




# RHE Policy Adapted for Willow Dene

Incorporating; Relationships Education; Health Education,  
and Relationships and Sex Education

THE  
**C**  **MPASS**  
PARTNERSHIP OF SCHOOLS

As a Primary and Secondary Academy school, we provide relationships education to all pupils as per section 34 of the Children and Social work act 2017. This policy sets out how the school meets the subsequent, statutory requirements of the Department for Education, 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' June 2019.

Relationships Education, Sex Education and Health Education (*referred to in this policy as RHE/ RHSE*) are compulsory school subjects that help children and young people to understand the emotional, physical and social aspects of growing up and relationships. RHE involves lifelong learning, starting early in childhood and continuing throughout life. It is taught in every year group in the school in a way that reflects the learner's developmental level. RHE and RHSE will be taught either discreetly or using defined units to support children's knowledge and understanding. High-quality teaching is differentiated, personalised and accessible to meet the needs of pupils (**as referenced in the RSE statutory government guidelines**).

We recognise that within Special Educational settings;

34. Schools should be aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education and RSE can also be particularly important subjects for some pupils; for example, those with Social, Emotional and Mental Health needs or learning disabilities. Such factors should be taken into consideration in designing and teaching these subjects.

35. In special schools there may be a need to tailor content and teaching to meet the specific needs of pupils at different developmental stages. As with all teaching for these subjects, schools should ensure that their teaching is sensitive, age-appropriate, developmentally appropriate and delivered regarding the law. (**Taken from RSE statutory government guidelines**)

### **Aims and Objectives**

The over-arching aim of RHE and RHSE is to assist children and young people in developing the knowledge, skills, attitudes and values to become healthy, happy, safe, confident, respectful and responsible citizens – both now and in the future. The curriculum is in place to provide accurate, honest, and easy-to-understand information at the children and young people's level of development (including the law related to topics such as consent, marriage and civil partnership, equality, child protection and safeguarding).

### **Primary**

We aim to teach pupils to understand their bodies, appropriate behaviour and understanding of healthy relationships by delivering relevant information to enable children to understand relationships and their bodies.

## **Secondary**

We build upon self-care routines during puberty so that children learn appropriate strategies in coping with the changes to their bodies. Sex Education is taught on an individual basis, tailoring the information given to the children to meet their needs in a format suitable for their needs.

Our aims are that children will:

- learn to look after themselves both emotionally and physically
- gain an understanding of what it means to grow up and the changes their bodies will go through
- develop self-awareness and an understanding of their own body
- make sense of their feelings
- build self-esteem, assertiveness and, as a result, become less vulnerable
- explore friendships and relationships and enhance awareness of emotions and feelings
- develop the ability to make informed personal choices; gain the knowledge, social skills and attitudes and values relating to sex education to participate in society
- demonstrate respect for other cultures and view-points

## **Key Stage 5**

We continue to develop young people's understanding of self-care routines so that young people are applying appropriate strategies in being aware of and looking after their bodies as they move into adulthood. Themes of consent, relationships and emotions are particularly important for many of our young people. Sex Education is taught on an individual basis, tailoring the information given to the children to meet their needs in a format that is suitable for the young person. Learning is documented in young people's EHCP's and in their individual Continuous Learning Plan document.

Our aims are that Young People will:

- be able to look after themselves both emotionally and physically related to their developmental understanding
- apply their understanding of self-care routines in adulthood with and without support
- be able to show self-awareness and an understanding of their own body
- make sense of their feelings

- build self-esteem, assertiveness and, as a result, become less vulnerable
- Develop friendships and relationships and enhance awareness of emotions and feelings
- With or without advocacy, be able to make informed personal choices; gain the knowledge, social skills and attitudes and values relating to sex education to participate in society
- demonstrate respect for other cultures and view-points

As part of the Compass Partnership, we ensure RHE and RHSE is 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
- Foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it.

## Teaching and Learning

Each class teacher is responsible for planning and crafting learning that caters to individual needs and skills. Progression frameworks within RHE and RHSE provide relevant and sequenced learning to support teachers to provide coherent and planned sessions.

For those working at an Early Development level, RHE and RHSE learning takes place through a range of self-care and personalised discreet learning opportunities across the curriculum with a focus on body awareness, building relationships and developing physical and emotional well-being alongside working on core communication goals to support autonomy within their relationships.

## Moral and Value Framework

Effective RHE and RHSE achieve a balance between the acquisition of:

- **Attitudes** – appreciation of difference, tolerance, and openness.
- **Skills** – communication, assertiveness, care for self and others, personal skills, managing emotions and relationships, problem-solving skills and decision-making skills.
- **Knowledge** – emotions and relationships; puberty; and health.

## Content

The teaching of RHE and RHSE 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 are taught within the following six Strands:

### **Primary**

- Caring, respectful friendships and relationships
- Families and people who care for me
- Being safe
- Looking after our changing bodies
- Health and prevention, Physical health and fitness, and basic first aid
- Mental health and well-being, Drugs and alcohol

### **Secondary**

- Safe and respectful relationships, including friendships
- Relationships including sexual health and family composition
- Being safe in the world and through digital media
- Looking after our changing bodies
- Health and prevention, physical health and fitness and basic first aid
- Mental health and well-being, drugs and alcohol

See the RHSE programme of study for further details.

### **Key Stage 5**

- *RHSE curriculum and learning is tailored to the individual young person. It utilises the content from the Secondary Curriculum progression frameworks which ensure sequenced teaching and learning and progression. Teaching is targeted to the priorities of the young person and their immediate and future needs. Intended learning is documented in the young person's CLP (Continuous Learning Plan) and EHCp outcomes*

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

### **Guidelines for Staff**

- treat every pupil as an individual, with dignity and respect
- reinforce the concepts of "private" and "public" to activities, behaviour and situations
- use only the correct names for body parts
- a staff member should inform a designated safeguarding lead if they are concerned, a pupil is at risk of sexual abuse, and the usual child protection procedures followed.

## Assessment

Assessment is key to learning. Teachers use the progression framework to record progress. Progress is reflected in the development of skills and attitudes/values. Within the KS5 curriculum progress is recorded through evaluated CLPs

## Parental Engagement

Parents and Carers cannot withdraw children from Relationships Education or Health Education in primary or secondary education. All children and young people learn about safe and healthy relationships, including online safety, and it is vitally important to any young person's development.

Parents may request to withdraw their children from any aspects of Sex Education that are *additional* to that covered by the science curriculum, which is mandatory. They may ask to do this at any point, up to three terms before the child turns 16. Young people over this age, who wish to take part in the lessons, can do so.

If a parent/carer requests to withdraw their child from Sex Education, the school must talk their request through with them. Any parent/carer wishing to use the right to withdraw should always be directed to meet with the Headteacher. This must happen so that parents/carers can 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 the lessons (loss of learning, personal and social development, risk to safeguarding).

An open and honest discussion between parents/carers and the school can help dispel any misunderstandings or concerns that the parents/carers might have.

## Roles and responsibilities

A whole-school approach is involved in our delivery of Sex and Relationship Education. All stakeholders of the school community have rights and responsibilities regarding Sex and Relationship Education. In particular:

- The **Headteacher** is responsible for ensuring that RHE and RHSE is taught consistently across the school, and for managing requests to withdraw pupils from [non-statutory/non-science] components of RSE
- The **Senior Leadership Team** supports the provision and development of Sex and Relationship Education in line with this policy by providing leadership and adequate resources.

- The **Assistant Head with responsibility for curriculum** will maintain an overview of Sex and Relationship Education provision and have overall responsibility for its development.
- The **Subject leader** will have responsibility for reviewing content, changes in statutory law and how the curriculum is delivered
- **Teachers** are involved in the school's Sex and Relationship Education provision by providing bespoke and personalised sessions to individual/groups following the school's sex and relationships education program of study. Teachers play an important pastoral role by offering support to pupils. Teachers will be consulted about the school's approach to Sex and Relationship Education and aided in their work by providing resources, background information, support and advice from experienced members of staff and access to appropriate training.
- **Support staff** will be involved in some Sex and Relationship Education lessons and play an important, informal pastoral support role.
- **Governors** have responsibilities for school policies. They will be consulted about the SRE provision and policy and have regular reports at Governor's meetings.
- **Trustees** will approve the RHE policy. Trustees have delegated the responsibility for the implementation of this policy to each school's local governing body.
- **Parents/Carers** have a right to view this policy and to have information about the school's Sex and Relationship Education provision. Sex and Relationship Education, which falls outside ongoing work in self-care and social skills or science topics, will be discussed with parents to know what we are covering and how we are teaching it
- The **school nursing team** plays a role in supporting teachers in Sex and Relationship Education in terms of advice, input into lessons and resources. The school will work in ongoing consultation and partnership with the school nursing team and other health organisations

Pupils have an entitlement to age and circumstance appropriate Sex and Relationship Education. Where appropriate they will be consulted about their Sex and Relationship Education needs, and their views will be central to developing the provision.

### **RHE, RHSE and Safeguarding**

Effective RHE is a necessary part of safeguarding children. It can equip them with the facts and skills to negotiate all forms of relationships and recognise what is positive in a relationship and what is not.

To help safeguard pupils, RHE at this school follows the principles for effective RHE set out by organisations such as the NSPCC, The Children's Society, The National Children's Bureau, the Sex Education Forum and Barnardo's. These principles state that effective RHE:

- Promotes safe, equal, caring and enjoyable relationships and discusses real-life issues appropriate to the age and stage of pupils, including friendships, families, consent, relationship abuse, sexual exploitation and safe relationships online.
- 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.
- Works in partnership with parents and carers, informing them about what their children will be learning and about how they can contribute at home.

## **Consent**

For children under the age of 16 the concept of consent and developing an understanding of 'yes and no' will be covered in the areas of caring and respectful friendships and relationships where appropriate for the child.

For young people of 16 years and those in Key Stage 5, there are further considerations around decision making and consent as they enter adulthood. When exploring consent in RHSE at secondary age and above, we consider the young person's capacity to make decisions and give their consent.

## **The Mental Capacity Act 2005 is a law that protects vulnerable people over the age of 16 around decision-making. It says that:**

Every adult, whatever their disability, has the right to make their own decisions wherever possible.

People should always support a person to make their own decisions if they can. This might mean giving them information in a format that they can understand (for example this might be easy read information for a person with a learning disability) or explaining something in a different way.

But if a decision is too big or complicated for a person to make, even with appropriate information and support, then people supporting them must make a 'best interests' decision for them



At Willow Dene once a young person is 16 years old we will always seek guidance around capacity/decision making of that young person from them, their parents and other professionals involved with the young person to ensure a person-centred approach to planning RHSE support.

For more information and guidance around supporting a young person who is 16 years and above with a learning difficulty please follow the link below to Mencap

[Relationships and Sex and Learning Disability | Mencap](#)

### **RHE, RHSE and Faith Perspectives**

Pupils of all faiths and those of no faith are treated equally and respectfully. In line with the DfE statutory guidance, RHE is taught in a way that respects all views and which takes the backgrounds of the pupils into account. Primarily, RHE is a subject dedicated to building pupil's empathy, self-worth, respect and values. Faith perspectives are included in the teaching and learning, where appropriate (e.g. when discussing marriage or contraception). However, RHE is always taught within the context of the Equality Act 2010 and the school places RHSE at the forefront of its Public Sector Equality Duty to:

- Eliminate discrimination, harassment, victimisation and other conduct that is prohibited by the Equality Act 2010.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations across all protected characteristics – between people who share a protected characteristic and people who do not share it.

### **Policy Review**

Policy Adopted	Spring 2023
Other Related Policies	Safeguarding; SEND; Equalities; Behaviour and Relationships;
Next Review:	Spring 2025