Hope School and College.

Relationships and Sex Education, Health Education Policy.

Policy reviewed annually by the Headteacher and Governors

Hope School and College Relationships Education, Relationships and Sex Education, Health Education Policy

This policy has been written in consultation with students, staff and parents and is in line with the Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance.

Policy Statement:

'Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.' (Secretary of State – DFE 2019)

At Hope School and College, we are committed to ensuring that we support the personal development and pastoral needs of all our pupils. Whilst meeting the requirements of the statutory guidance we recognise the need for sensitivity and age and developmentally appropriate content and fully respect and support all aspects of diversity.

Aims:

This policy outlines Hope School and College's approach to the delivery of the statutory requirements of Relationships Education in Primary Schools, Relationships and Sex Education in Secondary Schools and Health Education in all schools. The policy is intended as guidance for all staff including non-teaching staff and governors.

The policy should be read in conjunction with:

- Safeguarding – Keeping Children Safe in Education
- Safeguarding and Child Protection Policy
- Behaviour Policy
- Anti-Bullying Policy
- Promoting Positive Mental Health and Wellbeing Policy
- Teaching and Learning Policy
- Equality Policy
- SEND Code of Practice: 0–25 years (2015)
- SEND Policy

Hope School and College aim to:

- Promote students' spiritual, moral, cultural, mental, physical and personal development.
- Provide a tailored curriculum that sensitively teaches the statutory requirements of Relationships Educations, Relationships and Sex Education and Health Education at an appropriate level including providing a framework in which sensitive matters can be taught and discussed.
- Provide a tailored curriculum that develops the skills, knowledge and understanding to promote healthy, happy lifestyles in relation to Relationships, Sex and Health.

- Prepare students for the wealth of opportunities and experiences they will face as they prepare for adulthood including puberty and the importance of health and hygiene.
- Support students in developing feelings of self-respect, confidence and empathy.
- Create a positive culture around issues of sexuality, where we encourage students to respect their own and others sexuality, gender, and gender expression.
- Promote student's resilience.
- Safeguard all students.

Definition

Relationship and sex education is about emotions, social and cultural developments of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

Relationship and sex education involve a combination of sharing information and exploring issues and values.

Relationship and sex education is NOT about the promotion of sexual activity.

Roles and Responsibilities

The Governing Body and Senior Leadership team will:

- Approve and review this policy.
- Monitor the implementation of the statutory requirements.
- Ensure that RSE is taught consistently across the school and monitor the progress of students across school and college.
- Ensure that information regarding 'parents right to withdraw' is clear and manage any requests from parents.
- Ensure that all subject content is relevant and accessible to all students, taking into consideration their developmental stage of learning.

Staff will:

- Implement this policy.
- Take part in the monitoring and review of the policy.
- Deliver the planned curriculum including the deliver of RSE in a sensitive way.
- Model positive attitudes towards relationships and sex education.
- Respond to the needs of individual pupils.
- Monitor students' progress.
- Liaise with subject leader and/or SLT, regarding parent's requests to withdraw.

Confidentiality and Safeguarding.

Staff cannot offer complete confidentiality to pupils. If staff are concerned that a pupil may be at risk of harm or abuse, this will be reported in line with the school's safeguarding and child protection procedures.

Working with Parents and Carers and the Right to Withdraw

We will work closely with parents and carers regarding all aspects of the RSE curriculum. Parents and carers will be informed about what is being taught and when (Appendix 1). Parents and Carers will have the opportunity to attend a RSE workshop to find out information about the curriculum and

what will be taught during their son / daughter's time at Hope School and College. The workshops will also provide an opportunity for parents to ask questions to further clarify their understanding of the subject.

Parents have the right to request to withdraw their son / daughter from some aspects of the RSE curriculum and this will be clearly communicated with parents prior to delivery. All requests to withdraw must be made in writing and addressed to the Headteacher. Before granting any requests, the Headteacher and / or the Subject Leader will contact the parent to discuss further. School will discuss with parents and carers the importance of receiving this curriculum and will outline the detrimental effects that the withdrawal might have on the student. This process will be documented, and a record will be kept (Appendix 2).

School will respect the request to withdraw their son / daughter from elements of the RSE curriculum, up to and until 3 terms before their child turns 16. After this age, and if the student wishes to attend the RSE sessions, school will make the necessary arrangements to provide this during one of these terms. There may, however, be exceptional circumstances as a result of the EHCP and specific learning needs that need to be considered when making such decisions. All decisions made will be in the best interest of the student.

Any students who have been withdrawn from elements of RSE, will continue to receive alternative and appropriate education during such sessions.

The Headteacher / Subject Leader will always grant a withdrawal from any Sex Education delivered in the primary department, except that taught as part of the Science curriculum.

There is no right to withdraw from Relationship Education or Health Education.

Curriculum

Our Personal, Social, Health and Economic (PSHE) curriculum is set out below including information relating to the statutory Relationship, Health, Relationships and Sex Education curriculum. Please note, it may need to be adapted to suit the individual and / or group of students. For specific content information and delivery of the curriculum, please contact the class teacher in the first instance or the subject leader: Jim Fox

The curriculum has been developed in consultation with parents, students, and staff. It takes into account, the age, developmental stage, needs and feelings of our students. Outside of the RSE curriculum, staff will respond appropriately to any questions and conversations with students relating to the subject to ensure that they are correctly and fully informed as appropriate. Teaching will reflect the protected characteristics outlined in the Equality Act 2010 and promote respect for all. Teaching will be adapted using visuals, symbols, social stories, assistive communication methods, sensory approaches and repetition where appropriate.

<u>Early Years and Key Stage 1</u>

The delivery of relationship and health education falls within the areas of:

Personal, Social and Emotional Development – Within this area, children are provided with opportunities to learn about:

- Emotions and how to manage these.
- Their feelings and those of others.
- How to look after their bodies including healthy eating and personal care.
- How to be a good friend including how to play co-operatively

- How to develop positive relationships with those around them including children and adults.
- How to behave in different situations, understanding rules, including what is 'right' and 'wrong'
- How to develop their independence
- How to develop their confidence and resilience when presented with challenges

Physical Development – within this area, children are provided with opportunities to:

- Develop Gross Motor Skills including opportunities to develop core strength, stability, balance, special awareness, co-ordination, agility and to move energetically.
- Develop Fine Motor Skills including opportunities to use a range of small tools including writing equipment, scissors, paint brushes, cutlery to support the development of hand-eye co-ordination and precision.

Understanding of the World – within this area, children are provided with opportunities to:

- Learn how to make sense of their physical world and their community including similarities and differences.
- Explore and find out about people, places, technology, and the environment
- Encourage children's interests and curiosity both inside and outdoors
- Take part in activities that encourage exploration, experimentation, observation, problem solving, prediction, critical thinking, decision making, and discussion.

The EYFS Framework recognises the importance of relationship education and states, 'Through supported interaction with others, children learn how to make good friendships, co-operate and resolve conflicts peacefully. These attributes provide a secure platform, from which children can achieve in school and in later life.'

<u>Key Stages 1 and 2</u>

Regulations relating to the teaching of Relationship Education, Relationship and Sex Education (RSE) and Health Education, made the teaching of Relationship Education and Health Education, statutory in all primary schools from 2021. Sex Education is not statutory and as a result of this our Primary Curriculum will focus on Relationship Education as outlined below.

The curriculum concentrates on 6 key areas and topics :

Self-Awareness – Getting on with Others, Kind and Unkind Behaviours, People Who are Special to Us, Playing and Working Together, Things We Are Good At.

Self-Care, Support and Safety – Keeping Safe Online, Keeping Safe, Public and Private, Taking Care of Ourselves, Trust.

Managing Feelings – Identifying and Expressing Feelings, Managing Strong Feelings.

Changing and Growing – Baby to Adult, Changes at Puberty, Different Types of Relationships

Healthy Lifestyles – Healthy Eating, Keeping Well, Taking Care of Physical Health

The World We Live In – Belonging to a Community, Jobs People Do, Money, Respecting Differences Between People, Rules and Laws, Taking Care of the Environment.

Key Stages 3 and 4

Regulations relating to the teaching of Relationship Education, Relationship and Sex Education (RSE) and Health Education, made the teaching of Relationship and Sex Education, and Health Education statutory in all secondary schools from 2021.

The curriculum concentrates on 6 key areas and topics :

Self – Awareness – KS3 Personal Strengths, Skills for Learning, KS4 Managing Pressure, Prejudice and Discrimination

Self-Care, Support and Safety – KS3 Emergency Situations, Feeling Unwell, KS4 Accidents and Risks, Feeing Frightened – Worried, Keeping Safe Online, Public and Private.

Managing Feelings – Self Esteem and Unkind Comments, Strong Feelings.

Changing and Growing – KS3 Friendships, Healthy and Unhealthy Relationship Behaviours, Puberty KS4 Dealing with Touch

Healthy Lifestyles – KS3 Body Image, Elements of a Healthy Lifestyle, Healthy Eating, Physical Activity, KS4 Drugs, Alcohol and Tobacco, Medicinal Drugs, Mental Wellbeing

The World We Live In – KS3 Human Diversity, Managing Online Information, Rights and Responsibilities, Taking Care of the Environment, KS4 Managing Finances, Preparing for Adulthood.

Key Stage 5

Hope School and College recognises the importance of the PSHE curriculum including the statutory guidance relating to Relationships, RSE and Health Education. Values for Living is delivered weekly within the FEU department and continues to support student's individual development in relation to all aspects of the PSHE curriculum.

The curriculum concentrates on 6 key areas and topics :

Self – Awareness – Personal Action Planning, Rights and Responsibilities, Personal

Development Self-Care, Support and Safety – E-Safety, Personal Safety, Developing

Assertiveness.

Managing Feelings – Anger Management, Causes of Stress,

Changing and Growing – Understanding Relationships, Sexual and Intimate Relationships including sexual health.

Healthy Lifestyles – Personal Health, Making the Most of Leisure Time, Emotional Wellbeing, Healthy Living, Health and Fitness, Accessing Leisure Services

The World We Live In – Preparation for Work, Money,

Where appropriate and dependent upon age, maturity and ability, students within our Senior and FEU department will have the opportunity to learn about Puberty, Sexual Consent, Contraception, Abortion, Sexual Shared Infections, Healthy, Equal and Safe Relationships. For some students, where

it is deemed appropriate and in consultation with parents, discussions relating to pornography, female genital mutilation (FGM), sexting, sharing nude/semi - nude photographs, sex in the media, unhealthy relationships, domestic violence / abuse, divorce, grooming, coercive controlling behaviour and sexual exploitation may take place. Students will be made aware of the relevant law and legal requirements when delivering such topics.

Inclusivity

The areas of learning outlined above will be taught within the context of family life. In accordance with the Equality Act 2010, all teaching of Relationship and RSE will be inclusive for all, including those families who represent our LGBTQ+ community, single parent families, adoptive parents and foster parents and carers, amongst other family structures.

We will teach about all topics in a manner that:

- Is sensitive to students' experiences
- Makes students feel safe and supported
- Enables all students to engage with key messages

We will also make sure that students learn about these topics in environments that's appropriate to them and may include, whole class teaching, small group or targeted sessions, 1:1 discussion.

At all times, careful consideration will be given to the level of differentiation needed.

Resources

When considering the use of resources relating to the teaching of Relationship and RSE we will ensure that:

- Resources used are age appropriate, given the age, developmental stage and background of our students and are sensitive to students' experiences.
- Resources are aligned with the statutory requirements of the RSE guidance and fit into our curriculum plan.
- Resources are from credible sources

External Organisations

Hope School and College work collaboratively with Spectrum Community Health CIC. In consultation with parents and staff, Spectrum deliver a tailored RSE programme for identified students that further supports our core teaching around the emotional, social and physical aspects of growing up, relationships, sex, sexual consent and sexual health.

We will ensure that Spectrum Community Health CIC and any other external organisations use materials that are appropriate in an in line with our legal duties around political impartiality. Hope School and College remain responsible for what is said to pupils. This includes ensuring that any external organisation speakers, tools and resources used, do not undermine the British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

Hope School and College will make appropriate checks and engage with the external agency to ensure their approach to the teaching of RSE, and the resources uses are appropriate according to age and student's stage of development.

Safeguarding

Hope School and College adhere to all guidance to ensure that both students and staff are kept safe including Keeping Children Safe in Education (KCSIE).

Appendix 1 – RSE Information Letter to Parents

Hope School and College

Kelvin Grove
Marus Bridge
Wigan
WN3 6SP

Tel: 01942 824150
Fax: 01942 230361

Email: enquiries@admin.hope.wigan.sch.uk
Headteacher: Sue Lucas

Date

Dear Parents / Carers,

This term, the focus for our Personal, Social, Health and Economic (PSHE) education will be Relationships and Sex Education.

Your son / daughter will be learning about the topic _____(please specify) and will include:

- (List learning outcomes from overviews)

If you would like further information relating to the content and delivery of the topic, please contact your son / daughters class teacher or Nicola Holland (PSHE Subject leader).

Parents and Carers have the right to request to withdraw their son / daughter from some or all of this education. Please read our school Relationship, Relationship and Sex and Health Education Policy (found on our school website) for further information relating to this. All written requests should be addressed to Sue Lucas (Headteacher) or Nicola Holland (Subject Leader) who on receipt of this will contact you to discuss this further.

Yours Thankfully

Nicola Holland

(PSHE Subject Leader)

SEN SPECIALIST SCHOOLS

THE DUKE OF EDINBURGH'S AWARD

Ofsted Outstanding

Appendix 2 – RSE Record of Right to Withdraw

Hope School and College
Kelvin Grove
Marus Bridge
Wigan
WN3 6SP
Tel: 01942 824150
Fax: 01942 230361
Email: enquiries@admin.hope.wigan.sch.uk
Headteacher: Sue Lucas

Record of Request to Withdraw from Sex Education - TO BE COMPLETED BY SCHOOL			
Name of Child		Class	
Name of Parent / Carer		Teacher	
Reason for withdrawing from Sex Education within Relationship and Sex Education			
Any other information			
Please attach letter from parent.			
TO BE COMPLETED AFTER DISCUSSION WITH PARENT / CARER			
Agreed actions from discussion with parent / carer.			
Headteacher / Subject Leader Signature			
Date			

SEN SPECIALIST SCHOOLS

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