

EQUITAS ACADEMIES TRUST



EQUITAS
— ACADEMIES TRUST —

RELATIONSHIPS AND SEX EDUCATION (RSHE) POLICY

Review Date: May 2023

To be Reviewed: May 2024

Agreed: F & GP Board

Policy Lead: RSHE Co-Ordinator

Relationships and Sex Education (RSHE) Policy

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(This policy incorporates RSE, Health Education and PSHE – described in the policy as RSHE.)

Name of school: Aston Manor Academy

Date of policy: May 2023

Date of review: May 2024

Audience:

- Parents
- School staff
- Local Governing Bodies

Name of RSHE Coordinator: F Ashraf

Name of RSHE Governor: TBC

1. Introduction

- 1.1 This policy outlines our school's commitment to provide effective Relationships, Sex and Health Education for all pupils in support of that offered by parents, who are the first educators of their children in this area. It has been written regarding the DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance 2019 and other relevant guidance documents and statutory requirements.
- 1.2 The RSHE teaching in this school contributes to our statutory duty to safeguard pupils and prepare them for the responsibilities and experiences of adult life. RSHE is taught in a progressive, sequenced, age-appropriate manner throughout the school.

2. Formulation, dissemination, monitoring and review of policy

- 2.1 In developing our policy and curriculum, we have given due regard to the government's statutory guidance for RSHE issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996.
- 2.2 The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 made under sections 34 and 35 of the Children and Social Work Act 2017 make Relationships, Sex and Health Education compulsory for pupils receiving secondary education.
- 2.3 This policy is available on our school website where it can be accessed by the community. Copies are available from the school office on request from parents/carers.
- 2.4 The RSHE policy and RSHE curriculum will be reviewed annually by the RSHE coordinator and governors. This review will be informed by the following: pupil and staff evaluation of the programme; changes in legislation and guidance; and, parent feedback.
- 2.5 The RSHE coordinator will monitor delivery of the programme through observation and discussion with teaching staff to ensure consistent and coherent curriculum provision.
- 2.6 Evaluation of the programme's effectiveness will be conducted on the basis of: pupil, teacher and parent evaluation of the content and learning processes and staff meetings to review and share experience.

3. What is RSHE?

- 3.1 RSHE is concerned with the physical, moral, emotional, social and cultural development of pupils, and involves learning about healthy relationships, sexual health, sexuality, healthy lifestyles, diversity, safety online and offline, respect, love, puberty and personal identity. RSHE involves a combination of sharing information and exploring issues and values. There is often concern that RSHE will encourage sexual experimentation, however evidence shows that those who receive comprehensive RSHE at school are more likely to delay their first sexual activity and to use contraception when they do have sex.
- 3.2 At secondary level, we are building on the foundations of skills and knowledge that pupils have gained at primary school.
- 3.3 Our key aim in providing RSHE throughout the school is to safeguard our pupils. During their time at this school, pupils will learn key knowledge and skills to help keep themselves, and others, safe, healthy, and prepare them for the responsibilities of adult life.

4. Why RSHE is important in our school?

- 4.1 The school believes that RSHE should be set in the context of clear values, including the value of family life, marriage and of loving and stable relationships in bringing up children. It should teach children and young people to develop values, attitudes, personal and social skills, and increase their knowledge and understanding to make informed decisions and life choices.
- 4.2 The school believes that RSHE makes an essential and significant contribution to safeguarding children and young people during their school-age years and into the future. RSHE should enable young people to develop skills and confidence to access professional advice and appropriate health services. It enables young people to understand their physical and emotional development and enables them to take increasing responsibility for their own health and wellbeing and that of others.
- 4.3 The school recognise the role RSHE has in supporting the health and well-being of our students, and the contribution it makes to ensuring we meet the ethos of every pupil.
- 4.4 The school believes that RSHE can have a positive impact on young people's sexual behaviour, helping them to make sense of the sexual messages and imagery around them, to understand risks and consequences and to gain the knowledge and skills they need to stay safe and be healthy.
- 4.5 The school believes that contributions can be made by different curricular areas and that teaching can be reinforced by the general ethos of the Trust in creating a supportive environment for all students.
- 4.6 The school will ensure that impactful RSHE is accessible to all students, including those with Special Educational Needs.
- 4.7 Whilst the School acknowledges that parents have the right to withdraw their child from the non-national curriculum aspects of RSHE, we also note that they have a responsibility to provide alternative SE.
- 4.8 We acknowledge that not all parents feel confident or comfortable talking to their pupils about this area, therefore our work in school ensures that all pupils have a standard level of education about key aspects needed to keep safe and make positive, informed and healthy choices.

5. Key Objectives

- 5.1 Our key objectives through delivery of RSHE are:
- To develop well-rounded individuals who respect themselves and others, can communicate effectively and take responsibility for their actions.
 - To develop skills in making informed decisions and in combating exploitation or peer pressure.
 - To encourage openness and better communication about sexual matters.
 - To ensure that students understand what is meant by, and the implications of, sexual harassment and promote respect for themselves and others.
 - To allow students to learn about the nature of marriage and appreciate the value of stable family life and the responsibilities of parenthood.
 - To enable students to recognise the physical, emotional and moral implications of certain types of behaviour and to accept that both sexes must behave responsibly in sexual matters.
 - To ensure that students are given appropriate teaching materials that have regard to any religious or cultural background of the students, meet legal requirements and are not explicit or unrelated to the lesson.
 - To combat ignorance and increase understanding to reduce guilt and anxiety.
 - To promote responsible behaviour amongst students.
 - To raise awareness and strategies for managing external influences e.g. social media.
- 5.2 The RSHE programme is based on the needs of pupils in the school, with learning outcomes appropriate to their age, ability and level of maturity. RSHE will be firmly embedded within our broader curriculum areas, including Science and PE, in addition to more focused learning through RSHE sessions, tutor-time, enrichment afternoons and assemblies.
- 5.3 The DFE's statutory guidance on Health Education (including PSHE) and Relationships and Sex Education (RSE) states that schools should continue to develop knowledge on topics specified for primary as required, and, in addition, cover the following content by the end of secondary:

<p>Mental wellbeing</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • how to talk about their emotions accurately and sensitively, using appropriate vocabulary. • that happiness is linked to being connected to others. • how to recognise the early signs of mental wellbeing concerns. • common types of mental ill health (e.g. anxiety and depression). • how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health. • the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.
<p>Internet safety and harms</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online. • how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.

Physical health and fitness	<p>Pupils should know</p> <ul style="list-style-type: none"> • the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress. • the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health. • about the science relating to blood, organ and stem cell donation
Healthy eating	<p>Pupils should know</p> <ul style="list-style-type: none"> • how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.
Drugs, alcohol and tobacco	<p>Pupils should know</p> <ul style="list-style-type: none"> • the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions. • the law relating to the supply and possession of illegal substances. • the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood. • the physical and psychological consequences of addiction, including alcohol dependency. • awareness of the dangers of drugs which are prescribed but still present serious health risks. • the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.
Health and prevention	<p>Pupils should know</p> <ul style="list-style-type: none"> • about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics. • about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist. • (late secondary) the benefits of regular self-examination and screening. <p>38</p> <ul style="list-style-type: none"> • the facts and science relating to immunisation and vaccination. • the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.
Basic first aid	<p>Pupils should know</p> <ul style="list-style-type: none"> • basic treatment for common injuries. • life-saving skills, including how to administer CPR. • the purpose of defibrillators and when one might be needed.
Changing adolescent body	<p>Pupils should know</p> <ul style="list-style-type: none"> • key facts about puberty, the changing adolescent body and menstrual wellbeing. • the main changes which take place in males and females, and the implications for emotional and physical health.
SRE Topics	

Families	<p>Pupils should know</p> <ul style="list-style-type: none"> • that there are different types of committed, stable relationships. • how these relationships might contribute to human happiness and their importance for bringing up children. • what marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony. • why marriage is an important relationship choice for many couples and why it must be freely entered into. • the characteristics and legal status of other types of long-term relationships. • the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting. • how to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.
Respectful relationships, including friendships	<p>Pupils should know</p> <ul style="list-style-type: none"> • the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs. • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help. • that some types of behaviour within relationships are criminal, including violent behaviour and coercive control. • what constitutes sexual harassment and sexual violence and why these are always unacceptable. • the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal
On-line and Media	<p>Pupils should know</p> <ul style="list-style-type: none"> • their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. • about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online. • not to provide material to others that they would not want shared further and not to share personal material which is sent to them. • what to do and where to get support to report material or manage issues online. • the impact of viewing harmful content.

	<ul style="list-style-type: none"> • that specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners. • that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail. • how information and data is generated, collected, shared and used online.
Being safe	<p>Pupils should know</p> <ul style="list-style-type: none"> • the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships. • how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)
Intimate and sexual relationships, including sexual health	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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. • 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. • the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause. • that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others. • that they have a choice to delay sex or to enjoy intimacy without sex. • the facts about the full range of contraceptive choices, efficacy and options available. • the facts around pregnancy including miscarriage. • that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help). • how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing. • about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment. • how the use of alcohol and drugs can lead to risky sexual behaviour. • how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.

6. Structure and content

- 6.1 Aston Manor Academy uses the thematic approach advised by the PSHE Association, covering all three core themes of the programme of study (Health and Wellbeing; Relationships; and Living in the Wider World).
- 6.2 Teaching, particularly of the RSHE curriculum, will consider the ability, age, readiness and cultural backgrounds of all young people in the class and will be tailored accordingly.
- 6.3 The programme is designed in such a way that all year groups are working on the same core theme at the same time. Content is selected to ensure that there are opportunities to develop knowledge, skills and attributes, through a programme that is relevant and appropriate to the ethos of the school and the needs of its students.
- 6.4 Some of the above topics may be delivered in assemblies and as part of enrichment.

7. Equality, Inclusion and Support

- 7.1 We are required by law to comply with the requirements of the Equality Act 2010. Our school values diversity, encourages respect for all and promotes tolerance for, and celebration of, difference. We do not discriminate against pupils because of any protected characteristic (age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation). At times, when there is an identified need, we may take positive action through our planning and delivery of RSHE to deal with disadvantages facing those with particular characteristics.
- 7.2 RSHE will be accessible to all students regardless of their gender. Through the delivery of RSHE and other relevant curriculum areas, teachers will explore gender stereotypes and how they may limit a person's potential and ensure that people of all genders receive information that is relevant to their needs.
- 7.3 There are many different faith and cultural perspectives on aspects of RSHE. As a school we will deliver RSHE in a factual, non-judgmental way ensuring that teachers do not promote one faith or cultural viewpoint but rather provide a balanced approach that acknowledges the wealth of views and opinions of our community and teaches tolerance. Parents and carers are key partners in RSHE and are best placed to support their children to understand how learning at school fits with their family's faith, beliefs and values. To support this process, we will ensure that parents are made aware of what will be taught in our RSHE programme through providing up to date information on the school's website and in this policy, and providing opportunities for parents to attend consultation sessions in school.
- 7.4 We will use a range of materials and resources that reflect the diversity of our school population and encourage acceptance and tolerance. We want every pupil and family to feel included, celebrated, respected and valued.
- 7.5 Teachers will plan in different ways and use a variety of teaching strategies to meet the needs of individuals. For some pupils, particularly those with special educational needs and disabilities, a differentiated approach may be necessary to ensure learning outcomes are met. Some pupils may have experienced adverse childhood experiences that may impact on their ability to engage with RSHE in a variety of ways. Care will be taken to ensure that, where this is the case parents/carers are consulted about the most appropriate way for the pupil to access the curriculum.
- 7.6 A range of different families and relationships will be explored within RSHE, including same-sex relationships. Referencing a range of relationships will be integral to our programme of RSHE. All pupils, whatever their identity, developing identity, or family background, need to feel that RSHE is relevant to them and sensitive to their needs. This means that resources and books used will reflect both our school community and wider society.

- 7.7 We will ensure that LGBT content is fully integrated into programme of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. We expect all pupils to have been taught some LGBT content at a timely point as part of the curriculum.

8. RSHE in the curriculum

- 8.1 RSHE will be taught in each year group throughout the school. The curriculum we deliver is age-appropriate and progressive, building pupils' knowledge, understanding and skills year on year. We work to objectives in each year group that support the achievement of outcomes outlined in the government guidance. The delivery schedule is flexible and responsive to the needs of our school community at any given time, but we will cover and not deviate from the themes outlined in the DfE guidance above.
- 8.2 Secondary schools are required to continue to develop knowledge on topics specified for primary as required, and in addition cover the following content by the end of secondary:

Key Stage 3

Pupils should be taught about:

- reproduction in humans (as an example of a mammal), including the structure and function of the male and female reproductive systems, menstrual cycle (without details of hormones), gametes, fertilisation, gestation and birth, to include the effect of maternal lifestyle on the foetus through the placenta.
- The effects of recreational drugs (including substance misuse) on behaviour, health and life processes
- Comparing energy values of different foods (from labels) (kJ)

Key Stage 4

Pupils should be taught about:

- The relationship between health and disease
- communicable diseases including sexually transmitted infections in humans (including HIV/AIDs)
- reducing and preventing the spread of infectious diseases in animals and plants
- the impact of lifestyle factors in the incidence of non-communicable diseases
- hormones in human reproduction, hormonal and non-hormonal methods of contraception
- sex determination in humans

- 8.3 Some elements of RSHE are delivered through the national curriculum in Science. In addition to the Science curriculum, we will work towards the outcomes outlined in the government's RSE Guidance, under the headings shown below and detailed earlier in this policy:
- a. Families
 - b. Respectful relationships, including friendships
 - c. Online and media
 - d. Being safe
 - e. Intimate and sexual relationships including sexual health
 - f. Mental wellbeing
 - g. Internet safety and harms
 - h. Physical health and fitness
 - i. Healthy Eating
 - j. Drugs, Alcohol and Tobacco
 - k. Health and Prevention

- l. Basic First Aid
- m. Changing adolescent body
- n. Careers
- o. Character and culture
- p. Finance

8.4 Each topic will be covered in an age-appropriate way during a pupil's time at the school, with regular repetition of key themes. These elements will be delivered through timetabled RSHE lessons, enrichment, tutor time and assemblies. Learning will also be supported through cross-curricular approaches.

9. Resources

- 9.1 As with any other subject, the breadth of the RSHE curriculum necessitates the use of a wide variety of age-appropriate activities, textbooks and resources. A selection of resources can be found in the RSHE section of the school's website. We offer opportunities for parents to familiarize themselves with the content of RSHE through newsletters, open evenings and parent meetings.
- 9.2 Any parent/carer wishing to discuss any of the resources in more detail should contact the RSHE Coordinator.

10. Teaching and Learning

- 10.1 The RSHE Coordinator is responsible for providing a long-term plan and a range of lesson resources and outcomes for all RSHE teachers to utilize and follow when planning lessons and delivering the curriculum. Teaching assistants may provide additional support for pupils with SEND. Everyone involved in the teaching of RSHE will follow the school policy.
- 10.2 The personal beliefs and attitudes of staff will not influence the delivery of RSHE. A balanced and non-judgmental approach will be taken. Teachers, and all those contributing to RSHE, will work to the agreed values within this policy and the Trust. Information will be delivered in a way that allows pupils to access the facts around the themes being covered.
- 10.3 To ensure that all pupils feel able to contribute effectively to RSHE, several teaching strategies will be used, including:
- a. Establishing a group agreement with pupils
 - b. Using 'distancing' techniques (eg. Case studies and role-play)
 - c. Providing opportunities for questions (including anonymously)
 - d. Dealing with questions in an age-appropriate manner
 - e. Using discussion and appropriate materials
 - f. Encouraging reflection.
- 10.4 RSHE will be delivered all year round – parents/carers will be informed of what will be covered, when, on the school's website.

11. External speakers

- 11.1 We may use outside visitors to enhance the RSHE provision delivered by teachers. We plan these inputs carefully to ensure effectiveness. All visiting speakers will:
- a. be suitably qualified to deliver RSHE sessions
 - b. be aware of the school policy on RSHE and work within this
 - c. be supervised by a member of staff always when on school premises
 - d. alert the teacher to any safeguarding concerns
 - e. understand their contribution they make to the broader RSHE programme

- f. be suitably vetted prior to being booked

12. Safe learning in RSHE

- 12.1 It is important that all pupils feel safe and able to participate in RSHE lessons. To support the involvement of all pupils, teachers will create a group agreement with each class outlining expectations around rights, responsibilities and respect. The group agreement will be a working document that all pupils agree to follow.
- 12.2 As with any topic pupils will ask questions during RSHE to further their understanding. Due to the sensitive nature of the topic teachers will employ strategies to ensure that questions are asked and answered in a factual, balanced and age-appropriate way. The group agreement will remind pupils that personal questions of the teacher or other pupils are not appropriate.
- 12.3 Some staff may feel it is appropriate to use a 'question box' to allow all pupils an opportunity to write questions down if they do not choose to ask these in front of the whole class.
- 12.4 Teachers will use the following strategies to deal with unexpected questions:
- If a question is personal, the teacher will remind pupils of the rules set in the group agreement
 - If the teacher does not know the answer to a question, the teacher will acknowledge this and will research the question and provide an appropriate answer later.
- 12.5 Sometimes pupils may ask questions about issues that are not part of the planned programme, this could show that the taught curriculum is not meeting their needs. These questions will be answered in a factual and balanced manner appropriate to the age of pupils. The questions will also be fed back to the Coordinator as part of the evaluation and monitoring process.

13. Staff training

- 13.1 All staff delivering RSHE will receive training. If a staff member has additional learning and development needs these will be supported either through mentoring from a more experienced staff member in school, team-teaching, observations, or attendance at an internal or external training event. Training on more specific RSHE topics will take place as and when required to support the needs of teachers, pupils and the school.

14. Assessment and Review

- 14.1 Teachers use a range of assessment strategies to track pupils' progress towards our published learning outcomes. This includes marked workbooks; self-assessment and peer assessment. Governors will monitor the achievement of pupils in RSHE. Pupils' progress in RSHE will be included on pupil reports.
- 14.2 Delivery of RSHE will be monitored during the year in the same way as all other curricular subjects.
- 14.3 Teaching materials and resources will be reviewed on an annual basis by the RSHE Coordinator, whilst the delivery and effectiveness of the programme will be monitored by the appropriate member of SLT. Teaching staff will have access to on-going, high quality support and continuing professional development opportunities.
- 14.4 Each unit of work has a built-in assessment task. This task is the formal opportunity for teacher assessment, but also offers children the chance to assess their own learning and have a conversation with the teacher about their two opinions. The built-in assessments encourages consistency for teachers to monitor progress and record progress in the following way.
- a. Working towards
 - b. Working at

c. Working beyond

15. Parents

- 15.1 We believe that RSHE is a partnership between school and parents/carers. We recognise that parents are the first teachers of their children and welcome their engagement with our RSHE programme. It is important that RSHE delivered in school is explored in more detail within the context of individual families. Parents will be routinely informed about RSHE through the school's website.
- 15.2 We will consult with parents on an annual basis about any needs they may have in relation to our RSHE programme. This will be in the form of a parent meeting early in the academic year.
- 15.3 Any parents wanting more information about our RSHE curriculum can contact the RSHE coordinator.

16. Right to be excused from sex education:

- 16.1 Whilst we always try to work with parents to explore their views, we also accept that parents can exercise their right to excuse their child from the sex education elements of our programme (other than that which comes within the Science curriculum). There is no right to withdraw from Relationships Education or Health Education.
- 16.2 The RSHE we provide is planned to meet the needs of all pupils and give them the knowledge and skills they need to lead healthy lives. Withdrawing pupils from RSHE can be detrimental and lead to them receiving less accurate, second-hand information from peers.
- 16.3 To request that a pupil be excused from any of the Sex Education topics as outlined earlier in this policy, parents should write to the head teacher. The head teacher will arrange to speak with parents to explore their views and ensure that the nature and purpose of RSHE is understood. A written record will be kept of this discussion. Except in exceptional circumstances, the school will respect a parent's right to excuse their child from Sex Education topics up until three terms before a pupil's 16th birthday, when the child can choose to be included in Sex Education.
- 16.4 The process above is the same for pupils with SEND, however in exceptional circumstances, the head teacher may take account of a pupil's specific needs arising from their SEND when agreeing or not to any application to be excused.
- 16.5 Teachers will plan appropriate, purposeful education for pupils who are withdrawn from sex education.

17. Differentiation and SEND

- 17.1 The thematic programme is a universal core curriculum provision for all children. Inclusivity is part of its philosophy. To support this differentiation, many lessons suggest creative learning activities that allow pupils to choose the media with which they work and give them scope to work to their full potential. To further help teachers differentiate for pupils in their classes teachers are advised to break down the learning outcomes into smaller steps so that they form the basis of a lesson or series of lessons. Revisiting, re-enforcing, consolidating previous learning, as well as introducing new concepts, knowledge and skills is essential. The three-way differentiation power points are useful for setting tasks appropriate to individual needs.
- 17.2 We are aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education and RSE can also be particularly important subjects for some pupils; for example, those with Social, Emotional and Mental Health needs or learning disabilities. These factors will be taken into consideration in designing and

teaching these subjects.

- 17.3 We will ensure teaching is sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law.

18. Confidentiality, safeguarding and child protection

- 18.1 Everyone involved in RSHE will be clear about the boundaries of their legal and professional roles and responsibilities. Teachers will discuss confidentiality with pupils through the development of a group agreement at the start of lessons, making it clear that teachers cannot offer unconditional confidentiality. Pupils will be informed if confidentiality has to be broken, due to safeguarding concerns, and supported as appropriate. Please see our Safeguarding policy for more details of risk factors.
- 18.2 Through taught lessons, teaching staff will signpost pupils to sources of confidential local and national support services.
- 18.3 Sometimes disclosures may be made during these sessions; in which case, safeguarding procedures will be followed immediately. Sometimes it is clear that certain pupils may need time to talk one-to-one after the session. It is important to allow the time and appropriate staffing for this to happen. If disclosures occur, the school's disclosure and/or confidentiality policy is followed.
- 18.4 As a general rule, a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, she/he talks to the named child protection coordinator who takes action as laid down in the Child Protection Policy. All staff members are familiar with the policy and know the identity of the member of staff with responsibility for Child Protection issues. The child concerned will be informed that confidentiality is being breached and the reasons why. The child will be supported by the teacher throughout the process.

19. Menstrual wellbeing

- 19.1 Pupils who are menstruating will be supported in the following ways:
- Sanitary disposal units are available in female and unisex/accessible toilets
 - Pupils can access emergency sanitary products from reception
 - For those experiencing period poverty, free sanitary protection can be accessed from the RSHE Coordinator

20. Links to other policies

- Anti-bullying
- Healthy eating
- Religious Education
- Science
- Safeguarding
- Equality
- Health and Safety
- SMSC
- British Values
- Curriculum
- Teaching and Learning Policy
- Equal Opportunities Policy
- Child Protection Policy
- No Platform Policy

21. More information

- 21.1 Anyone wishing to discuss our provision of RSHE further, should contact the RSHE Coordinator.
- 21.2 **Anyone with a** complaint about any aspect of our RSHE provision, should follow the school's complaints procedure.

22. Policy Review

This policy is reviewed annually.

Approved by	Date of review:	Date of next review:
F&GP Board	May 2023	May 2024