

**The Dales School**

Relationship Sex and Health Education Policy

**Today’s children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also presents challenges and risks. In the school environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.**

**The subject content represents a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others’, wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society.**

**DfES 2019 draft**

Effective sex and relationship education is essential if young people are to make responsible and well informed decisions about their lives. At The Dales, sex and relationship education is a basic entitlement, which will contribute to the overall personal and social development of each pupil. The school believes the role and nature of sex and relationship education to be the provision of on-going, truthful and honest information presented in a non-judge mental manner within a relaxed and confidential setting. SRE is an integral part of our curriculum and is taught to all pupils appropriate to their needs, age and stage. Formal teaching of SRE throughout the school year is part of the PHSE curriculum. delivered through an inter-disciplinary approach.

**In our school we believe:**

* SRE is lifelong learning about ourselves, including our emotions, self-esteem, relationships, rights and responsibilities, sexual behaviour, sexuality and sexual health. It takes place in many contexts: at home, at school and in the community.
* SRE is an entitlement for all young people. Difference and diversity must be taken into account when delivering SRE. Special educational needs or disability, gender, sexual orientation and age, nationality, religion, cultural and linguistic background, all affect access to SRE.
* SRE is most effective when provided in the wider context of social and emotional development. In schools, successful SRE is firmly rooted in personal, social and health education (PSHE).

**Our work in SRE is set in the wider context of our school values and ethos:**

* We promote a healthy, safe and caring environment for all pupils and staff.
* We provide a broad and balanced curriculum for all our pupils, which values their diverse backgrounds and needs.
* We promote pupil’s self-esteem and emotional wellbeing and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, at school, at work and in the community.
* We help our pupils to learn to respect themselves and others and to become ready to move safely from childhood, through adolescence, into adulthood.

**Aims**

The aims of our relationship, sex and health education (RSHE) at our school are to:

* Create a positive culture around Relationships, Sex and Health Education
* Prepare our children for puberty and give them an understanding of the importance of health and hygiene
* Teach children the correct vocabulary to describe themselves and their body parts
* Enable our children to develop feelings of self-respect, confidence and empathy
* Teach our children how to keep themselves safe
* To embed our school values of kindness, respect, resilience, responsibility, teamwork and honesty.

**Statutory Requirements**

The school must provide relationship education to all of our pupils (section 34 of the Children and Social Work Act 2017); however, we are not required to provide sex education, but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSHE, we must have regard to guidance issued by the Secretary of State as outlined in section 403 of the Education Act 1996

**Definition**

Relationship and sex education is about empowering children and young people to make positive and well informed choices about their relationships, health and also their lifestyles. RSHE will teach children to make responsible decisions that will keep them safe both on and offline. It is each child’s basic entitlement to explore the learning about themselves; including, emotions, self-esteem and rights and responsibilities. RSHE will be an integral part of our curriculum that will be taught progressively throughout the school.

**Principles Sex and Relationships Education Policy**

* SRE is an integral part of each person’s learning process, which begins in childhood and continues into adult life.
* Sex and relationships education should be delivered in a positive way and should provide physical, mental, moral and social development.
* All pupils, regardless of gender, race or disability should have access to appropriate sex and relationships education.
* The sex and relationships education curriculum should be delivered in a way that addresses the needs for differentiation and is relevant to each person’s individual needs.
* Parents and governors should be informed and be involved as to the content and context of the sex and relationships curriculum. Opportunities for discussion should be offered to parents and governors.
* The teaching of sex and sexuality should be delivered in a way which encourages responsibility and tolerance, and which teaches to respect difference.
* The recommendation of the Children Act, i.e. that ‘those responsible for the sexual education of young people will need to bear in mind the particular needs of different young people’. The fact that young people with mental or physical disabilities have sexual needs should be encouraged for instance, and young people who have been abused, or have been in touch with abused young people may need special counselling if they are not to regard sexual feelings as a matter of shame or to regard sexual relationships as impersonal and exploitive. The needs and concerns of gay young men and women must also be recognised and approached sympathetically.
* Acknowledgement should be given, and sensitivity shown, towards religious beliefs and codes of behaviour within ethnic minority races and cultures and to generally respect the diversity of ‘family’ life.

**Policy Development**

This policy has been developed in consultation with staff, pupils, parents and governors. The consultation and policy development process involved the following steps

1. Review - A small working group worked together to identify all the relevant information, including national and local guidance
2. Staff Consultation - all school staff were given an overview of the new guidance and gave feedback with regards to key decisions that needed to be made (in the form of a questionnaire) in order to create our new policy
3. Parent/stakeholder consultation - parents and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation - we investigated exactly what pupils want from their RSE
5. Ratification - Once amendments were made, the policy was shared with and agreed by Governors.

**Guidelines of the Sex and Relationships Curriculum**

* Schemes of work for units should be carefully planned to ensure a focussed and appropriate approval to the teaching of sex and relationship issues.
* SRE will be monitored and evaluated as part of the whole school systems.
* There will be parental and governor involvement in the planning of modules i.e.
* Parents and governors will be informed of the exact commencement. Parents will be invited to review the programme and resources and discuss the policy.
* The teaching about sex and sexuality should be set within a framework, which encourages responsibility and tolerance within personal relationships.
* There will be careful input on sensitive issues, such as masturbation, as appropriate to the pupils.
* It is important to endorse that sex and relationships education is about sexuality as well as sexual acts.
* Pupils, where appropriate, will be taught about aspects of relationships and the development of relationships (grooming, sexual or political relating to the Prevent Agenda)
* All members of staff should have the opportunity to discuss the sex and relationships education policy and programme.
* There should be a collaborative approach to the delivery of sex and relationships education and should involve persons from our transdisciplinary teams including the wellbeing team and if appropriate external agencies.
* Careful planning should address diversity of family life and should show an awareness of the differing attitudes, belief and principles regarding sex and sexuality within the wide range of culture and religions.
* Transgender and homosexuality should be discussed with young people in a secure environment in a way which aims to dispel myths, and which will help to clarify attitudes rather than treating it as ‘special’ or ‘abnormal’.
* Through planning and teaching strategies, including the use of ICT, signing, VOCAs and visual structure when required, provision will be made to ensure that students with alternative communication strategies are given equal learning opportunities in this area.

**Content and Delivery**

We believe that RSE is most effective when provided in the wider context of social and emotional development. Our RSE is embedded within our PSHCE education.

Our PSHCE curriculum is set out in Appendix 1. This will be adapted as necessary. We have developed this curriculum in consultation with parents, pupils and staff and have taken into account the age, stage, individual needs and communication needs of the children.

Our sex education coverage includes aspects from our science curriculum.

There is a collaborative approach to the delivery of RSHE. RSHE champions in school will take the lead in the delivery of a personalised approach for small groups and individuals taking into account age, stage and needs of the children. External agencies will also support when appropriate.

Communication strategies such as Makaton and board maker will be used to support the teaching and learning of RSHE as necessary to meet individual needs.

Relationship education focuses on the teaching the fundamental building blocks and characteristics of positive relationships including:

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

These areas of learning are taught in the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances; for example, families can include single parent families, parents who are LGBT, families parented by grandparents, adoptive parents, foster parents/carers amongst other family structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

**Roles and Responsibilities**

The governing board have approved the RSHE policy.

Staff are responsible for:

* Delivering RSHE in a sensitive way
* Modelling positive attitudes to RHSE
* Monitoring progress
* Responding to the needs of individual pupils
* Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory / nonscience-based components of RSHE.

RSHE champions will deliver RSHE to small groups and individuals. Staff have received extra training to support their delivery of RSHE. Pupils are expected to engage with RSHE in a positive way of being respectful of others.

**Right to Withdraw**

Parents do not have the right to withdraw their children from relationship or health education.

If ever we feel that a child would benefit from an area of sex-education, other than that outlined in our Science curriculum, we will seek the approval of the parent / carer. If approval is not given, we will not teach this element.

**Training**

Staff are trained in the delivery of RSHE and it is included in our continuing professional development calendar.

**Monitoring and Evaluation**

The delivery of RSHE is monitored by the teaching and learning team and senior leaders through learning walks, planning scrutiny, discussions with staff and pupils, and observations.

Pupil’s development in RSHE is monitored by class teachers and RSHE champions as part of our assessment in school.

This policy will be reviewed annually. At every review the policy will be approved by the Head Teacher and school governors.

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| **Date established by Governing body** | Autumn 2020 |
| **Date for full implementation** | November 2020 |
| **Date for review** | Autumn 2021 |

**Signed…………………………………………………..   Chair of Governors**

**Date …………………………………………………….**