

# RSE Policy

## March 2024

<b>Document title</b>		Relationship and Sex Education policy	
<b>Author (name &amp; role title)</b>		<i>Jax Snipp - Assistant Headteacher</i>	
<b>Version number</b>		V3	
<b>Approved by</b>		Senior Leadership Team	
<b>Date of review</b>		March 2025	
<b>Document history</b>			
<b>Version</b>	<b>Date</b>	<b>Author</b>	<b>Note of revisions</b>
V1	June 2021	Eva Carroll	New Document produced
V2	April 2023	Max Hampton	Updated due to new ownership by Cavendish Education
V3	March 2024	Jax Snipp	Updated due to a change in PSHE leadership
V4	Sept 2024	Jax Snipp	Updated statutory documentation

Heathermount School is owned and operated by Cavendish Education.

This policy is one of a series of school policies that, taken together, are designed to form a comprehensive statement of the school's aspiration to provide an outstanding education for each of its students and of the mechanisms and procedures in place to achieve this. Accordingly, this policy should be read alongside these policies. In particular, it should be read in conjunction with the policies covering equality and diversity, safeguarding and child protection.

All of these policies have been written, not simply to meet statutory and other requirements, but to enable and evidence the work that the whole school is undertaking to ensure the implementation of its core value of building confidence and preparing students for life.

While this current policy document may be referred to elsewhere in Heathermount School documentation, including particulars of employment, it is non-contractual.

In the school's policies, unless the specific context requires otherwise, the word "parent" is used in terms of Section 576 of the Education Act 1996, which states that a 'parent', in relation to a child or young person, includes any person who is not a biological parent but who has parental responsibility, or who has care of the child. Department for Education guidance Understanding and dealing with issues relating to parental responsibility considers a 'parent' to include:

- all biological parents, whether they are married or not
- any person who, although not a biological parent, has parental responsibility for a child or young person - this could be an adoptive parent, a step-parent, guardian or other relative
- any person who, although not a biological parent and does not have parental responsibility, has care of a child or young person.
- A person typically has care of a child or young person if they are the person with whom the child lives, either full or part time and who looks after the child, irrespective of what their biological or legal relationship is with the child.

The school employs the services of the following consulting companies to ensure regulatory compliance and the implementation of best practice:

- Peninsula BrightHR
- Peninsula BusinessSafe (Health and Safety)
- Atlantic Data (DBS)
- Educare (online CPD)
- Marsh Commercial (Insurance)

Heathermount School is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers, pupils and visitors to share this commitment. All outcomes generated by this document must take account of and seek to contribute to safeguarding and promoting the welfare of children and young people at Heathermount School.

The policy documents of Heathermount School are revised and published periodically in good faith. They are inevitably subject to revision. On occasions a significant revision, although promulgated in school separately, may have to take effect between the re-publication of a set of policy documents. Care should therefore be taken to ensure, by consultation with the Senior Leadership Team, that the details of any policy document are still effectively current at a particular moment.

## Contents

1	Context of School	4
2	Introduction	4
3	Aims of RSE	4
4	Roles and Responsibilities	5
	Headteacher – David Stewart	5
	Assistant Headteacher – Secondary	5
	RSE/PSHE lead - Roz Gilbert	5
	Teaching staff are responsible for	5
	Students are responsible for	5
	Heathermount’s Governing body is responsible for	5
5	Legislation (Statutory regulations and guidance)	5
6	In addition, the following documentation (guidance) has also been considered)	6
7	Consultation process	6
8	Withdrawal	6
9	Withdrawal from RSE – Primary	6
10	Withdrawal from RSE – Secondary	7
11	Curriculum design	7
12	Primary	7
13	Secondary	7
14	Teaching of RSE/PSHE	8
15	Working with parents	8
16	Training	8
17	Monitoring	9
18	Review of policy	9
19	Related policies	9
	Appendix 1 - Primary lesson content	10
	Appendix 2 - Secondary lesson content	11

## 1. Context of school

Heathermount is currently an independent special school catering for children and young people aged 5 to 18, with autism. The school is owned by Cavendish Education. We are committed to realising our vision of building confidence and preparing students for life beyond Heathermount and ensuring they are safe and able to build and develop healthy relationships.

## 2. Introduction

RSE (Relationship and Sex Education) involves a combination of sharing information and exploring knowledge, issues and student's values regarding relationships and sex. RSE is **not** about the promotion of sexual activity.

At Heathermount, we want all children to grow up healthy, happy, safe, and able to manage the challenges and opportunities of modern Britain. From September 2020, all primary children will be taught Relationship and Health education and secondary age children will be taught Relationships, Sex and Health Education. These subjects are designed to equip students with the knowledge to make informed decisions about their wellbeing, health and relationships as well as preparing them for a successful adult life.

Health Education aims to give your child the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise.

The school has the same high expectations of the quality of pupils' work in RSHE as for other curriculum areas, with regular feedback provided on pupil progress.

## 3. Aims of RSE

The aims of RSE at Heathermount School are to provide all our students with quality and effective RSE which is differentiated to meet age and individual needs: We aim to;

- Provide a framework in which sensitive & safe discussion can take place
- Prepare students for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help students to develop feelings of self-respect, morality, confidence and empathy
- Create a positive culture around issues of sexuality, identity and relationships
- Teach students the correct vocabulary to describe themselves and their bodies.
- To enhance student understanding and skills regarding risk taking and keeping themselves safe
- Give our students the knowledge of where to go to and how to ask for help regarding relationships, wellbeing and health advice/guidance

Our key aim of RSE is to ensure student safeguarding. This is through increasing their knowledge, exploring their values as well as developing their skills in order to help keep them safe.

## **4. Roles and responsibilities**

### **4.1. Headteacher – David Stewart**

- Responsible for ensuring that RSE is taught consistently and appropriately across the school
- Managing requests to withdraw students from components of RSE.

### **4.2. Assistant Headteacher – Secondary**

- Responsible for overseeing the RSE/PSHE Lead.

### **4.3. RSE/PSHE lead - Roz Gilbert**

- Responsible for ensuring that the programme is reviewed, relevant, up to date and is appropriate for our students, their needs and their ability.
- Responsible for ensuring that all students are able to access the curriculum and develop their knowledge, skills and have a safe environment within which they can explore their own values.
- Responsible for teaching all secondary students RSE lessons within their PSHE lessons.

### **4.4. Teaching staff are responsible for**

- Ensuring a safe environment for delivering RSE/PSHE lessons
- Delivering RSE in a sensitive way; ensuring that all teaching and materials are age appropriate and take into account the cultural background of the pupils concerned.
- Modelling positive attitudes in RSE; parents and students may need to be reassured that the personal beliefs and attitudes of teachers will not influence the teaching of sex and relationship education.
- Monitoring progress;
- Planning lessons to ensure that pupils of differing abilities, including the most able are challenged;
- Responding to the individual needs of each student;
- Responding appropriately to students whose parents have requested them to be withdrawn from aspects of RSE

### **4.5. Students are responsible for**

- Engaging fully in RSE sessions
- Treating others with respect and sensitivity

### **4.6. Heathermount's Governing body is responsible for**

- Reviewing the school's RSE policy and ensuring the Headteacher implements the policy
- Ensuring that the RSE policy is implemented in full.

## **5. Legislation (statutory regulations and guidance)**

RSE plays a vital part in meeting schools' safeguarding obligations. Ofsted is clear that schools must have a preventative programme that enables pupils to learn about safety and risks in relationships (SRE for the 21st Century).

Schools maintain a statutory obligation under the Children Act (2004) to promote their pupils' wellbeing, and under the Education Act (1996) to prepare children and young people for the challenges, opportunities and responsibilities of adult life.

A comprehensive RSE programme can have a positive impact on pupils' health and wellbeing and their ability to achieve and can play a crucial part in meeting these obligations. (SRE for the 21st Century)

This policy has been developed and written with regards to the Education Act 1996 and "Sex and Relationship Education Guidance" July 2000 (DfE 0116/2000) and the Department of Education - Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, Headteachers, principals, senior leadership teams, teachers 2020.

#### **6. In addition, the following documentation (guidance) has also been considered:**

- Equality Act 2010
- Preparing for Statutory Relationships and Sex Education (PSHE Association 2018)
- Writing your school's relationships and sex education policy (PSHE Association 2018)
- SRE in the 21st Century (Supplementary guidance Brook, PSHE Association & Sex Education forum)
- [Teaching about relationships sex and health \(March 2021\)](#)
- KCSIE September 2024
- Heathermount Safeguarding & Child Protection Policy September 2024
- E Safety Policy May 2024
- Heathermount Behaviour Policy 2024

#### **7. Consultation process**

This policy has been developed using the following steps:

- Consultation with Parents – Via a survey and the opportunity to phone or email the PSHE Lead to discuss any concerns which took place on the 13<sup>th</sup> of June 2023.
- Staff consultation – Which took place in September 2023
- Student consultation – Informal Student feedback and Student voice opinion has been sought. This took place during the term 6, 2023 school council meeting.

#### **8. Withdrawal**

RSE is vital in ensuring all young people have the opportunity to explore and learn about healthy relationships. RSE allows them to fully understand what relationships are, who they have them with and what the qualities of a healthy relationship look like. We really hope that parents realise the value of these lessons and that all secondary parents sign the consent form so that students do not miss out on this very important learning. The withdrawal guidance from the Government is outlined below.

#### **9. Withdrawal from RSE – Primary**

You cannot withdraw your child from Relationships Education because it is important that all children receive this content, covering topics such as friendships and how to stay safe. The science curriculum

includes content on human development, including reproduction, which there is no right to withdraw from.

### **10. Withdrawal from RSE – Secondary**

You cannot withdraw a child from Health Education or the Relationships Education element of Relationships and Sex Education, because it is important that all children receive this content, covering topics such as friendships and how to stay safe. If a parent does not want their child to take part in some or all of the Sex Education lessons delivered at secondary, they can ask that they are withdrawn.

The Headteacher will consider any requests for withdrawal and discuss it with parents and will grant this in all but exceptional circumstances, up until three school terms before a child turns 16. At this age, a child can choose to receive Sex Education if they would like to, and the school should arrange for any child to receive this teaching in one of those three terms (unless there are exceptional circumstances).

### **11. Curriculum design**

The majority of RSE lessons are covered in PSHE lessons. Key themes and messages are also re-enforced across the curriculum and are particularly underpinned under the ‘Your independence’ section of our READY framework. The RSE curriculum is also reinforced through Catering and PE (Health and wellbeing), along with Science (Reproduction, Health and wellbeing).

### **12. Primary**

Students in KS1 have a session on their timetable called READY, which covers PSHE topics. In KS2, students have a PSHE lesson once a week with their class teacher. We use the PSHE Association resources as a framework to ensure that we cover all the objectives outlined in Appendix 1.

### **13. Secondary**

Students in the secondary school have 2 lessons a week of PSHE, and a large proportion of PSHE lessons will cover the statutory health and Relationship and Sex education content.

- At Heathermount School RSE is embedded within PSHE lessons (Personal, Social, Health Education in KS3 and KS4).
- All secondary students are taught by a PSHE/RSE specialist.
- Biological aspects of RSE are taught within the science curriculum, and other aspects are included in individualised Speech and language sessions.
- RSE will be made accessible to all students and adapted to meet their particular SEN needs.
- Class sessions will be provided via small groups or some students may be provided with individual sessions in line with their specific needs.
- All students will be provided with information about the way their bodies function, how to look after their bodies as well as safety and relationships.
- Students will be reminded in each session that they must respect the views and beliefs of others at all times and discussions/revelations by others during the sessions are not to be shared outside of the sessions.

However, it is essential that staff recognise that there may be times where student’s reveal information that comes under safeguarding and child protection of children and young people. These

items cannot be kept confidential and students need to be told that these will be shared with the school's safeguarding leads.

#### **14. Teaching of RSE/PSHE**

The teaching methods within RSE/PSHE are varied and are aimed to engage students through multiple learning methods. The majority are listed below:

- Small group work
- Class discussion
- Activities/games
- Videos with discussions
- Visiting speakers
- External visits to GP and local services
- Work booklets
- Independent research on topics
- Presentations
- Anonymous boxes – Ask it basket - a chance for students to ask questions without fear of embarrassment from others

Where possible we will invite visiting specialists and health professionals if it can add value to our students' learning. External visitors are expected to follow school safeguarding procedures as well as school policies whilst onsite. All visits will be pre-arranged and will have an agreed session that will have been checked to ensure that our students' learning needs have been addressed.

Whilst there is no formal examined assessment for RSHE, the school can demonstrate how teachers assess outcomes (e.g. by tests, written assignments or self-evaluations). Teaching is assessed and assessments are used to identify where pupils need extra support or intervention.

#### **15. Working with parents**

Some parents and carers of children with special educational needs may find it difficult to accept their children's developing sexuality. We also acknowledge that for some parents, elements of RSE can be difficult to engage with. We will;

- Treat parents sensitively
- Respect their beliefs and views
- Advise them how to discuss RSE elements within the home environment
- Distribute lesson resources or signpost you to further information where individuals may require further support
- Parents will be invited to be part of the consultation process in designing the Curriculum by giving their feedback in an online survey and also attending a Parent consultation meeting.
- Parents are encouraged to phone or email the PSHE/RSE Lead, Roz Gilbert, at any time to discuss any concerns relating to the lessons or to seek any advice or support

#### **16. Training**

The Headteacher will ensure that all staff directly responsible for the implementation of RSE are trained appropriately in its delivery. In addition, Heathermount School may invite external RSE professionals and other agencies to support the curriculum delivery and training of staff.

## **17. Monitoring**

Delivery of RSE is monitored by the Headteacher and the Senior Leadership Team through evaluation of Individual student's progress, classroom observation and external monitoring e.g. School Improvement Partner.

Student's development in RSE will be monitored by the class teachers as part of the internal assessment systems, work scrutiny, student voice and 'deep dive' activities.

## **18. Review of Policy**

This policy will be reviewed at least annually and/or when any significant legislative changes occur.

## **19. Related policies:**

- Safeguarding Policy
- Behaviour Policy
- Learning and Teaching Policy

## **Appendix 1 – Primary lesson content**

### **Relationships education**

Relationships education will put in place the building blocks needed for positive and safe relationships, including with family, friends and online. Your child will be taught what a relationship is, what friendship is, what family means and who can support them. In an age-appropriate way, your child will cover how to treat each other with kindness, consideration and respect.

**By the end of primary school, pupils will have been taught content on:**

#### **Relationship education**

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

#### **Health education**

Health Education aims to give your child the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise.

By the end of primary school, pupils will have been taught content on;

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Facts and risks associated with drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

## Appendix 2 – Secondary lesson content

RSE and Health Education Lessons - PSHE				
Year 7	Year 8	Year 9	Year 10	Year 11
Puberty for boys and girls Puberty and hygiene	Health and Wellbeing	Self Esteem changes	Child Abuse (Child Sexual Exploitation)	Organ donation and Blood donation
	What is mental health?	What is a penis?	Screen time and Safe use of mobiles	Cervical Breast and Ovarian Cancer
Growing up and FGM	Positive body image	What is a vulva?	Common types of Mental Health	Testicular and Prostate Cancer
Assertive consent	Self-esteem and the Media	Bullying it all of its forms	Self harm	Teenage pregnancy
Self-esteem and empowerment	Child abuse	Dealing with Grief and Loss	Suicidal thoughts and feelings	Parenthood
Consent and boundaries	Types of Bullying	Media and Airbrushing	Promoting emotional wellbeing	Abortion laws, Morals and Ethics
Respect and Relationships	Healthy eating and cholesterol	Cancer prevention	Managing social anxiety	Love and abuse
What makes a good friend?	Stress management	Healthy lifestyle	First aid lessons	Peer on Peer bullying
Friendships and managing them	Intro to RSE	Sexual consent and the law	Campaigning against FGM	Fertility and what impacts it
Being positive	Healthy Relationships	FGM and the law	Sexting	The importance of Sexual Health
Self esteem	Dealing with conflict	Delaying sexual activity	Pornography explored	Revising Contraception
Pressure and influences	Sexual orientation	Why have sex?	Domestic Violence and Abuse	Revising STI's
What does it mean to be a man in 2020?	Gender identity	Relationships and partners	Relationship, Sexual Abuse and Rape	Respect and Relationships
	Contraception methods	Pleasure and masturbation	Sexualisation of the Media	
	What is Love?	What are STI's?		
	Periods and menstrual cycle	Domestic Violence/Abuse		
		Contraception		
		Condom demo		
		Sexual harassment and Stalking		
		HIV and Aids		
		Aids, prejudice and Discrimination		

**Sex education**

These are the only lessons that students can be withdrawn from.

KS3 and KS4 GCSE Science	
Hygiene, germs, bacteria's and viruses.	Puberty
Hormones causing the onset of puberty, specifically relating to testosterone and oestrogen	Risk factors for diseases including Cancer.
Mental health - The risk factors	Physical health and fitness
A healthy lifestyle	Healthy Eating
The effects of drug , smoking and alcohol on body parts	Reproductive Health, including Fertility
Contraception	STI's
Pregnancy	Foetal development
Abortion	Substance misuse - Liver disease

Catering
Physical health and fitness
Health and Prevention - Hygiene, bacteria, germs and viruses.
Healthy eating
Qualifications
Entry level skills for working life
Entry and Level 1 - Introduction to the Hospitality industry