

Relationships Education, Relationships and Sex Education, Health Education Policy

**This Policy has been written in line with the Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance*

Aims

Relationships, Sex and Health Education is predominantly delivered through the Computing, PE, Science, PSHE and Citizenship Curriculums and through targeted support from Teachers, Form Tutors, Pastoral Managers, Occupational Therapists, Speech and Language Therapists and specific interventions as identified through Pathways to Success.

Background/context

At Aspire, all learners have an Education, Health & Care Plan (EHCP) to support their individual needs. Learners may require adaptive teaching methods to support their knowledge and understanding of the curriculum. Whilst the intent of the education is the same for all learners, we must implement it to be purposeful and meet the individual needs of learners.

At Aspire we aim to: -

- Provide tailored, sensitive, high quality, evidence-based and age-appropriate teaching Relationships, Sex and Health Education to prepare learners for the opportunities, responsibilities and experiences of adult life.
- Promote learners spiritual, moral, cultural, mental, physical and personal development.
- Provide learners with the opportunities to acquire skills, knowledge and understanding, explore attitudes and values to promote healthy, happy lifestyles in relation to Relationships, Sex and Health and build their self-efficacy.
- Develop learners' ability to believe they can achieve goals both academically and personally.
- Encourage learners to be responsible for their own behaviour, learning and decision making when facing risks, challenges and complex contexts.
- Promote learners' wellbeing, character and resilience but know when to ask for help and support.
- Prepare learners for the responsibility and experiences of adult life.
- Encourage learners to respect self and others sexuality, gender and gender expression.
- Safeguard all learners from violence and harassment.
- Safeguard all learners from online threats.

Role and Responsibilities

Governing Body/SLT/SAT will monitor:

- The implementation of statutory information.
- That all learners make progress in achieving the expected educational outcomes.
- That subjects are well led, effectively managed and well planned.
- The quality of provision is subject to regular and effective self-evaluation.
- That teaching is delivered in ways that are accessible to all learners with SEND.
- That clear information is provided for parents on the subject content and the right to request that their child is withdrawn.
- That subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.
- The review of this policy annually.

Teachers/HLTAs/Teaching Assistants will:

- Implement the policy.
- Be involved in the monitoring and review of this policy.
- Deliver the planned curriculum.
- Monitor learner progress towards the educational outcomes.

Working with parents/Carers and the Wider Community

The role of parents in the development of their child's understanding about relationships is vital. Parents are the first teachers of their children and have the most significant influence in enabling their children to grow and mature and to form healthy relationships.

We will work closely with parents when planning and delivering these subjects and ensure parents know what will be taught and when.

We will clearly communicate the fact that parents have the right to request their child to be withdrawn from some or all of Sex Education delivered as part of statutory RSE. We will provide opportunities for parents to understand and ask questions about the school's approach.

Right to be excused from Sex Education (commonly referred to as the right to withdraw) see Appendix 1

Parents have the right to request that their child be withdrawn from some or all of Sex Education delivered as part of statutory RSE. Before granting any such request, school will discuss the request with parents and with the child (if appropriate) to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. We will discuss with parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. The school will document this process to ensure a record is kept. Once those discussions have taken place, except in exceptional circumstances, the school will

respect the parents' request to withdraw the child, 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, school will make arrangements to provide the child with Sex Education during one of those terms. All learners at The Aspire Federation have an EHCP, therefore there might be exceptional circumstances where a learner's specific needs arising from their SEND have to be considered when making this decision.

Head of Schools will automatically grant a request to withdraw a learner from any Sex Education delivered in primary schools, other than as part of the Science curriculum.

If a learner is excused from Sex Education, it is the school's responsibility to ensure that the learner receives appropriate, purposeful education during the period of withdrawal. There is no right to withdraw from Relationships Education or Health Education.

Equality

Throughout the policy, practice and teaching of RSE, staff at Aspire consider the Equality Act 2010, under which religion or belief are amongst the protected characteristics. Aspire teaches learners about faith perspectives. The teaching of relationships reflects the Equality Act 2010, so that the children and young people clearly understand what the law allows and does not allow, alongside the wider legal implications of decisions they may make.

School Curriculum

Through the delivery we aim to develop learners:

- Honesty
- Integrity
- Courage
- Humility
- Kindness
- Generosity
- Trustworthiness
- Sense of justice
- Self-respect
- Self-worth

Year Reception- The Early Years

The beginnings of Relationship and Health education lie within three areas of learning in the EYFS:

Personal, Social and Emotional Development- Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world.

Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

Physical Development- Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Understanding the World- Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Key Stage 1 & 2

The Relationships Education, RSE, and Health Education (England) Regulations 2019 (updated 2021) have made Relationships Education compulsory in all primary schools. Sex Education is not compulsory in primary schools and the content set out in this guidance therefore focuses on Relationships Education.

Relationships and Health education is planned and delivered through the Computing, PE, Science, PSHE and Citizenship Curriculum (see long term plan overviews).

Learners are encouraged to develop awareness of:

Relationships Education-

Through PSHE, Computing, PE and targeted interventions/support.

- Families and people who care for me
- Caring Friendships
- Respectful Relationships
- Online Relationships
- Being Safe

Physical Health and Mental Well Being –

As part of daily life and through the PSHE, Science, Computing and PE curriculum, learners develop awareness, knowledge and skills in:

- Mental Well Being
- Internet safety and Harms
- Physical Health and Fitness
- Healthy Eating
- Drugs, Alcohol and Tobacco
- Health and Prevention
- Basic First Aid
- Changing adolescent body

RSE-

Through Science

- Preparing for changes
- The human body
- External Body Parts
- The human life cycle
- Reproduction of some plants and Animals

**It is important that the transition phase before moving to secondary school supports learners' ongoing emotional and physical development effectively. Where appropriate we will prepare learners for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born.*

Key Stage 3, 4 & 5

Relationships, Sex and Health Education is planned and delivered through the Computing, PE, Science, PSHE and Citizenship Curriculum (see long term plan overviews).

Learners are encouraged to develop awareness of:

Relationships and Sex Education-

Through PSHE, Science, Computing, PE and targeted interventions/support.

- Families
- Respectful relationships including friendships
- Online media
- Being safe
- Intimate and sexual relationships including sexual health.
- LGBTQ+ inclusion is part of the statutory relationships education/relationships and sex education curriculum

Physical Health and Mental Well Being –

As part of daily life and through the PSHE, Science, Computing and PE curriculum, learners develop awareness, knowledge and skills in:

- Mental Well Being
- Internet safety and Harms
- Physical Health and Fitness
- Healthy Eating
- Drugs, Alcohol and Tobacco
- Health and Prevention
- Basic First Aid
- Changing adolescent body

At Aspire we foster positive relations between learners and challenge any prejudices to promote understanding and respect.

In Secondary we will be inclusive for all, including those who are lesbian, gay, bisexual and transgender (Equality Act 2010- listed within the appendix). Depending on age, maturity and ability learners have the opportunity to learn in more detail about Puberty, Sexuality, Consent, Contraception, Abortion, Sexual Shared Infections, Healthy, Equal and Safe Relationships. Discussions might incorporate where appropriate the impact of Pornography, Female Genital Mutilation (FGM), Sexting, Sex in the Media, Domestic Violence/Abuse, Divorce, Mental Health, Grooming, coercive controlling behaviour and Sexual Exploitation.

Learners will be made aware of the relevant legal provisions when relevant topics are being taught.

Assessment

Aspire have the same high expectations of the quality of the curriculum in these subjects as for other curriculum areas. A strong curriculum will build on the knowledge learners have previously acquired, including in other subjects, with regular feedback provided on learner progress.

Lessons should be planned to ensure that learners of differing abilities are suitably challenged and supported appropriately. Teaching should be assessed and assessments used to identify where learners need extra support or intervention and can be referred/communicated through Pathways to Success.

Safeguarding, reports of abuse and confidentiality

At the heart of these subjects there is a focus on keeping children safe and we play an important role in preventative education. We follow Keeping Children Safe in Education (KCSIE), ensuring children are taught about safeguarding, including how to stay safe online, as part of providing a broad and balanced curriculum. Terminology throughout KCSIE 2022 has changed from peer-on-peer abuse to child-on-child abuse.

Learners will be offered appropriate and sensitive support. At the same time learners will be made aware that some information cannot be held confidential and made to understand that if certain disclosures are made certain actions will ensue.

Disclosure

Staff are reminded that children are not always ready or able to talk about their experiences of abuse and/or may not always recognise that they are being abused.

Domestic Abuse

New information has been added to explain the impact of domestic abuse including the potential short-term and long-term detrimental impact on children's health, wellbeing, and ability to learn if they are experiencing domestic abuse at home or within their own intimate relationships. All adults will adhere to the following procedures:

1. Disclosure or suspicion of possible abuse – the school's child protection procedures will be invoked. Professional information and guidance will always be sought from a health professional.
2. The school will always encourage learners to talk with their parents/carers first: Learners should be asked whether they can tell their parent(s)/carers and whether they want help in doing so. If this takes place subsequent responsibility then lies with the parent(s)/carers.
3. It will need to be checked: If learners refuse to tell their parent(s)/carers the adult should refer them to a health professional. The adult should report the incident to the Head of School who will consult with the health professional about informing the parent(s)/carers.

If Aspire invite external agencies in to support delivery of these subjects, we must agree in advance of the session how a safeguarding report should be dealt with by the external visitor.

When teaching the new subjects, we are aware that learners may raise topics including self-harm and suicide. In talking about this content in the classroom, teachers must be aware of the risks of encouraging or making suicide seem a more viable option for learners and avoid material being instructive rather than preventative. To avoid this, they should take care to avoid giving instructions or methods of self-harm or suicide and avoid using emotive language, videos or images.

If teachers have concerns about a specific learner in relation to self-harm or suicidal ideation or attempts, they must follow safeguarding procedures.

In relation to online safety, there is an expectation that the governors hold this as a central theme in their whole setting approach to safeguarding.

Links with other school policies.

Safeguarding Child Protection & Confidentiality Policy

Keeping Children Safe in Education

Equal Opportunities & Diversity

Subject Policies

RESPECT (Anti – Bullying) Policy

Drug Awareness Policy

Teacher Guidance: preparing to teach about mental health and emotional wellbeing17

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

Equality Act 2010

Being a Good Digital citizen

Behaviour for Learning policy

The Respect policy

Links to legislation

Criminal exploitation of children and vulnerable adults: county lines (GOV UK)

Forced Marriage (GOV UK)

Tackling Violence against Women and Girls (GOV UK)

Advice and Support for LGBTQ+ People (GOV UK)

Alcohol and Drug Misuse Prevention and Treatment Guidance (GOV UK)

Criminal Exploitation and Gangs (NSPCC)

Extremism and Radicalisation (GOV UK)

Report Hate Crime (GOV UK)

Female Genital Mutilation (GOV UK)

Date approved:	08.02.2023
Review Date:	March 2024
Signed Executive Head teacher:	C Taylor

Dear Parents/Carers

Through PSHE, Citizenship and RSE, learners' access opportunities related to Sex Education.

This week/term/year (delete) your child will be learning about:

- List learning outcomes

This will be delivered through:

- List a range of strategies used

Parents/Carers have the right to request that their child be withdrawn from some or all of this education.

If you would like to withdraw your child from this learning, please contact school to discuss with the relevant Pastoral Manager (name and contact). Here, we will discuss yours and your child's views, the curriculum, benefits to the child and any effects withdrawal may have.

Following this phone call/meeting, if you would still like to withdraw your child from Sex Education, please complete and return to school the reply below.

Yours sincerely

Head of School

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Sex Education Withdrawal- to be returned to _____ (name of Pastoral Manager)

I _____ would like to withdraw my child
_____ in Year _____ from learning opportunities related to Sex
Education.

I confirm I have discussed this with _____ (Pastoral
Manager)

Date: _____

Signed: _____