

Relationships Education, Relationships and Sex Education (RSE) and Health Education policy



**HALLMOOR
SCHOOL**

Ratified by:

Paul Roberts

Date: 3.12.2021

A handwritten signature in black ink, appearing to read 'Paul Roberts', is placed over a white rectangular background.

Last reviewed on: October 2

Next review due by: October

2022

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1. Aims

The aims of of Relationships Education (Primary) and RSE (Secondary) at our school are to:

- › 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

Hallmoor Schools RSE Curriculum is driven by our mission statement and aim: to foster the development of young people by meeting their needs and giving them the confidence and competence to lead independent, purposeful and enjoyable lives.

2. Statutory requirements

As an all through (4-19) specialist academy school we must provide relationships education to all Primary aged pupils and we must provide RSE to all Secondary age pupils up to the age of 16 as per section 34 of the [Children and Social work act 2017](#). And most recently [DFE Guidance: Relationship and Sex Education RSE and Health](#) Education updated July 2020.

We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum.

At Hallmoor School we teach of Relationships Education (Primary) and RSE (Secondary) as set out in this policy.

3. Policy development

Consultation will occur annually with parents when making changes to our Relationships Education (Primary) and RSE (Secondary) policy as well as consulting with staff and pupils when carrying out our policy development process.

This policy has been developed in consultation with all stakeholders. The consultation and policy development process is regularly reviewed and updated through action plans:

4. Definition

Relationships Education (Primary Phase) provides “the key building blocks of healthy respectful relationships, focusing on family and friendships in all contexts including online. This will sit alongside the essential understanding of how to be healthy”; page 4 DFE Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance (July 2020)

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.

5. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with all stakeholders, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

Primary Relationships Education will focus on:

- Families and friendships
- Safe relationships
- Respecting ourselves and others

For more information about our curriculum, see our curriculum map in Appendix 1.

Secondary RSE will focus on:

- Diversity
- Building Relationships
- Discrimination
- Identity and Relationships
- Respectful relationships
- Intimate Relationships
- Healthy Relationships
- Addressing Extremism and Radicalisation
- Communication and Relationships
- Families

For more information about our curriculum, see our curriculum map in Appendix 2.

6. Delivery of Relationships Education and RSE

Relationships Education and RSE is taught within the personal, social, health and economic (PSHE) Education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

We have selected an approved thematic approach to our primary and secondary PSHE Education, covering all three core themes in our Programme of Study (Health and Wellbeing; Relationships; and Living in the Wider World) over the school year, with three topics per half term. This approach allows different year groups to work on similar themes at the same time, building a spiral programme year on year, whilst offering flexibility in terms of medium-term planning. A Thematic approach is also more appropriate to needs of our learners and can be adapted accordingly to meet each pupils specific needs and levels of understanding.

The delivery of our RSE curriculum may also include pupils receiving sessions delivered by trained health professional and/or external providers.

For more information about our RSE curriculum content (including aspects of diversity and inclusion coverage), see Appendices 1 and 2.

7. Roles and responsibilities

7.1 The Local Academy Council/Governing Body

The Local Academy Council/Governing body will approve the RSE policy, and hold the headteacher to account for its implementation.

7.2 The headteacher

The headteacher is responsible for ensuring that Relationships Education (Primary) and Relationships and Sex Education (Secondary) is taught consistently across the school, and for managing requests to withdraw pupils from [non-statutory/non-science] components of RSE (see section 8).

7.3 Staff

Staff are responsible for:

- › Planning and delivering Relationships Education (Primary) and Relationships and Sex Education (Secondary) in a sensitive and differentiated way (taking into consideration specific special education needs and levels of understanding and development).
- › Modelling positive attitudes to Relationships Education (Primary) and Relationships and Sex Education (Secondary)
- › Monitoring progress
- › Responding to the needs of individual pupils
- › Responding appropriately to pupils whose parents wish them to be withdrawn from the [non-statutory/non-science] components of Relationships Education (Primary) and Relationships and Sex Education (Secondary)

Staff do not have the right to opt out of teaching Relationships Education/RSE. Staff who have concerns about teaching this curriculum area are encouraged to discuss this with the headteacher.

7.4 Pupils

- › Pupils are expected to engage fully in Relationships Education (Primary) and Relationships and Sex Education (Secondary) and, when discussing issues related to Relationships Education/RSE, treat others with respect and sensitivity.

8. Parents' right to withdraw

In primary education from Summer Term 2021:

- Parents will not be able to withdraw their children from any aspect of Relationships Education or Health Education (which includes learning about the changing adolescent body and puberty). This will be addressed in a sensitive and differentiated way (taking into consideration specific special education needs and levels of understanding and development).
- Note that sex education will not be statutory in primary schools.

The statutory guidance for RSE and Health Education will come into effect in all secondary schools from 2020, including academies, free schools and independent schools. In secondary education from September 2020:

- Parents will be able to withdraw their child (following discussion with the school) from any or all aspects of Sex Education, other than those which are part of the science curriculum, up to and until three terms before the age of 16.
- Parents will not be able to withdraw their child from any aspect of Relationships Education or Health Education.
- After that point, the guidance states that 'if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those terms.' Where this is the case full consultation/mediation with parents and pupil will be arranged through the Pastoral leadership team.
- Where pupils are withdrawn from sex education, schools should document the process and will have to 'ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.'

9. Training

Staff are trained on the delivery of Relationships Education (Primary) and Relationships and Sex Education and Health Education as part of their induction and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

10. Monitoring arrangements

The delivery of Relationships Education (Primary) and RSE (Secondary) is monitored by Subject Leads and SLT through: Hallmoor Schools internal monitoring arrangements, which includes: planning audits, work scrutinies, learning walks, Lesson Observations, Parent consultation, Survey outcomes, Pupil voice etc.

Pupils' development in Relationships Education (Primary) and RSE (Secondary) is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by AHT (T&L) annually. At every review, the policy will be ratified by the Local Academy Council.

Appendix 1: Primary Curriculum map

Primary PSHE and Relationships Education Suggested Themes and Content

	Autumn: Relationships			Spring: Living in the wider world			Summer: Health and Wellbeing		
	Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and Mental wellbeing	Growing and changing	Keeping safe
2020-	Roles of different people; feeling cared for	Recognising privacy; staying safe; seeking permission	How behaviour affects others; being polite and respectful	What rules are; caring for others' needs; looking after the environment	Using the internet and digital devices; communicating online	Strengths and interests; jobs in the community	Keeping healthy; food and exercise, hygiene routines; sun safety	Being unique and special; feelings; managing when things go wrong	How rules and age restrictions help us; keeping safe online
2021-2022	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Recognising things in common and differences; playing and working cooperatively; sharing opinions	Belonging to a group; roles and responsibilities; being the same and different in the community	The internet in everyday life; online content and information	What money is; needs and wants; looking after money	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	Growing older; naming body parts; moving class or year	Safety in different environments; risk and safety at home; emergencies
2022-2023	What makes a family; features of family life	Personal boundaries	Recognising respectful behaviour	The value of rules and laws; rights, freedoms, and responsibilities	How the internet is used, assessing information online	Different jobs and skills; job stereotypes	Health choices and habits; what affects feelings;	Personal strengths and achievements	Risks and hazards; safety in the local environment and
2023-2024	Positive friendships, including online	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Respecting differences and similarities; discussing difference sensitively	What makes a community; shared responsibilities	How data is shared and used	Making decisions about money; using and keeping money safe	Maintaining a balanced lifestyle; oral hygiene and dental care	Physical and emotional changes	Medicines and household products
2024-2025	Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people	Protecting the environment; compassion towards others	How information online is targeted; different media types	Identifying job interests and aspirations; what influences	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations, and allergies	Personal identity; recognising individuality and different qualities	Keeping safe in different situations, including responding in emergencies, first aid.

2025-2026	Different Relationships	Recognising and managing pressure	Expressing opinions and respecting other points of view	Valuing differences	Media sources; sharing things online	Influences and attitudes	Managing change loss and bereavement; managing time online	Managing transition	Keeping personal information safe
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Appendix 2: Secondary Curriculum map

Secondary PSHE and Relationships Education Suggested Themes and Content

	Autumn 1 Health & wellbeing	Autumn 2 Living in the wider world	Spring 1 Relationships	Spring 2 Health & wellbeing	Summer 1 Relationships	Summer 2 Living in the wider world
Middle School (KS3)						
2020-2021	Transition and safety Transition to secondary school and personal safety in and outside school, including first aid	Developing skills and aspirations Careers, teamwork and enterprise skills, and raising aspirations	Building relationships (including online) self-worth and relationship boundaries	Health and puberty Healthy routines, influences on health, keeping our bodies safe.	Diversity, prejudice, and bullying	Financial decision making Saving, borrowing, budgeting and making financial choices
2021-2022	Alcohol and drug misuse and pressures relating to drug use. Medicines.	Community and careers Equality of opportunity in careers and life choices, and different types and patterns of work	Identity and relationships Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception	Emotional wellbeing Mental health and emotional wellbeing, including body image and coping strategies	Discrimination in all its forms.	Digital literacy Online safety, digital literacy, media reliability, and gambling hooks
2022-2023	Peer influence, substance use and gangs. Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation	Setting goals Learning strengths, career options and goal setting	Intimate relationships	Healthy lifestyle Diet, exercise, lifestyle balance and healthy choices, and first aid	Respectful relationships Families and parenting, healthy relationships, conflict resolution, and relationship changes	Employability skills Employability and online presence

Upper School (KS4)

	Upper School (KS4)					
2020-2021	<p>Mental health</p> <p>Mental health and ill health, stigma, safeguarding health, including during periods of transition or change</p>	<p>Financial decision making</p> <p>The impact of financial decisions, debt, gambling and the impact of advertising on financial choices</p>	<p>Healthy relationships</p>	<p>Exploring influence</p> <p>The influence and impact of drugs, gangs, role models and the media</p>	<p>Addressing extremism</p> <p>staying safe in my community</p>	<p>Work experience</p> <p>Preparation for and evaluation of work experience and readiness for work</p>
2021-2022	<p>Building for the future</p> <p>Self-efficacy, stress management, and future opportunities</p>	<p>Next steps</p> <p>Application processes, and skills for further education, employment and career progression</p>	<p>Communication in relationships</p> <p>Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse</p>	<p>Independence</p> <p>Responsible health choices, and safety in independent contexts</p>	<p>Families</p> <p>Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships</p>	<p>Preparing for transition to college or readiness for work.</p>

Appendix 3: Parent form: withdrawal from sex education within RSE (Secondary Phase)

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and 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	