



RELATIONSHIPS AND SEX EDUCATION AND HEALTH EDUCATION POLICY (RSHE)

Introduction

The Children and Social Work Act 2017 includes legislation on relationships, health and sex education in schools. This policy sets out how the school meets the subsequent statutory requirements of the Department for Education, *'Relationships, Education, Relationships and Sex Education and Health Education'* July 2020.

We believe Relationships Education, Sex Education and Health Education (referred to in this policy as RSHE) are complementary school subjects that help children and young people to understand the emotional, physical and social aspects of growing up and relationships. RSHE involves lifelong learning, starting early in childhood and continuing throughout life and so is taught throughout the school, in a way that reflects the developmental level of the learner. We view the partnership of home and school as vital in providing our pupils with the knowledge to make safe informed decisions about their lives.

This policy is compliant with the statutory framework for the Early Years Foundation Stage (EYFS) 2021.

Aims and Objectives

In line with our PSHEE policy, our RSHE policy aims to encourage pupils to develop knowledge, skills and understanding to empower them to make healthy and safe lifestyle choices both now and in the future. At Colfe's promoting the emotional well-being of all of our pupils is paramount. Our main objectives are as follows:

- We aim to teach trust and mutual respect for everyone. We believe that good relations, good manners and a secure learning environment ensure that pupils can benefit fully from these lessons.
- We aim to help and support children and young people in their physical, emotional, social, intellectual and moral development. Also to provide knowledge and understanding about all relationships (including loving relationships, the nature of healthy sexual relationships and the process of human reproduction, again relevant to the age of the learner).
- Colfe's is an inclusive community and this is reflected in our teaching of RSHE. We aim to promote positive relationships and respect the difference and diversity in people.
- For children and young people to acquire attitudes that prepare them to view their own relationships and physical changes in a healthy and responsible manner.
- We aim to provide learning experiences that help pupils develop their own moral values, which may include reflecting on a variety of different issues, beliefs and viewpoints. In addition, to have the skills, language and confidence required to behave according to their values in new situations.
- To provide information that is accurate, honest and easy to understand at the children and young people's level of development (including the law as it relates to topics such as consent, marriage and civil partnership, equality, child protection and safeguarding).

RSHE at Colfe's is also compliant with the Equality Act 2010 and supports our fulfilment of the *Public Sector Equality Duty*, which requires schools to have due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Act.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.

Teaching and Learning

RSHE is taught with clear learning objectives and is a subject that is developed as pupils progress through the school, building on previous knowledge and understanding.

Teaching helps pupils to develop knowledge, skills, values and attitudes and is matched to the developmental level of the learners.

Before any RSHE lesson is taught, time is spent on developing ground rules with the pupils. These ground rules are based on three fundamental rights of the child:

- The right to learn
- The right to be and feel safe
- The right to feel and be respected

Ground rules are set to ensure the most effective climate for learning and apply to both pupils and adults in the classroom.

Teaching takes place in a variety of ways but always to ensure that learning happens in a fun and engaging way. Classroom activities will depend on the topic but will include individual work, group work, discussions, use of IT and media. Selected resources, such as books and film clips, are used which support and promote understanding within a moral/values context. High quality resources, such as government-designed courses, support our RSHE provision and these are regularly reviewed.

At Colfe's RSHE is taught by teachers who are trained and confident in their subject expertise. The school receives support and training in RSHE from the Royal Borough of Greenwich.

Teachers are aware that effective RSHE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. Therefore, teachers consult with the designated safeguarding lead and in her absence one of her deputies.

The Curriculum

At Colfe's, RSHE meets the requirements of the statutory elements of the National Curriculum relating to Science (Sex Education), Relationships Education and Health Education.

The knowledge, skills and attitudes/values taught in the following key stages are:

EYFS, KSI and KS2

Our curriculum at EYFS, KSI and KS2 adheres to the government's expectations that by the end of primary school, pupils should know about:

- Families and people who care for them
- Caring friendships
- Respectful relationships
- Online relationships
- Different types of families and relationships
- Being safe

The focus is on teaching the fundamental building blocks and characteristics of positive relationships.

Importance is also placed on developing positive personal attributes and positive emotional and mental wellbeing.

To support the transition between primary and secondary as well as the pupils' ongoing emotional and physical development, the Junior School deliver a graduated age-appropriate programme of sex education in upper key stage 2 as part of their PSHE learning. This is taught over a course of 6 weeks - Year 5 in the Summer Term and Year 6 in the Spring Term. This is in line with government guidance and aims to ensure that both boys and girls are prepared 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. Parents are consulted on the exact nature of the content of what will be taught as well as being provided with support for talking to their children about sex education.

KS3 and 4

Our curriculum at KS3 and 4 adheres to the government's expectations that by the end of secondary school, pupils should know about:

- Families, including the roles and responsibilities of parents
- Respectful relationships, including friendships
- Online and media
- Being safe, including laws relating to consent/sexual exploitation/FGM/domestic abuse/forced marriage/honour-based violence
- Intimate and sexual relationships, including sexual health and reproductive health

At the senior school the RSHE programme is taught as part of the cycle of Eudaimonia lessons. In Year 7 pupils have three lessons over a 6 week period, Year 10 have five lessons over five weeks and Year 11 four over four weeks. It is taught by the Director of Pastoral Care and the School Nurse.

Pupils' questions are answered sensitively and there are opportunities for anonymous questions through the use of the 'Ask It Basket'.

Although RSHE is a subject in its own right, it is always taught within the context of other learning. Where applicable in the curriculum, it is complemented by teaching and learning in other subjects such as Religion and Philosophy.

A core element of RSHE is about understanding and managing our mental health and wellbeing. Throughout the curriculum, pupils are taught about managing feelings and developing positive attributes, such as self-confidence and resilience.

All pupils, including those with SEND, have a right to effective RSHE. Different pupils' needs are taken into account when teaching RSHE. This may require adjustments to the curriculum or how it is accessed for some pupils e.g. small group work, TA support or differentiated activities.

Any use of outside visitors is in line with the school's Child Protection and Safeguarding Policy.

Monitoring and evaluation of RSHE

The majority of RSHE assessment will usually be in the form of discussions and personal reflections. In general, pupils' learning in RSHE should be assessed by the development of their skills and attitudes/values e.g. increasing maturity in their relationships around school and behaviour for learning. It will be reflected in their positive behaviour and contribution to the life of the school.

There will be opportunities for the subject lead to consult with other class teachers on how RSHE is going. It is not likely to be appropriate for subject leads to focus on monitoring pupils' books in RSHE but may require a more collaborative approach with teachers, such as learning walks.

Parental Engagement

Children cannot be withdrawn from Relationships Education or Health Education in either primary or secondary education. This is to ensure that all children and young people learn about safe and healthy relationships, including online safety. This is seen as vitally important to any young person's development.

Parents may request to withdraw their children from any aspects of Sex Education (other than that covered by the Science curriculum) at any point up to three terms before the child turns 16. Young people over this age, who wish to take part in lessons, can do so.

We are committed to working with parents and carers by ensuring that they are fully aware of what is being taught. As part of our whole school approach to RSHE, we can provide opportunities for parents to view the materials and resources used should they so wish.

We would encourage any parent, who may be concerned, to come in and discuss this with us so that we can reassure them. This would be with the RSHE lead or Head teacher. It is important that this happens so that parents are able to understand:

- What their child would be learning and why
- What aspects they can and cannot be withdrawn from
- What the risks are to the child of withdrawing them from lessons (loss of learning, personal and social development and risk to future safeguarding)

Policy leadership and approval

RSHE is led and managed by the RSHE lead, (at the Junior School, the Head of KS2 and at the Senior School the Director of Pastoral Care) with the support of the senior management teams of both schools.

The school governors are responsible for ensuring that an up to date policy is in place and for final approval of the policy.

Governors are informed of the RSHE policy and curriculum through meetings and discussions. Pupil voice will be used to review and tailor our RSHE programme to match the different needs of pupils.

RSHE and Safeguarding

Effective RSHE is an important part of safeguarding children as it equips them with the facts and skills to negotiate all forms of relationships and to recognise what is positive in a relationship and what is not.

It should:

- Promote safe, equal, caring and enjoyable relationships and discuss real-life issues appropriate to the age and stage of the pupils, including friendships, families, consent, relationship abuse, sexual exploitation and safe relationships online.
- Is based on reliable sources of information, including about the law and legal rights, and distinguishes between fact and opinion.
- Includes learning about how to get help and treatment from sources such as the school nurse and other health and advice services, including reliable information online.
- Meets the needs of pupils with their diverse experiences, including those with special educational needs and disabilities.
- Works in partnership with parents, informing them about what their children will be learning and about how they can contribute at home.

Legislation

The Department for Education is introducing compulsory Relationships Education for primary pupils and Relationships and Sex Education (RSE) for secondary pupils from September 2020.

Documents that inform the school's RSHE policy include:

- *Education Act (1996)*
- *Learning and Skills Act (2000)*
- *Education and Inspections Act (2006)*
- *Equality Act (2010),*
- *Supplementary Guidance SRE for the 21st century (2014)*
- *Keeping children safe in education –Statutory safeguarding guidance (2021)*
- *Children and Social Work Act (2017)*
- *Sexual Violence and Sexual Harassment between children in Schools and Colleges (2021)*

Our RSHE policy complements the following policies:

- Health and Safety Policy
- Missing Child Policy
- ICT Acceptable Use Policy
- First Aid Policy
- Harmful and Abusive Behaviours (Anti-bullying) Policy
- Behaviour Management Policy
- Alcohol and Illegal Drugs Policy
- Child Protection and Safeguarding Policy
- Anti-Racism Policy
- Peer-on-Peer Abuse Policy

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