

Area:	EDUCATION POLICY Thornhill Park School		
Title:	Relationships, Sex and Health Education (RSHE) (THORNHILL PARK SCHOOL) Policy		
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POLICY STATEMENT

- Thornhill Park School takes its responsibility to provide relevant, effective, and responsible Relationships, Sex and Health Education (RSHE) to all its learners through a whole school approach. We understand the importance of educating learners about sex, relationships, and their health, to equip them to make responsible and well-informed decisions in their lives.
- Our curriculum is accessible to all and will inspire happy, confident, independent learners who are prepared for the responsibilities and experiences of adulthood. It aims to help learners understand how they are developing personally and socially and tackles many of the moral, social and cultural issues that are part of growing up in the wider society. The school would like to emphasise that by providing comprehensive relationship, sex and health education we are not encouraging learners to become sexually active at a young age. The intent of this policy is to ensure that the right provision is in place so that learners may have all the background knowledge they need to make informed decisions and responsible choices as they grow up.
- Through the provision outlined in this policy we also aim to raise learners' self-esteem and confidence, trying to develop communication and assertiveness skills that can help them stay true to their values if challenged by others, their peers or what they see in the media. We hope to teach learners to be accepting of the different beliefs, cultures, religions, sexual orientations, physical and mental abilities, backgrounds and values of those around them. We want our learners to lead a healthy and safe lifestyle, teach them to care for and respect their bodies and provide them with all the right tools that will enable them to seek information or support, should they need it, both during their school years and after.
- We have an obligation to provide learners with high-quality, evidence and age-appropriate teaching within these subjects. This policy outlines how the school's RSHE and health education curriculum will be organised and delivered, to ensure it meets the needs of all learners.
- Parents are given the opportunity to discuss this policy at parents' evenings, governance, teachers and non-teaching staff are invited to discuss the policy during planned training sessions. The policy is reviewed and ratified by our trustees annually

The aims of relationships, sex and health education at Thornhill Park School are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy, and cultivate positive characteristics such as kindness and integrity
- Create a positive culture and promote healthy norms about relationships, including sexual relationships where relevant, and about health, including mental health
- Teach pupils the correct vocabulary to describe themselves and their bodies

Furthermore, relationship and health education will:

- Teach the skills and knowledge that form the building blocks of all positive relationships
- Support children from the start of their education to grow into kind, caring adults who:
- Teach children how to have respect for others
- Teach children how to keep themselves safe
- Have emotional awareness
- Highlight the benefits and importance of physical activity, good nutrition, sufficient sleep and time spent outdoors
- Emphasise the relationship between physical health and mental wellbeing
- Aim to reduce stigma attached to health issues, in particular relating to mental health, and discourage the pejorative use of language related to ill health

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- Provide young people with the information they need to develop healthy, safe and nurturing relationships of all kinds
- Focus on pupils having respect for themselves and others
- Not normalise early sexual experimentation
- Cover a range of topics, including topics related to abusive behaviour, along with teaching pupils how to stay safe, including online
- Combine sharing information with exploring issues and values
- Emphasise the relationship between physical health and mental wellbeing
- Aim to reduce stigma attached to health issues, in particular relating to mental health, and discourage the pejorative use of language related to ill health
- Support pupils to understand their changing bodies and their feelings, how to protect their own health and wellbeing, and when a physical or mental health issue requires attention
- Build on the primary health and wellbeing curriculum content

LEGAL FRAMEWORK and Statutory Requirements

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

Equality Act 2010

DfE 'Keeping children safe in education'

DfE (2019) 'Relationships Education, Relationships and Sex Education (RSHE) and Health Education'

DfE (2015) 'National curriculum in England: science programmes of study'

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019

Children and Social Work Act 2017

This policy has regard to the Education (Independent School Standards) Regulations 2014, particularly Part 2 (Quality of Education Provided) and Part 3 (Welfare, Health and Safety of Pupils).

ROLES AND RESPONSIBILITIES

The trustees are responsible for:

- Ensuring all learners make progress in achieving the expected educational outcomes.
- Ensuring the RSHE and health education curriculum is well-led, effectively managed and well-planned.
- Evaluating the quality of provision through regular and effective self-evaluation.
- Ensuring that teaching is delivered in ways that are accessible to all learners with SEND.
- Providing clear information to parents on the subject content and the right to request that their child is withdrawn.
- Ensuring RSHE and health education is resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.

The Principal is responsible for:

- The overall implementation of this policy.
- Ensuring all staff are suitably trained to deliver the subjects.
- Ensuring parents are fully informed of this policy.
- Reviewing all requests to withdraw learners from non-statutory elements of the RSHE and health education curriculum.
- Discussing withdrawal requests with parents, and the pupil if appropriate, to ensure their wishes are understood and to clarify the nature and purpose of the curriculum, including the benefits of receiving the education.
- Ensuring withdrawn learners receive appropriate, purposeful education during the period of withdrawal.
- Encouraging parents to be involved in consultations regarding the school's RSHE and health education curriculum.
- Reviewing this policy on an annual basis.
- Reporting to the governing board on the effectiveness of this policy and the curriculum.

The Designated Safeguarding Lead (DSL) is responsible for:

- Offering advice and consultation for safeguarding-related subjects in the RSHE and health education curriculum.
- Promoting knowledge and awareness of safeguarding issues amongst staff.
- Being an appropriate point of contact for staff who have concerns about the welfare of a pupil that has arisen through the teaching of RSHE and health education.

The RSHE and health education subject leader is responsible for:

- Overseeing the delivery of RSHE and health education and review of this policy annually. This policy is developed in consultation with school parents, learners and staff to ensure that it meets the needs of the whole school community.
- Working closely with colleagues in related curriculum areas to ensure the RSHE and health education curriculum compliments, and does not duplicate, the content covered in other curriculum subjects.
- Ensuring the curriculum is age-appropriate and ability appropriate and of high quality.
- Reviewing changes to the RSHE and health education curriculum and advising on their implementation.
- Monitoring the learning and teaching of RSHE and health education, providing support to staff where necessary.
- Ensuring the continuity and progression between each year group.
- Helping to develop colleagues' expertise in the subject.
- Ensuring teachers are provided with adequate resources to support teaching of the curriculum.
- Leading staff meetings and ensuring all members of staff involved in the curriculum have received the appropriate training.
- Organising, providing and monitoring CPD opportunities in the subject.
- Ensuring the correct standards are met for recording and assessing pupil performance.
- Monitoring and evaluating the effectiveness of the subjects and providing reports for teaching and learning.
- Ensuring that all staff are up to date with policy changes, and familiar with school policy and guidance relating to RSHE and Health Education.
- Provide support to staff members who feel uncomfortable or ill-equipped to deal with the delivery of sex education to learners.
- Ensuring all learners make progress in achieving the expected outcomes.
- Ensuring the RSHE and health education curriculum is well-led, effectively managed and well-planned.
- Ensuring that the knowledge and information regarding RSHE and health education to which all learners are entitled is provided in a comprehensive way.
- Supporting parental involvement in the development of the RSHE and health education curriculum.
- Ensuring that their personal beliefs and attitudes will not prevent them from providing a balanced RSHE in school.
- Provide clear information to parents and carers on the subject content and the right to request that their child is withdrawn.
- Ensuring RSHE and health education is resourced.

All staff will:

- Act in accordance with, and promoting, this policy. Any areas that they feel are not covered or inadequately provided for should be reported back to the subject lead for PSHE.
- Delivering RSHE and health education in a manner that is sensitive, of high quality and appropriate for each group.
- Ensuring they do not express personal views or beliefs when delivering the curriculum.
- Planning lessons effectively, ensuring a range of appropriate teaching methods and resources are used to cover the content.
- Modelling positive attitudes to RSHE and health education.
- Monitoring progress
- Responding to the needs of each pupil
- Liaising with the RSHE and health education subject leader on key topics, resources and support for individual learners.
- Monitoring pupil progress in RSHE and health education.
- Reporting any concerns regarding the teaching of RSHE or health education to the RSHE and health education subject leader or a member of the SLT.
- Reporting any safeguarding concerns or disclosures that learners may make because of the subject content to the DSL.
- Responding appropriately to learners whose parents have requested to withdraw them from the non-statutory components of RSHE, by providing them with alternative education opportunities.
- Attend and engage in professional development training around RSHE provision.
- Encourage learners to communicate concerns regarding their social, personal and emotional development in confidence, listen to their needs and support them seriously. If a student comes to a member of staff with an issue that that member of staff feels they cannot deal with alone, they should take this concern to their manager. No one else should be informed at this stage, and a breach of confidentiality may fall under staff misconduct and disciplinary procedures.
- Provide regular feedback to their managers on their experience of teaching RSHE and student response.
- Ensure that their personal beliefs and attitudes will not prevent them from providing balanced RSHE in school.
- Effectively differentiate their lessons to suit all learners in their class, across the whole range of abilities, including those learners with special educational needs.
- Modelling positive behaviour and avoiding language that might perpetuate harmful stereotypes, and being conscious of everyday sexism, misogyny/misandry, homophobia, biphobia, sexual violence/harassment, derogatory behaviour and stereotypes
- Where misogynistic ideas are expressed at school, challenging the ideas, rather than the person expressing them
- Reporting any safeguarding concerns or disclosures that pupils may make because of the subject content to the school's designated safeguarding leads: Helen Mitchell, School Principal, Lucy Sinclair, Laura Ingram, Matthew Hughes, Kate Wharry, school Vice Principals, and our Safeguarding and Family Liaison Officer Joanne Garrigan.
- Staff do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching this subject are encouraged to discuss this with the Principal.

Learners:

- Learners are expected to attend RSHE and health education lessons that are in their school timetable and take them seriously. Although they are not assessed through examination, these classes are still a very important part of the curriculum and a tool to aid personal development and the school expects learners to recognise this.
- Learners should support one another with issues that arise through RSHE. Listening in class, being considerate of other people's feelings and beliefs, and complying with confidentiality rules that are set in class are key to effective provision.
- Should share any concerns they have in school related to RSHE or otherwise. Conversations of this nature between staff and learners will be held in confidence; however, staff may take concerns to their manager if there is a child protection concern, or they feel ill-equipped to deal with the issue at hand.
- Will provide feedback on the school's RSHE and health education provision and expect them to take this responsibility seriously. Opinions on provision and comments will be reviewed by senior managers and taken into consideration when the curriculum is prepared for the following year's learners. In this way, the school hopes to provide learners with the education they need on topics they want to learn about.

Parents

- The school expects parents to share the responsibility of relationship, sex and health education and support their children's personal, social, and emotional development. We encourage parents to create an open home environment where learners can engage, discuss, and continue to learn about matters that have been raised through school PSHE. Parents are also encouraged to seek additional support in this from the school where they feel it is needed.
- For primary aged children Parents/carers have the right to withdraw their child from the non-statutory/non-science components of sex education within the RSHE curriculum. The Principal will consider all such parental requests in a timely manner.
- For secondary age children Parents/carers **have** the right to request to withdraw their child from the non-statutory/non-science components of sex education within the RSHE curriculum up to and until 3 terms before the pupil turns 16. After this point, if the pupil wishes to receive sex education rather than being withdrawn, the school will arrange this. We will make sure that pupils know they have this option.
- Parents/carers **do not have** the right to withdraw their child from relationships and health education, nor can they be withdrawn from topics taught as part of the science curriculum, including science topics related to puberty or sexual reproduction.
- Requests for withdrawal should be put in writing to the Principal of school.
- A copy of any withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents/carers and take appropriate action and provide the parents/carers with their decision in writing.
- In exceptional circumstances, for example because of a safeguarding concern or a pupil's specific vulnerability, the headteacher can refuse a request to withdraw the pupil from sex education.
- Alternative schoolwork will be given to pupils who are withdrawn from sex education.

IMPLEMENTATION AND CURRICULUM

- It is important that we implement our RSHE and health education policy and SOW consistently throughout the school and provide effective provision throughout classrooms. We encourage teachers to provide lessons that are specific to the needs of the learners in that class, and responsive to their behaviour and development.
- Through this aspect of our curriculum we aim to explore different attitudes, values and social labels, and develop skills that will enable our learners to make informed decisions regarding relationship, sex and health. It is important that learners know the difference between fact, opinion and belief.

DEFINITIONS

- “relationships and sex education” is defined as teaching learners about developing healthy, nurturing

relationships of all kinds and helping them to understand human sexuality and to respect themselves and others.

- **“Health education”** is defined as teaching learners about how they can make good decisions about their own health and wellbeing, and how physical health and mental wellbeing are interlinked.

DELIVERY OF THE CURRICULUM

- The RSHE and health education curriculum and SOW will be developed in consultation with SLT, teachers, learners and parents, and in accordance with DfE recommendations. We will gather the views of teachers, learners and parents in the following ways: questionnaires, meetings, letters and training sessions
- The majority of the RSHE and health education curriculum will be delivered through PSHE education and life skills SOW.
- The curriculum has been developed in line with the DfE’s ‘Relationships Education, Relationships and Sex Education (RSHE) and Health Education’ guidance.
- The school will consider the context and views of the wider local community when developing the curriculum to ensure it is reflective of issues in the local area.
- The school will consider the religious background of all learners when planning teaching, to ensure all topics included are appropriately handled.
- The RSHE and health education curriculum is informed by topical issues in the school and wider community, to ensure it is tailored to learners’ needs, for example, if there was a local prevalence of specific sexually transmitted infections, our curriculum would be tailored to address this issue.
- Through effective organisation and delivery of the subject, we will ensure that: core knowledge is sectioned into units of a manageable size. The required content is communicated to learners clearly, in a carefully sequenced way, within a planned scheme of work. Teaching includes sufficient and well-chosen opportunities and contexts for learners to embed new knowledge so that it can be used confidently in real-life situations.
- RSHE and health education complement several national curriculum subjects. Where appropriate, the school looks for opportunities to make links between the subjects and integrate teaching.
- The RSHE and health education curriculum will be delivered by appropriately trained members of staff.
- The curriculum will proactively address issues in a timely way in line with current evidence on pupil’s physical, emotional and sexual development.
- RSHE and health education will be delivered in a non-judgemental, age-appropriate, factual and inclusive way that allows learners to ask questions in a safe environment.
- Teaching of the curriculum reflects requirements set out in law, particularly in the Equality Act 2010, so that learners understand what the law does and does not allow, and the wider legal implications of the decisions they make.
- The school will integrate LGBTQ+ content into the RSHE curriculum – this content will be taught as part of the overall curriculum, rather than a standalone topic or lesson. LGBTQ+ content will be approached in a sensitive, age-appropriate and factual way that allows learners to explore the features of stable and healthy same-sex relationships.
- Throughout every year group, appropriate diagrams, videos, books, games, discussion and practical activities will be used to assist learning.
- Learners will be prevented from accessing inappropriate materials on the internet when using such to assist with their learning. The prevention measures taken to ensure this are outlined in the school’s E-safety Policy.
- Teachers will establish what is appropriate for one-to-one and whole class settings and alter their teaching of the programmes accordingly.
- Teachers will ensure that learners’ views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively and honestly.

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- Teachers will focus heavily on the importance of marriage and healthy relationships when teaching RSHE, though sensitivity will always be given as to not stigmatise learners based on their home circumstances.
- Teachers will ensure lesson plans focus on challenging perceived views of learners based on protected characteristics, through exploration of, and developing mutual respect for, those different to themselves.
- In teaching the curriculum, teachers will be aware that learners may raise topics such as self-harm and suicide. When talking about these topics in lessons, teachers will be aware of the risks of encouraging these behaviours and will avoid any resources or material that appear as instructive rather than preventative.
- At all points of delivery of the curriculum, parents will be consulted, and their views will be valued. What will be taught and how, will be planned in conjunction with parents.

Further more, Thornhill Park School will ensure that:

- Core knowledge is sectioned into units of manageable size
- The required content is communicated to pupils clearly, in a carefully sequenced way and within a planned scheme of work
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge, so that it can be used confidently in real-life situations
- Over blocking” by the school’s filtering and monitoring system doesn’t lead to unreasonable restrictions as to what children can be taught
- Dependent on learner ability, attainment and chronological age of our pupils, school will ensure:

Relationships education focuses on teaching the skills and knowledge that form the building blocks of all positive relationships, supporting children from the start of their education to grow into kind, caring adults who have respect for others and know how to keep themselves and others safe, including:

- Families and people who care for me
- Caring friendships
- Respectful, kind relationships
- Online safety and awareness, including ☐ AI-generated imagery, Deepfakes, Online coercion, Sextortion. Being safe

Health education will:

- Highlight the benefits and importance of physical activity, good nutrition, sufficient sleep and time spent outdoors
- Emphasise the relationship between physical health and mental wellbeing
- The main external body parts
- The human body as it grows from birth to old age (including puberty)
- Reproduction in some plants and animals
- How a baby is conceived (in line with the factual curriculum of conception set out in the science curriculum)

Throughout each year group we will use appropriate material to assist learning, such as:

- Diagrams
- Videos
- Books
- Games
- Discussions and practical activities
- Teachers will make sure that all pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriately for the age of the pupils.
- The programme will be designed to focus on boys as much as girls, and activities will be planned to make sure both are actively involved.
- Pupils will be introduced to protective and preventative content in a way that does not cause unreasonable alarm and does not appear to normalise risky behaviours or activities. The school will make sure that all teaching and materials are appropriate for the ages and needs of the pupils including any additional needs, such as special educational needs and disabilities (SEND).

The RSHE curriculum focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships, including:

- Families
- Respectful relationships, including friendships
- Online safety and awareness
- Being safe
- Intimate and sexual relationships, including sexual health

Health education will build on the primary health and wellbeing curriculum content.

RSHE complements several other curriculum subjects. Where appropriate, the school will look for opportunities to make links between the subjects and integrate teaching. The RSHE curriculum will be delivered by appropriately trained members of staff.

Effective teaching will be participative and interactive and will give pupils opportunities to develop skills and to discuss and critically evaluate complex relationship scenarios. When teaching sensitive topics, teachers will consider using approaches such as distancing techniques, setting ground rules with the class to help manage sensitive discussion, and using question boxes to allow pupils to raise issues anonymously.

Teachers will make sure that pupils understand the importance of equality and respect and learn about the law. This will include learning about the rights and protections from discrimination relating to the protected characteristics, including gender reassignment as set out in the Equality Act 2010, by the end of their secondary education.

It is important for secondary pupils to know what the law says about certain topics covered in RSHE, particularly in relation to the law and young people. This will help pupils identify what is right and wrong and can provide a foundation of knowledge for deeper discussion.

We may amend our curriculum content to respond to the needs and context of our pupils, to discuss issues affecting them in an age-appropriate manner. We will inform parents and carers of any deviation from our published policy in advance and share any relevant materials on request.

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (i.e. families can include single-parent families, same-sex parents, families headed by grandparents, adoptive parents and foster parents among other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children, young carers or kinship carers).

Across our school, we will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal activity, such as violent action against people, criminal damage to property or hate crime.

Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is accessible to pupils with SEND
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
- Safe and supported
- Able to engage with the key messages

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
- A whole-class setting
- Small groups or targeted sessions
- 1-to-1 discussions
- Digital formats
- Consider the level of differentiation needed

Use of resources

We will consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age and maturity of the pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

We will make sure that when we consult parents/carers we provide a representative sample of the resources that the school plans to use.

We will ensure that parents/carers are able to view all curriculum materials used to teach RSHE on request.

Parents/carers cannot veto curriculum content.

We will comply with any applicable copyright laws when sharing resources with parents or carers, and will include a statement that parents agree to as a condition of access that the content should not be copied or shared further except as authorised under copyright law.

CURRICULUM LINKS

- The school seeks opportunities to draw links between RSHE and health education and other curriculum subjects wherever possible to enhance learners' learning.
- RSHE and health education will be linked to the following subjects:
 - **PSHE** – learners learn about respect and difference, values and characteristics of individuals. They cover the three strands of relationships, living in the wider world and health and wellbeing.
 - **Science** – learners are taught about the main external parts of the body and changes to the human body as it grows, including puberty.
 - **ICT and computing** – learners are taught about how they can keep themselves safe online and the different risks that they may face online as they get older.
 - **PE** – learners can develop competence to excel in a broad range of physical activities, are physically active for sustained periods of time, engage in competitive sport and lead healthy, active lives.
 - **Health and well-being** – learners are taught the importance of a healthy diet for their own health and wellbeing as well as opportunities through hobbies and interests and voluntary work to support and develop their own mental health and wellbeing.

WORKING WITH EXTERNAL AGENCIES

Whilst the school may work with external organisations to deliver the curriculum, it remains responsible for the content and the way in which pupils are taught.

- Working with external agencies can enhance our delivery of RSHE and health education and bring in specialist knowledge and different ways of engaging learners.
- External experts may be invited to assist from time to time with the delivery of the RSHE and health education curriculum but will be expected to comply with the provisions of this policy.
- The school will check the visitor/visiting organisation's credentials of all external agencies.
- The school will ensure the teaching delivered by the external experts fits with the planned curriculum and provisions of this policy.
- The school will discuss with the visitor the details of how they intend to deliver their sessions and ensure the content is age-appropriate and accessible for all learners.
- The school will request copies of the materials and lesson plans the visitor will use, to ensure it meets the full range of learners' needs.
- The school and the visitor will agree on how confidentiality will work in any lesson and that the visitor understands how safeguarding reports must be dealt with in line with the school's safeguarding policy.
- The school will use visitors to enhance teaching by an appropriate member of the teaching staff, not to replace teaching by those staff.

We will make sure that any agency and any materials used are accurate, age and stage-appropriate, and unbiased and in line with our legal duties around political impartiality.

We **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSHE is balanced, and it and the resources they intend to use:
- Are age-appropriate
- Are in line with pupils' developmental stage

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- Are accessible for all pupils, including those with SEND
- Are sensitive to pupils' needs
- Comply with:
 - This policy
 - The [Teachers' Standards](#)
 - The [Equality Act 2010](#)
 - The [Human Rights Act 1998](#)
 - The [Education Act 1996](#)
 - Working Together to Safeguard Children
 - Human Rights Act 1998
 - • Children Act 1989
 - • Children Act 2004
 -
 - Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
 - Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
 - Review any case-study materials and look for feedback from other people the agency has worked with

Be clear on:

- What they're going to say
- Their position on the issues to be discussed
- Ask to see in advance any materials and lesson plans that the agency may use
- Know the named individuals who will be there, check the credentials of the visitor and/or visiting organisation, and follow our usual safeguarding procedures for these people

Make sure the visitor understands and agrees in advance:

- How confidentiality will work in any lesson
- How safeguarding reports should be dealt with, in line with our school policies
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers
- Inform all external organisations that the school is legally obliged to share all content with parents and carers
- Share all external materials with parents and carers
- Consult parents/carers on the content of external resources on the topic of biological sex and gender reassignment in advance and make all materials available to them on request
- Avoid materials that use cartoons or diagrams that oversimplify the topics of biological sex and gender reassignment, that could be interpreted as being aimed at younger children, or that perpetuate stereotypes or encourage pupils to question their gender

We **won't**, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme
- Work with agencies who don't allow their material to be shared with parents and carers. The school will communicate to agencies that it is legally obliged to have regard to the expectation that all content can be shared with parents and carers

TERMINOLOGY

- Learners will be taught the anatomically correct names for body parts, but slang or everyday terms used in certain social circles will be discussed; this will surround discussion about what is and isn't acceptable language to use.

DEALING WITH DIFFICULT QUESTIONS

- Staff training will include sessions on how to deal with difficult questions. There may still be times when staff are faced with a difficult question in class that they feel uncomfortable or ill equipped to answer. In this case, they may wish to put the question to one side and seek advice from the subject lead for PSHE.
- Ground rules in class are essential when discussing sensitive subject matter. Some strategies staff may use to support this might be:
- An anonymous question box; this will enable learners to feel more comfortable to ask questions without being identified
- Making the classroom a cone of silence; this means that whatever is discussed in the classroom stays in the classroom and should not be brought up at any other time. We hope this will give learners the sense that they are in a safe zone to speak freely about sex and relationships.

LEARNERS SPECIAL EDUCATIONAL NEEDS

- The school works hard to ensure that all aspects of the school curriculum are inclusive and support the needs of learners of all ranges of abilities. Staff should differentiate lessons to ensure that all members of the class can access the information fully, and this is no different when it comes to RSHE and health education.
- The school will use a variety of different strategies to ensure that all learners have access to the same information. Some of these include:
- interactive teaching methods e.g. contraceptive card game
- use of expert guest speakers
- practical activities
- using DVDs or video
- group and paired activities.

ASSESSMENT

- The school has the same high expectations of the quality of learners' work in RSHE and health education as for other curriculum areas. Lessons are planned to provide a suitable challenge to learners of all abilities. Assessments progress tracking is used to monitor progress and identify where learners require extra support or interventions. This is reported in line with the school's assessment procedures.

WITHDRAWAL FROM RSHE

- The school aims to keep parents informed about all aspects of the RSHE and health education curriculum and urges parents to read this policy. Parents can request access to resources and information being used in class, and the school will do everything it can to ensure that parents are comfortable with the education provided to their children in school. It is, however, a statutory right of parents or carers to request that their child is withdrawn from some or all sex education delivered as part of statutory RSHE. This excludes the right to withdraw their child from the relationships or health elements of the programmes and human growth and reproduction which fall under the National Curriculum science.
- Any parent wishing to withdraw their child from some or all sex education delivered as part of statutory RSHE will need to be made in writing and should contact the Principal, who will arrange a meeting to discuss their

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concerns. RSHE is a vital part of the school curriculum and supports child development and we strongly urge parents to carefully consider their decision before withdrawing their child from this aspect of school life. However, it is acknowledged that the final decision on the issue is for the parent to take. Following discussions with parents, the school will respect the parents' request to withdraw their child up to and until three terms before the child turns 16. After this point, if the child wishes to receive RSHE rather than be withdrawn, the school will decide to provide the child with RSHE. Learners who are withdrawn from RSHE will receive appropriate, purposeful education during the full period of withdrawal.

COMPLAINTS

- Parents or carers who have complaints or concerns regarding the RSHE and health education curriculum should contact the school and follow the school's complaint policy.

EQUAL OPPORTUNITIES

- RSHE and health education provides a good background for talking openly and freely about the diversity of personal, social and sexual preferences. Prejudiced views will be challenged, and equality promoted. Any bullying that relates to sexual behaviour or perceived sexual orientation will be dealt with swiftly and seriously. This is the case for bullying of any kind and the procedures regarding this are outlined in the school's behaviour policy.

The school will comply with the relevant requirements of the Equality Act 2010 and will ensure the curriculum does not discriminate against learners because of their:

- Age
 - Sex
 - Race
 - Disability
 - Religion or belief
 - Gender reassignment
 - Pregnancy or maternity
 - Marriage or civil partnership
 - Sexual orientation
- The school will consider the backgrounds, gender, age range and needs of its learners and determine whether it is necessary to put in place additional support for learners with the above protected characteristics.
 - The school understands that learners with SEND are entitled to learn about RSHE and health education, and the curriculum will be designed to be inclusive of all learners.
 - The school is aware that some learners are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND – teachers will understand that they may need to liaise with SLT teaching and learning lead and be more explicit and adapt their planning or work to appropriately deliver the curriculum to learners with SEND.
 - Where there is a need to tailor content and teaching to meet the needs of learners at different developmental stages, the school will ensure the teaching remains sensitive, age-appropriate, developmentally appropriate and is delivered with reference to the law.
 - The school will take steps to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls and provide an environment which challenges perceived limits on learners based on their gender or any other characteristic.
 - The school will be actively aware of everyday issues such as sexism, misogyny, homophobia, and gender stereotypes and take positive action to build a culture within which these are not tolerated. Any occurrences of such issues will be identified and tackled promptly.

SAFEGUARDING AND CONFIDENTIALITY

- We provide a safe and supportive school community where learners feel comfortable seeking help and guidance on anything that may be concerning them about life either at school or at home. Training around confidentiality will be provided to all teachers.
- All learners will be taught about keeping themselves safe, including online, as part of a broad and balanced curriculum.
- To meet DfE's best practice advice, the DSL will be involved in the formulation of safeguarding-related areas of the curriculum, as the knowledge and resources may help to address safeguarding issues more appropriately and effectively.
- When teaching issues that are particularly sensitive for learners of all ages, e.g., self-harm or suicide, teachers will be made aware of the risks of inadvertently encouraging, or providing instructions to, learners. Teaching of these subjects will always prioritise preventing harm to learners as a central goal.
- Confidentiality within the classroom will be an important component of RSHE and health education, and teachers will be expected to respect the confidentiality of their learners as far as is possible, in compliance with the school's Pupil Confidentiality Policy.
- Teachers will, however, understand that some aspects of RSHE may lead to a pupil raising a safeguarding concern, e.g., disclosing that they are being abused, and that if a disclosure is made, the DSL will be alerted immediately. Learners will be made aware of how to raise their concerns or make a report, and how their report will be handled this includes the process for when they have a concern about a peer.
- It may be the case that discussion around what is acceptable and not acceptable in relationships may lead to the disclosure of a child protection issue. If this is the case, the school's **child protection and safeguarding procedure** should be followed.
- Personal information about learners who have approached a teacher for discussion should only be shared on a need-to-know basis with the safeguarding team and PSHE lead. All information will be recorded in student dairies.
- If there is a child protection concern, the information must *only be shared with that staff member's manager* as is outlined in the school child protection and safeguarding procedure. Staff members that breach the right to a child's privacy by disclosing or sharing confidential information with no reason to do so will be dealt with under the school's **staff discipline, conduct and grievance procedures**.
- If a staff member is approached by a pupil under 16 who is having, or is contemplating having sexual intercourse, the teacher should ensure that the pupil is accessing all the contraceptive and sexual health advice available and understands the risks of being sexually active. This would be referred to the safeguarding team for information.
- Encourage the pupil to talk to their parents or carer. Learners may feel that they are more comfortable bringing these issues to a teacher they trust, but it is important that children and their parents have open and trusting relationships when it comes to sexual health and the school will encourage this as much as possible.
- Decide whether there is a child protection issue. This may be the case if the teacher is concerned that there is coercion or abuse involved. If a member of staff is informed that a pupil under 13 is having, or is contemplating having sexual intercourse, this will be dealt with under child protection procedures.
- Learners with special educational needs may be more vulnerable to exploitation and less able to protect themselves from harmful influences. If staff are concerned that this is the case, they should seek support from SLT to decide what is in the best interest of the child.
- Staff will not promise confidentiality and should follow school safeguarding procedures where a concern is identified.

ADVICE AND TREATMENT

- Staff who are approached by learners with a concern about having contracted or possibly contracted a sexually transmitted disease should refer them immediately to Senior Management. Providing advice on contraception and practising safe sex is a key part of the school's RSHE and health education provision. We also encourage parents to engage their child in open discussion about practising safe sex.
- There is no reason for staff to expect to be made aware of a pupil or colleague's HIV or hepatitis status, and no person will be discriminated against because of this if there is a disclosure of this type of information.
- The school's **first aid policy** covers protection for all school members against infection from blood-borne viruses.

MONITORING, REVIEW AND EVALUATION

- The leadership team will be responsible for monitoring the quality of teaching and learning within the subject. They will conduct regular assessments through learning walks, lesson observations and work scrutiny.
- The educational and personal needs of our learners develop in line with varying societal pressures and economic change. Our aim is to provide RSHE and health education that is relevant and tailored to meet the needs of our learners, depending on their age and stage of personal development. For this reason, we review the RSHE and health education yearly and will inform parents of any revisions to the school policy or curriculum.
- We aim to monitor the effectiveness of our RSHE and health education provision through:
 - feedback from learners.
 - feedback from parents.
 - feedback from staff; and
 - classroom observations.

STAFF TRAINING

- Training will be provided to members of staff on a termly basis to ensure they are up to date with the RSHE and health education curriculum. Training will also be scheduled around any updated guidance on the curriculum and any new developments, e.g., "sexting", which may need to be addressed in relation to the curriculum.

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- Professional development training in how to deliver RSHE and health education; this includes sessions on confidentiality, setting ground rules, handling controversial issues, responding to awkward questions and an introduction to the rationale of why teaching RSHE and health education is so important. There are certain members of the school leadership team, such as DSL, who will hold more responsibility for ensuring that the school's RSHE and health education provision is relevant to our learners and effective, but this is generally a responsibility for all staff members and the school expects staff to voice opinions and share expertise in this area.
- Appropriately trained staff will be able to give learners information on where and how to obtain confidential advice, counselling and treatment, as well as guidance on emergency contraception and their effectiveness.

SUPPORT AVAILABLE

- We hope that learners will feel safe in the school environment to talk to any member of staff in confidence about any areas of concern regarding their personal, social and emotional development, including matters raised by or relating to RSHE and health education.
- We promote the school ethos as one of inclusion and acceptance throughout all areas of school activity and hope that learners respond to this by feeling comfortable to ask questions and continue their learning both in and outside of the classroom.
- It is important that teaching staff feel comfortable teaching RSHE and health education and answer questions from learners. If the teacher does not feel confident leading RSHE and Health education discussions then that is likely to be reflected by the learners, and their learning will be compromised.

2. LINKS WITH OTHER POLICIES

- Anti-Bullying Policy
- Equality and Diversity
- E-Safety and Online Policy
- Keeping Children Safe in Education
- Mental Health Policy
- Safeguarding and Child Protection Policy