

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



Policy Number:	CU22	Originator:	Christopher Clements
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1. Aim of the policy

This Policy outlines the process for Relationships Education, Relationships and Sex Education (RSE) and Health Education within the School.

1.1. Background

The Philosophy of the School

The school's philosophy aims to provide a stimulating and caring environment in which each student experiences high standards of education and preparation for the future, working in partnership with parent/carer and the local community. The Policy for Relationships Education, Relationships and Sex Education (RSE) and Health Education within the School is written in accordance with this philosophy.

The Social, Ethnic and Religious Mix of the School

The Greater Horseshoe School aims to fulfil the educational needs of as wide a group of students as are represented in the local community. The students come from a varied cross section of the local community and represent different social ethnic and religious values, beliefs and customs.

2. Policy

2.1. Aims and Objectives of the Policy

- To reassure students of their value and self-worth including aspects of dignity, self-respect and self-restraint

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- To nurture a responsible attitude towards personal relationships including aspects of mutual respect and care and to develop sensitivity towards the needs of others.
- To provide knowledge and awareness of loving relationships
- To provide knowledge of human reproductive processes
- To inform students on matters of personal hygiene and related health issues
- To encourage exploration of values and moral issues taking into account physical and moral risks associated with certain behaviours.
- To educate against discrimination and prejudice
- To empower students to make informed choices about sex

This will support the following school policies:

- Equality Act Policy
- The Health and Safety Policy

2.2. Moral and Values Framework

The Relationships Education, Relationships and Sex Education (RSE) and Health Education Policy will be sensitive towards the established morals and values framework of all the major world religions and philosophies. In its implementation, it will draw from the practical experiences of those who represent the various religious and philosophical groups within the local community.

2.3. Content Headings for School Relationships Education, Relationships and Sex Education (RSE) and Health Education Programme

All staff will take particular care to ensure that the teaching materials used will be of a very high quality and that they, and the aspects of the topics covered, will be appropriate to the needs and ages of the students at GHS, within the context of moral considerations and the value of family life.

The school follows the Dimensions Relationships and RSE course objectives which meets the Statutory Framework for teaching required for teaching from September 2020. The content outline use is as follows:

Lesson 1	Forming Relationships	<ul style="list-style-type: none">• Know how and understand why close relationships are formed, especially during adolescence.• Understand why friendship is important in the establishment of close relationships
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Lesson 2	Sexual Relationships	<ul style="list-style-type: none"> • Know about and understand the physical, mental and emotional changes that take place during puberty • Learn about sex (and bust some myths)
Lesson 3	Healthy Relationships	<ul style="list-style-type: none"> • Understand why friendship is important in the establishment of close relationships • Know the features of a healthy relationship
Lesson 4	Unhealthy Relationships	<ul style="list-style-type: none"> • Understand what an unhealthy relationship is and know how to deal with relationship issues.
Lesson 5	Gender Issues Relationships	<ul style="list-style-type: none"> • Know about gender identities and have an awareness of transgender issues. • Understand the difference between being transgender and transvestite.

2.4. Organisation of School Relationships Education, Relationships and Sex Education (RSE) and Health Education

Who Will Teach It?

All staff will contribute to the teaching of the factual content, will answer direct questions and be aware of the Relationships Education, Relationships and Sex Education (RSE) and Health Education Policy as part of the school PSHE, Relationships and RSE curriculum.

- Staff will answer students’ direct questions in an open and factual way.
- Staff will not enter into discussions about their own personal issues and lifestyles.
- Staff have agreed that teachers will answer all students’ questions relating to sex education.
- staff will work closely with individual parent/carer

2.5. Specific Classroom Arrangements

Because of the specific learning needs associated with the students at GHS, Relationships Education, Relationships and Sex Education (RSE) and Health Education will be taught in a way that is individual and will encompass the needs of each student. Staff will need to be aware of the personal history of a student and seek, if necessary, guidance from Senior Staff.

2.6. Curriculum Entitlement

Due to the cross-curricular nature of the subject, it will often be discussed or taught as and when it arises through normal topic work. Specific timetabled lessons will also be taught. The exception to this is where parental consent for primary aged students has been withdrawn in agreement with the Headteacher and parents.

2.7. Procedures for Reviewing the Effectiveness of the Programme

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Topics will be reviewed both weekly and termly through evaluation of six weekly and annually through long term plans / statements. Parent/carers and relevant professionals will be invited to comment at each review.

2.8. Resources and Criteria Used for their Selection

All resources will be chosen by the school staff. Parent/carers comments will be taken into consideration through parental consultation organized by the school (dates can be confirmed by the school).

2.9. In Service Training Provision

Training needs are identified through:

- School development planning
- Curriculum review and evaluation
- Teacher needs – Learning Insets regarding specific topics relating to our students including Autism, attachment disorders
- Individual needs

Individual and whole school training is accessed throughout the year within school (In Service Training and staff training each week) and with external providers.

2.10. Specific Issues

Student Sex Abuse Procedure

The Student Protection Procedures as laid down by the relevant Local Authority bodies will be followed. All referrals, whatever their origins, must be taken seriously and must be considered with an open mind, which does not pre-judge the situation. The procedures adopted within the Local Authority is remit for handling cases of neglect, physical, emotional, sexual abuse and failure to thrive involving students and young persons, are based on the principle that the interests and welfare of the student or young person are of paramount importance.

Confidentiality must not prevent action if the student is 'at risk'. All staff will listen sympathetically to anything a student tells them in confidence. However, if staff feel that a student is at risk then the appropriate people will be contacted in accordance with the above Student Protection Procedures, a copy of which is available for parents/carers in school.

Student Withdrawal Procedure

If, as a parent/carer you feel it necessary to withdraw your student from a sex education lesson, please arrange to come to school and discuss your concerns with the Head Teacher. Please note that from September 2020, parents of children of primary age will not be able to

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withdraw their children from any aspect of Relationships Education or Health Education (which includes learning about the changing adolescent body and puberty). Parents will be able to withdraw their children from any aspects of Sex Education, covered in Lesson 2, other than those which are part of the science curriculum. In the event of a student being withdrawn from a lesson that student must stay in school and will be assigned to another class until the sex education lesson is over.

Complaints Procedure

If as a parent/carer you have any cause for concern about the Relationships Education, Relationships and Sex Education (RSE) and Health Education policy, please contact the school to resolve the problem as soon as possible. In the unlikely event that the concern cannot be dealt with, the relevant LEA can be contacted.

Procedures for the Involvement of Health Professionals and Visitors

All visiting Health Professionals and other visitors will only be involved in the implementation of the Relationships Education, Relationships and Sex Education (RSE) and Health Education Policy after detailed consultation concerning lesson content and method of teaching. The class teacher will remain in the lesson throughout.

2.11. Working with Parent/Carers

The policy will be available in school for all parent/carers to inspect and details of the policy will be included in the annual school prospectus so that parent/carers of potential students are fully aware of the school's position in this matter. The policy will be presented annually to new parents/carers, again with the involvement of local health care professionals.

2.12. Dissemination of the policy

- The policy will be available for all parent/carer and relevant professionals. This will be stated in the prospectus.
- The Policy will be available to all staff.
- A copy of the policy will be available from the Head Teacher

3. 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 the Group Director for Education and Learning. Enhanced Children's Services will then actively respond to the enquiry.

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This policy is written by Christopher Clements

Date: 1st of May 2020

Signed

A handwritten signature in black ink, appearing to read 'C. Clements', written over a horizontal line.

This policy is quality assured by Jason Goddard, Group Director for Education and Learning.

Signed:

A handwritten signature in black ink, appearing to read 'J. Goddard', written over a horizontal line.

Date: 1st of June 2020

The policy is quality assured by Governor: