek additional supportive provision to enable pupils to make progress;
- They undertake EHCP annual reviews and discuss learning needs relevant to RHSE to inform personalised learning.
- they use PLIMS to support and inform planning to personalise learning in the subject where relevant.

The **teaching assistants** will ensure that:

- they assist teachers in the delivery of the lesson and support pupils in their learning;
- they support the teacher's formative assessment and assessment of learning by providing feedback of children's learning to the teacher;
- they contribute to promoting an honest, safe, non-judgemental learning environment;
- they model appropriate, respectful relationships and promote independence.

The **governing body** will ensure that:

- it considers advice from the headteacher when approving this curriculum policy;
- the progress of pupils is monitored and evaluated;
- the breadth, balance and financing of the curriculum is regularly monitored;
- test and assessment data is monitored;
- parents and carers receive regular reports regarding the progress of their child for the subject.

Parents/ Carers

Working with parents is a vital part of the whole school approach to RSHE and are our partners in effective personalisation of learning.

Parents are consulted during EHCP meetings to discuss children's needs and contribute to the personalisation of learning within the subject according to the long term EHCP objectives and the shorter term PLIM targets.

Parents are invited to join in events in school, including class assemblies and workshops on relevant themes. Parents are regularly informed of events, developments and learning via social media, the school website or letters detailing termly learning.



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