South Downs Learning Trust

RATTON SCHOOL

AN ACADEMY TRUST SCHOOL

RSHE POLICY

DATE APPROVED BY GOVERNORS	29th SEPTEMBER 2020
DATE OF NEXT REVIEW	SEPTEMBER 2021
STATUS	M

All our policies support our vision and are based on our core virtues

Develop happy, confident children who communicate well and use these virtues to reach their potential	• **Compassion** • **Respect** • **Creativity** • **Teamwork** • **Effort** • **Responsibility**

RELATIONSHIPS EDUCATION, SEX EDUCATION AND HEALTH EDUCATION (RSHE) POLICY

Policy context and rationale

This relationships, sex and health education policy covers Ratton School's approach to teaching relationships, sex and health education (RSHE). The core policy was provided by East Sussex County Council as an adopted model policy. This policy has been subject to thorough consultation with the whole-school community including pupils, parents/carers, staff, school governors. Pupil consultation has ensured that the needs of all pupils can be met through the delivery of an age and stage appropriate RSHE curriculum that addresses relevant issues, informed by analysis of public health data and pupil priorities. Consultation methods have included student voice interviews by year groups and analysis of the question's students ask in RSHE lessons.

Policy availability

Stakeholders can be informed about the policy through RSHE consultation events, referencing in the school prospectus or accessing a copy from the school website. Should a hard-copy of the document be required, the school will be happy to provide this upon request and will also work with any stakeholders that require the policy in an alternative format to meet their individual needs, ensuring equitable accessibility for all. The policy can be obtained in an alternative format by contacting Ms. Bryden at gbryden@ratton.co.uk.

Policy values, aims and objectives

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.

These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others', wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society.

-Secretary of State Foreword

Our school's overarching aim and objective for pupils is to achieve together combining high levels of achievement and strong emphasis on shared virtues. Our vision is to develop caring, confident and creative students who achieve excellence. RSHE is underpinned by a clear set of embedded values and principles that complement the school ethos and

permeate through the teaching practice, resources and classroom management of RSHE lessons. Our school virtues are:

Compassion - Showing kindness and caring for other people and the environment.

Respect - Acting with respect to others both in and out of school. Valuing diversity and avoiding discriminatory language.

Creativity - Being curious about the world, solving problems and asking thoughtful questions.

Teamwork - Achieving together by working as part of a team. Understanding that we all have to do our fair share and get along with different people.

Effort - Putting effort into all aspects of school life. Demonstrating resilience when faced with a challenge.

Responsibility - Taking responsibility by being in the right place, at the right time, doing the right thing.

RSHE is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health in an age and stage appropriate manner. RSHE equips children and young people with accurate information, positive values and the skills to enjoy healthy, safe and positive relationships, to celebrate their sexuality and to take responsibility for their health and wellbeing both now and in the future. We recognise the importance of RSHE in preparing children and young people to live safe, fulfilled and healthy lives. The overarching objective of RSHE is to support children and young people through a journey of physical, emotional and moral development via the teaching of essential knowledge, skills and values within the framework of the law and provisions of the Equality Act, 2010.

Effective RSHE can make a significant contribution to the development of personal skills needed by pupils to establish and maintain relationships. RSHE will help ensure children and young people are encouraged to understand the importance of stable, loving relationships, respect, love, and care. It also enables young people to make responsible and informed decisions about their health and wellbeing. Ratton School is committed to delivering RSHE via a team of trained teachers who meet regularly to discuss best practise and developments in the subject.

RSHE will be approached through evidence-based, best practice principles to ensure the highest impact on improving pupil health, wellbeing, safeguarding and lifelong outcomes. The following principles are based on research evidence, supported by a wide range of leading organisations including the Childline, NSPCC, Barnardo's, The Children's Society and education unions.

Principles of effective RHSE

RSHE provision at Ratton:

- Is an identifiable part of our school curriculum, which has planned, timetabled lessons across all the Key Stages. It will be taught as part of Ethics.
- Is taught by staff regularly trained in RSHE (with expert visitors invited in to enhance and supplement the programme, where appropriate).
- Works in partnership with parents and carers, informing them about what their children will be learning and how they can contribute at home.
- Delivers lessons where pupils feel safe and encourages participation by using a variety of teaching approaches with opportunities to develop critical thinking and relationship skills.
- Is based on reliable sources of information, including about the law and legal rights, and distinguishes between fact and opinion.
- Promotes safe, equal, caring and enjoyable relationships and discusses real-life issues appropriate to the age and stage of pupils, including friendships, families, consent, relationship abuse, sexual exploitation and safe relationships online.
- Gives a positive view of human sexuality with honest and medically accurate information so that pupils can learn about their bodies and sexual and reproductive health in ways that are appropriate to their age and maturity.
- Gives pupils opportunities to reflect on their values and influences (such as from peers, media, faith and culture) that may shape their attitudes to relationships and sex and nurture respect for different views.
- Includes learning about how to get help and treatment from sources such as the School Health Service and other health and advice services including reliable information online.
- Fosters gender equality and LGBT+ (lesbian, gay, bisexual, trans) equality and challenges all forms of discrimination in RSHE lessons and in everyday school life.
- Meets the needs of all pupils with their diverse experiences including those with special educational needs and disabilities.
- Seeks pupils' views about RSHE so that teaching can be made relevant to their real lives and assessed and adapted as their needs change.

Entitlement and equality of opportunity

All children are entitled to access a broad and balanced curriculum delivered in an age and stage appropriate manner. Teachers will include a range of teaching styles and groupings to allow all children to make progress. Every child will be given opportunity to develop their skills independently and in groups, enhancing their own confidence and self–esteem.

We actively celebrate the diversity of our pupils, their families and the wider whole-school community. RSHE will always be taught in a non-judgemental, non-biased and fully inclusive manner through clear, impartial, scientific information as well as covering the law to ensure all pupils have equal access to our RSHE curriculum. We do not use RSHE as a means of promoting any form of sexual orientation over another.

Thorough consultation, continual assessment and regular reviews of the curriculum will ensure that we continually recognise and respect pupils' different abilities, levels of maturity, personal circumstances (including gender identity, faith or culture and that of their family, friends and the wider whole-school community) in accordance with the school's inclusion policy.

Teaching and learning

The RSHE programme will be led by Ms G. Bryden, taught by specialist teachers and supported by school nurses, visitors and outside agencies. All staff involved in the delivery of RSHE have received specialist training to ensure that pupils receive clear and consistent approaches to RSHE throughout their time at Ratton. Whole staff and individual training needs will be identified through the school's self-evaluation process and staff appraisal.

On occasion external visitors, experts and agencies may be invited to contribute to the delivery of RSHE to enhance delivery of these subjects, bringing in specialist knowledge and different ways of engaging with children and young people. When this happens, our school will:

- Check the visitor or visiting organisation's credentials.
- Ensure the teaching delivered by the visitor fits with our planned programme and our published policy.
- Discuss the detail of how the visitor will deliver their sessions and ensure that the content is age-appropriate and accessible for the pupils.
- Ask to see in advance the materials visitors will use as well as a lesson plan so that collectively we can ensure it meets the full range of pupils' needs (e.g. special educational needs).
- Agree how confidentiality will work in any lesson and that the visitor understands how safeguarding reports should be dealt with in line with our school's policy.
- Arrange for the visitor to be supervised/supported by a member of school staff at all times.
- Monitor and evaluate the visitor input to inform future planning.

Curriculum

The majority of elements of the RSHE curriculum are a statutory requirement to teach to meet 25 July 2019 RSE guidance and The Equalities Act, 2010.

RSHE will be taught through a 'spiral curriculum'. This approach means that pupils will gain knowledge, develop values and acquire skills gradually by re-visiting core themes to build on prior learning. RSHE will support the school's commitment to safeguard pupils through an age-appropriate curriculum that prepares them to live safely in the modern world.
The minimum requirements of the RSHE curriculum is detailed below.
We regularly review and update the curriculum based on student needs.
Parental guides to the lessons and their objectives can be found on our website.

Curriculum Guide: Lesson by Lesson

Secondary

Relationships Education	*Families* *Respectful relationships including friendships* *Online and media* *Being safe*
Sex Education	*Intimate and sexual relationships, including sexual health*
Health Education	*Mental wellbeing* *Internet safety and harms* *Physical health and fitness* *Healthy eating* *Drugs, alcohol and tobacco* *Health and prevention* *Basic first aid* *Changing adolescent body*

Assessment

Pupils' learning will be assessed at the end of every topic to ensure that pupils are making sufficient progress to build on prior teaching and learning and that teaching strategies and resources remain relevant and effective. Assessment activities will be implicit, forming part of a normal teaching activity to ensure that pupils do not feel under pressure and will include self-assessment tasks that will confirm pupils understanding of the topics. The evaluation of teaching and learning assessments will be shared with pupils and parents as appropriate. There will also be a 'Proficiency Test' that is self-assessed to ensure that students build healthy knowledge and awareness. Teachers will give an assessment level that will be included in each students report.

The quality of RSHE teaching and learning will be monitored through RSHE learning walks, and informal drop-ins conducted by subject leads and/or members of the senior leadership team. The observations and findings of which will be used to identify and inform future staff training needs.

Responding to pupils' questions

There will always be sensitive and controversial issues within the subjects of RSHE. These may be a matter of age and stage appropriateness or contrasting personal beliefs including those originating from faith perspectives and culture. We believe that children are best educated and protected from harm when they are provided with a safe and supportive space to discuss issues openly within the framework of a class working agreement. At the end of every lesson, pupils will be provided with an opportunity to ask questions in an open

setting and will also be provided with an opportunity to raise anonymous questions or ask questions in their book which the teacher will answer. Teachers will answer questions as fully as they feel age and stage appropriate based on the level of knowledge demonstrated by pupils during the lesson. Teachers may delay answering a pupil's question if they need time to consult with a colleague or the school leadership team to construct an appropriate answer.
Teachers can refuse to answer a question that they feel is inappropriate and will never answer personal questions about their own body, personal circumstances or lifestyle choices. If a teacher does not answer a question, the pupil will have the reasons clearly explained and the teacher will work with the pupil to identify suitable sources of information where they can obtain an answer to their question. This may include encouraging the pupil to ask a parent/carer or trusted adult at home.

Confidentiality, signposting and handling disclosures

The school's responsibility to safeguard pupils through a curriculum that prepares them to live safely in the modern world will remain central to our curriculum content, teaching methodologies and supporting resources.

At the beginning of RSHE teaching the class will discuss and create a 'working agreement'. Confidentiality will be included within this agreement so pupils are clear of the limits of confidentiality that can be guaranteed by a teacher.

Distancing techniques such as the use of characters within RSHE avoids pupils feeling under pressure to participate or disclose information beyond that which is appropriate or feels comfortable. This strategy makes RSHE more accessible to all pupils including those who may have experienced unhealthy relationships and/or abuse.

Teachers will signpost pupils to information relevant to the topic being taught to ensure safe sources of information, advice and guidance are provided. Teachers will also work closely with the school's pastoral system to advise on topic coverage so that the school can be responsive to pupil's pastoral needs and safeguarding arrangements can be actioned efficiently if required.

Teachers will conduct RSHE lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved (or being likely to be involved) in sexual activity, then the teacher will take the reference seriously, and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. They will immediately inform the named person for child protection issues about their concerns. The designated safeguarding lead will then deal with the matter in line with our school's safeguarding policy.

Involving parents and carers

We believe that parents are the primary educators of their children in RSHE and that RSHE is most effective when it is collaboration between school and home. We therefore wish to build a positive and supporting relationship with parents and carers of children and young people at our school through mutual understanding, trust and cooperation.

The school will provide support to parents and carers through an annual workshop which provides a valuable opportunity to develop awareness of emerging RSHE topics, meet RSHE teachers and review the resources being used as well as consider ways to build on the learning at home, fostering strong channels of communication between parents/carers and their children. The school also operates an open-door policy enabling parents to discuss RSHE at relevant times throughout the school year.

The vast majority of RSHE is compulsory. There is no right to withdraw from Relationships Education or Health Education. Parents and carers are only able to request that their child is excused from Sex Education, taught outside of the national curriculum for science. If a parent wishes their child to be excused from some or all of the non-statutory Sex Education, they should discuss this with the headteacher, making clear which aspects of the programme they do not wish their child to participate in. The head teacher will outline to parents/carers the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded as well as the likelihood of the child hearing their peers' version of what was said in the classes rather than what was directly said by the teacher (although detrimental effects may be mitigated if the parents/carers propose to deliver sex education to their child at home instead). Once a decision has been made, parents/carers must inform the school in writing stating their reasons as to why they would like their child withdrawn.

Once these discussions have taken place, except in exceptional circumstances, our school will respect a parent/carers' request to have their child excused from non-statutory sex education up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education, rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those terms.
The school will document this process.

This process is the same for pupils with SEND. However, there may be exceptional circumstances where the head teacher may want to take a pupil's specific needs arising from their SEND into account when making this decision.
If a pupil is excused from sex education, the school will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

Links to other school policies and curriculum

This policy complements the following policies:

- Anti-bullying
- E-safety
- Equality
- Inclusion
- PSHE
- Safeguarding
- Teaching and learning

Review date

The local governing body monitors the impact of RSHE on an annual basis. The governors give serious consideration to any comments, consultation and evidence of impact.

Consultation with pupils will be conducted on a regular basis to support with reviewing the curriculum to ensure it remains responsive to emerging needs and the policy updated accordingly.

This policy will be reviewed every 2 years or sooner if the RSHE curriculum is amended, for example in response to emerging themes, changing pupil needs or introduction of new legislation and guidance. The next review date of this policy is in accordance with our policy review cycle.