



Sandside Lodge School

RHSE (part of PSHE) Policy

Approved by			
Role	Name	Signature	Date
Full Governors	Sue Sanderson	<i>Sue Sanderson</i>	21/02/2023
Headteacher	Helen Grice	<i>Helen Grice</i>	21/02/2023

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Responsible for policy/document	Helen Grice
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Introduction

Most of PSHE education became statutory in September 2020 under the Children and Social Work Act. The Act introduced compulsory Relationships Education in primary schools and compulsory Relationships and Sex Education in secondary schools. This policy has been developed taking full account of RSE and Health Education Guidance DfE, the National Teenage Pregnancy Strategy, the National Healthy Schools Programme, and UN Charter for the Rights of the Child.

The consultation process has involved:-

- Student opinion
- School Council
- Questionnaires to parents
- Questionnaires to staff
- Consultation with school nurse
- Consultation with governors.

What is RSE and Health Education?

Relationships, Health and Sex Education is lifelong learning about physical, moral and emotional development. It is about the importance of stable and loving relationships including marriage for family life, and about respect, love and care. As children grow up it is essential that they have an understanding of their own bodies and feelings. RHSE has a key part to play in the personal, social, cultural, moral and spiritual development of our students. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

Principles

As students grow/develop it is important that they have an understanding of their own bodies, instincts and feelings.

A planned programme of RHSE will include:

- Sex and Relationships Education being appropriately delivered for the age and maturity of the student
- A whole school approach that involves parents, carers, governors, health and school staff
- That staff who deliver RHSE will receive relevant training and support; this includes whole school INSET, LIN, in-house training and other RHSE courses.
- Children and young people's views being listened to in an atmosphere of trust
- Questions and answers, linking in with set ground rules
- Adherence to the school's policy for confidentiality.
- Parents have the right to withdraw their child from Sex Education

Aims

Through Relationships, Health and Sex Education we aim to support children and young people through their physical, emotional and moral development by providing them with clear accessible and age appropriate information at a relevant level. Students should:

- Increase their factual knowledge of the human body in order to feel comfortable with their own body and sexual nature.

- Follow an appropriate programme, beginning with self concept and different relationships, leading onto knowledge of puberty and physical and emotional change.
- Develop the learning outcomes from National Curriculum Science, Relationships Education (Primary), Relationships and Sex Education (Secondary), Health Education (Primary and Secondary) and conform to the expectations of Every Child Matters.
- Develop positive values and morals that will guide decisions, judgments and behaviour.
- Develop confidence and self-esteem to value themselves and respect others.
- Understand the consequences of their actions
- Have sufficient and appropriate information and skills to protect themselves and others.

Attitudes and values

Students will learn through:

- Opportunities to experience and learn the value of love respect and care towards and from other people.
- Promoting positive self image.
- Modelling appropriate behaviour towards other people.
- Discussing moral issues including concepts of right and wrong.
- Promoting respect for individual and cultural differences.
- Personal safety education; how to keep yourself safe; respect the safety of others.

Personal and social skills

- Develop self-respect, self-awareness and respect for others.
- Learning to understand appropriate and inappropriate behaviour, and managing their own behaviour and emotions.
- Develop the confidence to express preferences, communicate needs, make informed decisions, and choose options which they and other people act upon and respect.
- Manage conflict
- Develop the skills to avoid inappropriate pressures or advances.

Knowledge and understanding

- Develop body awareness and physical control.
- Develop understanding of their ability to influence the environment and others.
- Develop knowledge of gender, growth and development.
- Develop understanding of privacy, when it is appropriate and how to protect one's privacy.
- Promote a positive attitude to body changes around puberty and developing skills to cope with them.
- Develop understanding of emotions and relationships.
- Provide daily examples of and learning opportunities about healthy lifestyles.
- Develop understanding of sexuality, reproduction and sexual health at a level appropriate to individual need.

Organisation, Content, Progression, & Assessment

Much of the RHSE at Sandside Lodge takes place within Science, Citizenship, Computing and RE curriculum areas, as well as RHSE lessons.

Where RHSE lessons cover issues that may be sensitive to some students, care is taken to respect the individual needs and wishes of the student / parents e.g. it may be appropriate to have single sex teaching groups for some subjects.

Sandside Lodge acknowledges that some parents may wish to exercise their right to withdraw students from part or all of Sex Education (except those included in the statutory National Curriculum i.e. science content) Parents are encouraged to discuss decisions with the appropriate member of staff.

Relationship and Health Education will be taught across EYFS through positive relationships (principle of EYFS) & Key Stages 1 & 2 within the context of the wider Relationship and Health Education, Science and RE curriculum. Relationships, Health and Sex Education in KS2 aims to provide a foundation for the continuation of life long learning in KS3, 4 and Sixth Form. RHSE work that has been introduced in an earlier key stage is developed and expanded before re-visiting topics throughout the student's learning journey. Work needs to be carefully matched to individual needs based on teacher assessment. At Key stage 4 & 5 students use planned accredited programmes of study for RHSE.

Staff use SOLAR to assess students' RHSE and RE understanding. Students' progress in RHSE and RE is reported to parents and the LEA through the Annual Review Process.

Inclusion

- RHSE will be sensitive to the needs of different ethnic groups.
- All students will be taught RHSE at a level appropriate to his/her individual need.
- Issues of sexual orientation will be dealt with honestly and sensitively.

Support from Outside Agencies

School will work with agencies and visiting speakers who are appropriate to our student/student needs. We will work in partnership with them and jointly plan their work within the school. We will work with support networks within the Local Authority to address local, regional and national initiatives/issues.

Good Practice in the Use of Visitors

School staff should involve the students and student when choosing appropriate visitors into school. They can do this by:

- Discussing the most appropriate visitor to support their work
- Planning and writing invitations together
- Preparing questions where appropriate

UNCRC articles

The following articles of the United Nations Convention on the Rights of the Child are relevant to this policy:

- Article 2 (without discrimination)
- Article 3 (best interests of the child)
- Article 12 (respect for the views of the child)
- Article 13 (freedom of expression)
- Article 23 (children with disability)
- Article 24 (health and health services)
- Article 28 (right to education)
- Article 29 (goals of education)
- Article 31 (leisure, play and culture)

Related Policies

- RE
- Touch policy
- Safeguarding

Monitoring

- The RHSE subject leader has responsibility for monitoring the RHSE curriculum throughout the school. Long term planning aims are to deliver breadth, balance and relevance. Medium term planning provides an oversight of the RHSE curriculum coverage for each term.
- All of the above is within the whole school curriculum and SIDP.
- Governors curriculum and staffing committee is responsible for implementation, overseeing and revision of the RHSE policy in conjunction with SLT and RHSE coordinator
- Ofsted is required to evaluate and report on spiritual, moral, social and cultural development of students. This includes evaluating and commenting on the school's RHSE policy and on support and staff development, training and delivery.

Child Protection

Sandside Lodge fully recognises its responsibilities for child protection. In matters related to this please refer to the Sandside Lodge School Safeguarding Policies.

All members of staff carry disclosure guidance and procedures.

All members of staff have read the school child protection policy.