

**Relationships and Sex Education (RSE)
Policy Document**

1. School information

Name of School: Step By Step School

Date of Policy: June 2020

Member of Staff Responsible: Sarah-Jane Scott

Member of Governing Body with Designated Responsibility: Stuart King

Review Date: June 2022

2. The purpose of the policy

The purpose of a whole school Relationships, Sex and Health Education policy (RSHE) is to:

- Explain the definition, aims and objectives of RSHE.
- Describe what we teach and the approaches we use.

This policy helps ensure that the whole school community (pupils, parents/carers, staff, and governors) have a shared understanding of this important area of the curriculum. It is available to all on the school website or by request.

Step by Step values the personal development of all our children and young people and will ensure our RSHE is regularly evaluated, taking into account the views of the school community and statutory guidance.

This is a working document which provides guidance and information on all aspects of Relationships, Sex and Health Education and aims to provide a secure framework within which staff can work.

There are a number of strands, such as economics and mental health education, which are included in the RSHE curriculum across the school under the umbrella of Personal, Social, health and Economic (PSHE). In order to clearly understand how this will look at step by Step school, please see the diagram included in the appendices.

Definition:

Relationships Education: Relationships Education will be a compulsory part of the curriculum for all

Primary and Secondary schools from September 2020. The aim is to teach the fundamental building blocks and characteristics of positive relationships with particular reference to friendships, family relationships and relationships with other peers and adults.

Definition:

Health Education: Relationships Education are compulsory as part of the curriculum for all Primary and Secondary schools from September 2020. Health Education will be taught at Step By Step School as part of our Personal, Social, Health and Economic Education (PSHE) curriculum. In addition to this, issues relating to Health and wellbeing will underpin teaching throughout the school curriculum in areas such as PE, SMSC, Religious Studies, First Aid Courses, and Citizenship.

Health Education aims to give children the information they need to make good decisions about their own physical and mental health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise. Health Education covers 'Growing and Changing' including naming body parts and how our body changes during puberty, both mentally and physically. Progression of these themes occurs as pupils move into the secondary part of the school.

Definition:

Sex and Relationships Education: Sex and Relationships Education will be a compulsory part of the curriculum for all Secondary schools from September 2020.

The aim of including Sex and Relationships Education in all secondary school curriculums is to teach pupils about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. Some aspects are taught in science, and others are taught as part of Personal, Social, Health and Economic Education (PSHE).

The term 'Relationships' in 'Relationships and Sex Education' stresses the approach goes beyond provision of biological information to also focus on clarifying attitudes and values, and aims to develop self-esteem and the skills to manage relationships.

A comprehensive programme of RSE provides accurate information about the body, reproduction, sex, and sexual health. It also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline (Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance, Dept of Education, 2020)

*Please see 'Programme Content' section below which explains the method by which the RSE will be covered at Step by Step School and who this area of teaching will be appropriate for.

3. Parents' right to withdraw:

1. **For primary aged pupils** - Parents can only withdraw their children from the non-science components of Relationships Education. Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Headteacher.
2. **For Secondary Aged pupils** - Parents have the right to withdraw their children from the non-science 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 using the form found in the appendix at the end of this policy and should be addressed to the Headteacher. A copy of withdrawal requests will be placed in the pupil's educational record. The Headteacher will discuss the request with parents and take appropriate action.

4. Aims and objectives

The overall objective of teaching Relationships, Health and Sex Education (RHSE) is to equip children and young people with the information, skills and values to have safe, fulfilling and enjoyable relationships, and to take responsibility for their sexual health and wellbeing.

Our aims are as follows:

- To make a significant contribution to the development of the personal skills needed by students to help them establish and maintain relationships. To enable young people to make responsible and informed decisions about their health and wellbeing.
- To help young people make responsible and well informed decisions about their lives. To support them through their physical, emotional and moral development and help them learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.
- For pupils to learn about what makes a happy and healthy relationship. In turn this will also help pupils to recognise a relationship which may be unhappy or abusive. Pupils can learn the effects of positive, and conversely negative relationships, upon their mental health. These relationships could relate to family members, partners or friends.
- To provide a framework in which sensitive discussions can take place in a safe and informative way. It is vital to ensure that pupils who may use alternative methods of communication have been provided with the necessary vocabulary in order for them to effectively communicate their questions and needs.
- To prepare pupils for puberty and the physical and mental changes this may present. To give them an understanding of sexual development and the importance of health and hygiene.
- To help pupils develop feelings of self-respect, confidence and empathy.
- To create a positive culture around issues of sexuality and relationships.
- To teach pupils the correct vocabulary to describe themselves and their bodies.

Addressing Relationships and Sex Education has three main elements enabling pupils to:

- Explore their own and other peoples' attitudes and values.
- Develop and practice personal and social skills.
- Increase their knowledge and skills.
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The Relationships, Health and Sex Education (RHSE) policy is underpinned by the ethos and values of our school and we uphold it as an entitlement for all our pupils. We recognise the need to work as a whole school community to ensure a shared understanding of RHSE it's values and to deliver an effective programme that meets the needs of every one of our pupils.

RHSE and Sixth Form:

Although the statutory requirements do not apply to sixth form provisions, Step by Step School will continue to support students by offering these subjects. This is in line with DfE recommendations alongside our mission to enable our pupils to thrive and live happy, confident lives. .

5. Programme Content

The RSHE framework covers:

Families: friends, parents, siblings, partners and marriage and how positive relationships can make us feel happy and secure.

Respectful relationships, including friendships: Looking at the positive effects of happy friendships and relationships the importance of mutual respect and kindness.

Online and media: This should build upon online safety modules taught in Primary, with an emphasis on behaving as kindly to others online as we do offline and in understanding that personal information can be shared.

Being safe: This should build upon modules taught in Primary relating to understanding what a healthy and unhealthy relationship is, where to get help if they feel worried or unsafe, understanding the difference between public and private and which adults we can trust.

Intimate and sexual relationships, including sexual health: This will build upon modules taught in Relationships and Health Education /PSHE in Primary. The emphasis in Primary will be on recognising and building a variety of positive relationships and friendships and the positive effect that these friendships can have upon our mental health. In Science, pupils will be learning the different names for body parts, both external and internal. There should be a smooth transition in teaching from primary to secondary where some pupils will learn how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship. They can learn that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.

All teaching must be accessible and relevant to each individual pupil. Many of our pupils at Step by Step School will continue to focus upon the Primary modules since much of the RSE content in Secondary maybe too abstract or inaccessible for them to understand. Whilst all pupils in Primary and Secondary will take part in regular PSHE lessons, pupils for whom it is appropriate to follow the RSE curriculum in greater depth will do so on a 1:1 basis with a number of familiar adults, as referred to below in the Intimate Care Policy. In these cases, the class leader and RSHE Lead along with other relevant staff members, will work together to plan a scheme of work most relevant to the individual pupil. Before commencing teaching in a 1:1 setting, the scheme will be discussed with parents so that amendments and additions can be made and the parent can continue to work on the concepts with their young person at home.

All 1:1 individualised RSE programmes will be delivered by staff who work closely with that pupil and who may also carry out intimate care for them. This will limit the number of staff involved in personal care and private discussions and thus provide additional safeguard to both staff and pupils involved. (Please refer to the School Intimate Care Plan)

Staff will receive regular training on how to best support a pupil who may have sensitive / private questions. The aim will be to help the pupil receive the correct information rather than to seek out less reliable or safe sources such as the internet, peers or unsuitable adults.

Relationships education

Relationships Education provides the building blocks needed for positive and safe relationships including with family, friends and online. The pupils will be taught what a relationship is, what friendship is, what family means and who can support them. The notion of treating one another with kindness, consideration and respect in a safe environment will continue to underpin all that we teach at Step by Step school, throughout the curriculum across the whole school day.

Regular PSHE / Relationships Education sessions will cover the following areas:

- families and people who care for me
- caring friendships
- respectful relationships
- online relationships
- being safe

Health Education:

The aim of teaching Health education is to provide pupils with the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise.

Health Education will be taught specifically through PSHE lessons.

The long term plans/overview modules will include:

- Being Me in My World

- Celebrating Difference
- Dreams and Goals
- Making Healthy Lifestyle choices
- Relationships
- Changing Me

In addition to PSHE lessons, the foundation principles of Health Education will also be taught through:

- Weekly PE lessons at Step by Step School and other local facilities – Pupils take on challenges, experience success, feel the physical and mental benefits of exercise.
- Science modules – Pupils learn the names of different body parts and about life cycles. They learn about how our bodies change as we age.
- Topic Weeks – Topic weeks including Internet Safety Week
- Whole School events such as Children in Need Day, Sport and Comic relief, world Book Day
- Regular visits from Dentist and a medic to help pupils learn about what to expect at a visit to the Doctors surgery or hospital.
- Simple First Aid courses / lessons
- Outdoor Forest Adventures – Pupils work as a team, experience a variety of novel outdoor activities, enjoy the outdoor environment throughout the different seasons.
- Outdoor Pursuits Challenges at Hind Leap Warren – Pupils are supported to challenge themselves, to try new hobbies and leisure pursuits, to work as a team, to learn qualities such as perseverance, to experience success,
- Weekly Scouts Groups – Pupils are part of a club, working on activities together, sharing and cooperating on tasks, learning new hobbies and leisure pursuits.
- Learning to recognise moods and emotions through Zones of regulation
- Modules from the ASDAN Award Scheme
- Yoga (with its emphasis on positive mental health)

The programme content has been produced, drawing from a variety of sources with the main ones listed below:

- The PSHE Association.
<https://www.pshe-association.org.uk/curriculum-and-resources/resources/programme-study-pshe-education-key-stages-1%E2%80%935>
- EYFS Development Matters
<https://www.foundationyears.org.uk/files/2012/03/Development-Matters-FINAL-PRINT-AMENDED.pdf>
- Life Support Productions
- Talk About

ASDAN Transition Challenge

6. Planning and Delivery

- Schools are free to determine how to deliver the content set out in this guidance, in the context of a broad and balanced curriculum.
- Schools will retain freedom to determine an age-appropriate, developmental curriculum which meets the needs of young people and is developed in consultation with parents. Where appropriate this may also require a differentiated curriculum. Schools have specific duties to increase the extent to which disabled pupils can participate in the curriculum. (Dept for Education 2020)
- With regards to pupils with Special Educational Needs, the Government guidelines state that Relationships Education, RSE and Health Education must be accessible for all pupils. High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility.
- In line with the SEND code of practice, Schools should also be mindful of preparing for adulthood outcomes
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7. Parental Involvement

Parents have a vital role in guiding and teaching their children about all aspects of relationships. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships and are their greatest role model.

Many of the aspects covered within our PSHE / RSHE Curriculum will be naturally occurring elements of everyday family life and it is our task at Step By Step School to draw out and build upon the experiences of each pupil to develop their understanding and knowledge in these areas.

These areas of learning are taught within the context of family life, taking care to celebrate the rich varieties of family units of which our pupils may be part. Such units may include single parent families, LGBT parents, families headed by Grandparents, foster and adoptive parents. We will also ensure sensitivity around children who may have a different structure of support around them, for example, looked after children or young carers.

All schools should work closely with parents when planning and delivering these subjects. Parents should be given every opportunity to understand the purpose and content of RSHE. With this in mind the school will provide the following opportunities for all parents;

- A presentation on how Relationships Education and RSE is taught in our setting. The presentation will include aims and objectives, government guidelines, school policy and the content of the curriculum in these subject areas. This would be offered on a yearly basis to parents of children entering the school or transitioning from Primary to Secondary. All parents will be invited to join the sessions by means of a refresher. The chance to comment upon all aspects of the presentation and to be able to make suggestions for additions and amendments to the policy and the lesson content.
- To understand the law around which aspects of these subject areas parents can choose to withdraw their children from. All pupils have the right to take part in Relationships Education because it is important that they receive this content, covering topics such as friendships and how to stay safe. If parents wish to withdraw their children from these lessons they are able to do so. Parents are not able to withdraw their children from any part of the science curriculum.
- To request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Before granting any such request it would be good practice for the head teacher to discuss the request with parents to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. Such discussions will be documented.
- To discuss, provide input and approve 1:1 RSE programmes planned for their child. Please note that all 1:1 RSE teaching will be undertaken by staff who have received training in this subject. The personal nature of the subject will require it to be taught in a quiet, private area. If a pupil discloses something of concern to their tutor this will be noted and dated and the tutor will follow the school's safeguarding procedure.

8. Policies Relating to Relationships education and RSE

Safeguarding Policy:
Online Safety Policy
SMSC and British Values policies
Intimate Care Policy
Whistleblowing Policy

9. Staff Training

All staff will receive training upon the changes made to teaching Relationships, Health and Sex Education (RHSE) and Relationships and Sex Education (RSE). Training will be delivered by the schools RSHE Lead and will cover:

- Step by Step School RSE Policy
- The law around teaching RSE
- The aims and objectives for teaching RSE

- An outline of the programme content
- The implementation of the programme
- A discussion around RSHE

Training that is specific to delivering the more personal/intimate aspects of RSE will be delivered by an external professional. Full training will be repeated to all staff once every two years. The RSHE lead will provide a shorter version of training for new staff as part of their initial training.

10. Useful Guidance, Programmes and Information Sites

Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers
Dept for Education

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf

Understanding Relationships and Health Education in your child's primary school: a guide for parents
Dept for Education

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812593/RSE_primary_schools_guide_for_parents.pdf

The PSHE Association's Programme of Study document covers the key concepts, skills and topics at different key stages which should be covered as part of a comprehensive programme.

https://www.pshe-association.org.uk/resources_search_details.aspx?ResourceId=495

Training staff on teaching the mental health modules as part of the RSHE Curriculum

<https://www.gov.uk/guidance/teaching-about-mental-wellbeing>

Relationships Education and Relationships and Sex Education (RSE) NEU guidance for members in England

<https://neu.org.uk/media/7681/view>

Useful Programmes:

Life Support Productions

Talk About

ASDAN Transition Challenge

11. Assessment

Teaching and learning of RSE will be evaluated and assessed through:

- IEP/PLP Targets
- ASDAN
- Curriculum Assessment
- Earwig

12. Monitoring

The RSE programme is monitored by:

- Medium and daily lesson Plans
- Teacher lesson observations
- Teacher lesson evaluations
- Curriculum Team observations and moderations
- IEP/PLP progress reports
- Pupil feedback where appropriate

13. Working with outside agencies

Appropriate and suitably experienced and/or knowledgeable visitors from outside school may be invited to contribute to the delivery of RSE.

Policy	RSE
Statutory requirement?	Yes
Approved	September 2020
Responsible Officer	FP/SJS
Responsible Governor/s	SK
Date of previous version	New Policy
Frequency of Review	Every 2 years
Date of next review	September 2022

Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS

Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			

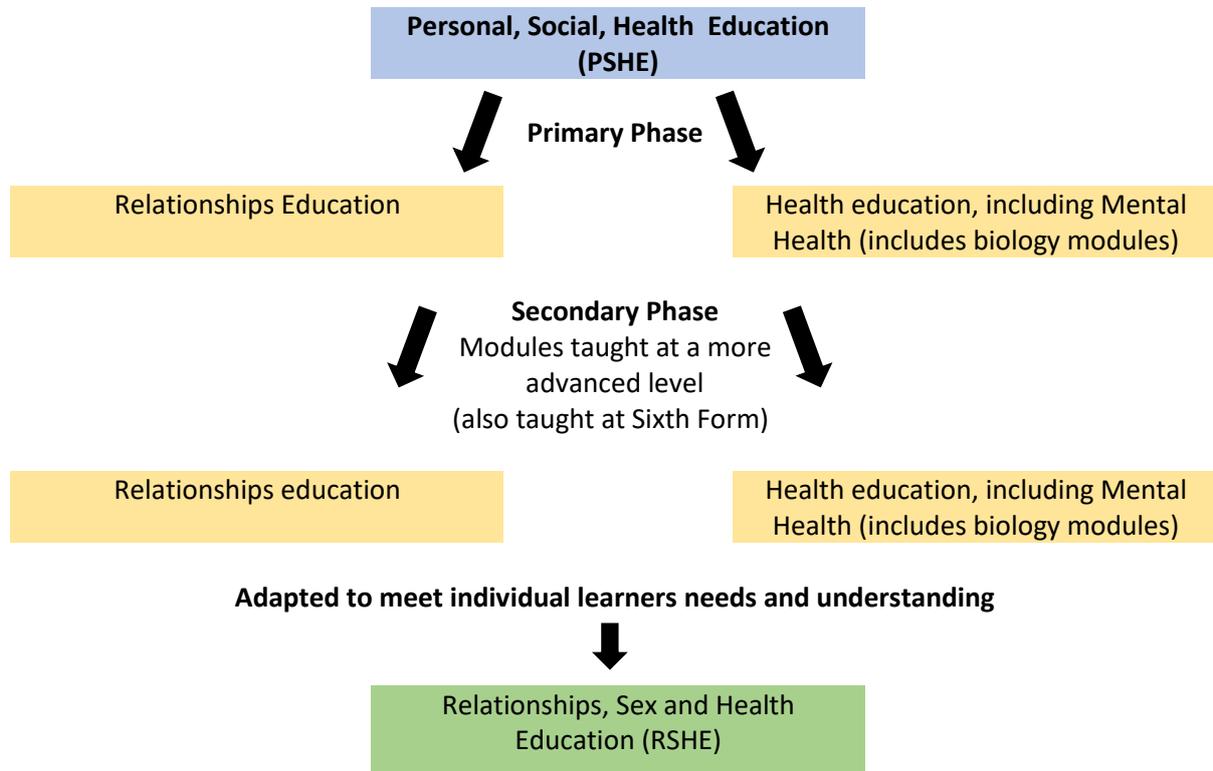
TO BE COMPLETED BY PARENTS

Any other information you would like the school to consider

Parent signature

TO BE COMPLETED BY THE SCHOOL

Agreed actions
from discussion
with parents



The purpose of the RSE curriculum is to cover a wide range of subjects designed to help pupils learn valuable skills for life. However, the most fundamental of these skills form the foundation of all Teaching and Learning at Step By Step School and runs through teaching across the school day. These main areas include:

- Strategies to support mental health and wellbeing
- The development of Independence skills
- The development of Social skills through group work and play skills
- Building pupils confidence
- Celebrating diversity
- Encouraging healthy eating and developing knowledge around different food groups
- Physical fitness and enjoyment of different sports
- Providing opportunities to help pupils feel more able to tolerate medical interventions