



Relationship and Sexual Health Education (RSHE) Policy

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An academy within:



“Learning together, to be the best we can be”



1. Introduction:

- 1.1. Our policy on Relationship and Sexual Health Education (RSHE) is based on the requirements of the Education Act 2002, The Academies Act of 2010 and the DfE document 'Sex and Relationship Education Guidance' (DfES 0116/2000). This continues to be the recommended RSHE guidance.
- 1.2. In the DfE document, RSHE is defined as 'learning about physical, moral and emotional development'. The guidance states, 'It is about understanding the importance of family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health'.
- 1.3. As from September 2020, (September 2021 due to COVID pandemic) RSHE will be a National Curriculum requirement that will be taught as an identifiable part of PSHE, planned for, with timetabled lessons across all key stages.
- 1.4. The National Curriculum states that the importance of RSHE is that it helps pupils to understand and manage a wide range of relationships as they mature and show respect for the diversity of, and differences between people. It also aids the development of pupils' well-being and self-esteem.

2. Aims

- 2.1. It is the aim of Pennine View School, to enable our pupils to develop into happy, independent adults, capable of either living alone or in a relationship. Through our PSHE/RSHE lessons, our pupils will learn to be better Global Citizens and how to:

- Have safe, equal, caring and enjoyable relationships.
- Discuss real life issues appropriate to the age and stage of pupils including topics such as: friendships, families, consent, relationship abuse, sexual exploitation and safe relationships online.
- Get help and treatment if required from sources such as the school nurse, doctors, reliable online information, as well as Health and advice services.
- Be aware of the emotional and physical changes to their own bodies which occur during puberty and as they grow into adults.
- Have respect for, and be in control of their own bodies.
- Know and use the correct anatomical names for the parts of the body including the reproductive system.
- Ask and answer questions without embarrassment and with respect for others and themselves.



- Give pupils opportunities to reflect on values and influences (peer, media, faith and culture) that may shape their attitudes in relation to RSE and nurture a respect for different values.
- Develop a caring and considerate attitude to each other, being aware that others may have different points of view and be able to respect that point of view.
- Give our pupils a positive view of human sexuality with accurate information, so that pupils can learn about their bodies and sexual health in ways that are appropriate to their age and maturity.
- Be aware of different families and genders including LGBTQ+ and equality, and challenges all forms of discrimination in RSE and school life.
- Be aware of issues such as CSE (Child Sexual Exploitation) and FGM (Female Genital Mutation) and to know who they can talk to if they are worried about any sexual matters.

3. Values

3.1. At Pennine View, we believe that RSE should:

- Be an integral part of lifelong learning process, beginning in early childhood through to adulthood
- Be an entitlement for all students irrespective of gender, sexuality, ethnicity, special needs, culture, faith or religion
- Foster a sense of moral responsibility, to understand the meaning of consent and give students the confidence and ability to resist unwanted sexual experience or abuse
- Be mindful of student's previous experiences ACE's and issues
- Be continuous and progressive, being both appropriate to the age and maturity of the pupils
- Provide accurate, unbiased information
- Taught in the context of family life
- Provide an opportunity for discussion and clarification around values and attitudes
- Make a significant contribution to our duty to safeguard and protect all children.



4. Curriculum design

4.1. RSE is taught from key stages 2 to 4 as part of the PSHE (PE/SCIENCE to ensure there is no overlapping of curriculum), as outlined in the PSHE scheme of work. Pupils are taught in their class groups, with boys and girls being taught together, however some pupils will join other classes if necessary. Other additional sessions for small groups may be organised to re-visit or consolidate learning, or for individuals with a particular need.

4.2. When dealing with questions, teachers will establish clear parameters of what is appropriate and inappropriate in their class setting. Staff contributing to RSE lessons work in line with current legislation and Government guidance, irrespective of their personal feelings and beliefs. Teachers use the PSHE scheme of work to support their planning, with all lessons being objective led. All resources are school and DFE approved, Channel 4's 'Living and Growing' DVDs are used to support some lessons. This is to protect staff and ensure that pupils are being shown appropriate images. The school has a policy to filter and prevent access to internet sites that could be deemed as inappropriate.

4.3. All lessons will:

- Be taught by staff, regularly trained, and by expert visitors who are invited into school
- Be delivered, using a variety of methods, so that pupils feel safe, are encouraged to participate and to develop both critical thinking and relationship skills. Our increased use of Oracy across the school curriculum has aided the pupils to become better speakers, to ask deeper questions and to feel more confident during speech.
- Be based upon reliable sources of information, including the current law and will distinguish between fact and opinion. Through one of our Whole School Themes our children will learn how to distinguish the difference between Fact and Opinion so that they are more likely to know the difference when faced in 'real life' situations.
- Meet the needs of all our pupils with very diverse experiences and needs and will be taught at an appropriate stage rather than a chronological age.



5. Safeguarding

5.1. All RSE lessons are conducted in a sensitive manner and in confidence. If a pupil makes a disclosure of a child protection issues, staff should follow procedures outlined in the Safeguarding Policy. However, where discussions and information are of a routine nature, confidentiality should be maintained wherever possible. All staff revisit their safeguarding training annually and safeguarding training is also continually updated through termly CPD and weekly briefings.

5.2. The Role of Parents

5.2.1. We know that the primary role in children's RSE lies with parents and carers. We therefore wish to build a positive and supporting relationship with them through mutual understanding, trust and co-operation. Parents and carers are informed by the Newsletter when RSE lessons are to be taught, which will include a general outline as to what aspects are being covered. This is to give, you the parents, the opportunity to discuss issues with your child and answer any questions they may have, if they so wish. To promote this objective, we will:

- Inform parents/carers about the school's RSE policy and practice so that home and school can be consistent with key messages.
- Answer any questions you may have about the teaching of RSE in school or the resources used.

5.2.2. It is compulsory for RSE to be taught. Relationship and Health Education will be compulsory for all Year 3 to Year 6 pupils and RSE compulsory for all Year 7 to Year 11 pupils.

5.2.3. Parents are still able to withdraw their child from the 'Sexual' part of 'Relationship, Sexual, Health Education'; however you are advised to contact the Headteacher in the first instance to discuss your concerns.

6. Roles and Responsibilities

6.1. The curriculum lead is responsible for coordinating RSE and is supported by the leadership team.



- 6.2. All staff teach RSE to their own class, following the scheme of work. The science teacher also teaches parts of the RSE curriculum within specialist science lessons.