



The Dales School

Relationship Sex and Health Education (RSHE)
and Personal, Social, Health, Citizenship and
Economic Education (PSHCE) Policy

Spring 2023

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 2020

Effective relationship, sex and health education and PSHCE (Personal, Social, Health, Citizenship and Economic Education) is essential if young people are to make responsible and well informed decisions about their lives. At The Dales RSHE/PSHCE 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 RSHE/PSHCE to be the provision of on-going, truthful and honest, stage appropriate information presented and explored in a non-judgemental manner within a relaxed setting. RSHE/PSHCE is an integral part of our curriculum and is taught to all pupils appropriate to their needs, age and stage. Teaching of RSHE throughout the school year is part of the PSHCE life skills and basic skills curriculum, delivered through an inter-disciplinary approach.

In our school we believe:

- RSHE/PSHCE should have safeguarding at its core.
- RSHE 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.
- RSHE is an entitlement for all young people. Difference and diversity must be taken into account when delivering RSHE. Special educational needs or disability, gender, sexual orientation and age, nationality, religion, cultural and linguistic background, all affect access to RSHE.
- RSHE is most effective when provided in the wider context of social and emotional development. Successful RSHE is firmly rooted in personal, social and health education (PSHE).

Our work in RSHE/PSHCE 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 healthy 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) and our PSHCE at our school are to:

- have safeguarding at the core of the content and the teaching.
- create a positive culture around Relationship 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
- embed our school values of kindness, respect, resilience, responsibility, teamwork and honesty.
- prepare our children to be positive contributors to life beyond school.
- develop behaviours for learning, relationships and social skills, personal independence and communication.

Statutory Requirements

The school must provide relationship and health 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 will teach the elements of sex education contained in the science curriculum as and when appropriate.

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:

(1)The local education authority, governing body and head teacher shall take such steps as are reasonably practicable to secure that where sex education is given to any registered pupils at a maintained school, it is given in such a manner as to encourage those pupils to have due regard to moral considerations and the value of family life.

Definition

Relationship, sex and health 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 and PSHCE is an integral part of our curriculum that will be taught progressively throughout the school.

Principles of the policy

- There is a safeguarding first approach where the DSL supports curating the curriculum.
- RSHE is an integral part of the learning process, which begins in childhood and continues into adult life.
- RSHE 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 relationship and health education.
- The relationship and health education curriculum should be delivered in a way that addresses the need for differentiation and is relevant to each person's individual needs.
- Parents and Governors should be informed and involved as to the content and context of the RSHE/PSHCE curriculum. Opportunities for discussion should be offered to parents and Governors.
- The teaching of 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 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 wanted from their RSHE
5. Ratification - Once amendments were made, the policy was shared with and agreed by Governors.

Guidelines of the RSHE Curriculum

- Schemes of work linked to themes will be carefully planned to ensure a focussed and appropriate approach to the teaching of relationship and health issues.
- RSHE/PSHCE will be monitored and evaluated as part of the whole school systems.
- There will be parental and Governor involvement in the planning of the curriculum.
- Parents and Governors will be informed of the exact commencement. Parents will be invited to review the programme and resources and discuss the policy.
- There will be careful input on sensitive issues, such as masturbation as appropriate to the pupils and with parental consent.
- 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 RSHE policy and programme.
- There should be a collaborative approach to the delivery of relationships and health 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.
- The guiding principle should be transparency, and, to this end, we will publish our RSHE teaching materials online, alongside our RSHE policy, and have a clear process for raising any concerns or questions.

Content and Delivery

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

Our PSHCE/RSHE 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. It is woven into our themed medium term planning with basic skills that run across the year and within our life skills curriculum.

Our sex education coverage includes aspects from our science curriculum.

There is a collaborative approach to the delivery of RSHE/PSHCE. 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 widget will be used to support the teaching and learning 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 (including conversations around extremism).
- 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 parents families, parents who are LGBTQ, 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).

Areas that will be taught are:

- staying safe online
- puberty and growing up
- healthy eating and nutrition
- drugs and alcohol
- emotional wellbeing and resilience
- how to stay safe
- how to look after your mental health
- relationships
- Careers and aspirations

As stated in our safeguarding policy opportunities are provided in our PSHCE/RSHE curriculum to enable pupils to discuss issues of religion, ethnicity and culture and the school follows the DfE advice Promoting fundamental British Values as part of SMCS (spiritual, moral, social and cultural education) in Schools (2014).

The government defines extremism as vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. Some children are at risk of being radicalised: adopting beliefs and engaging in activities which are harmful, criminal or dangerous. Nationally, Islamic extremism is the most widely publicised form however schools should also remain alert to the risk of radicalisation

into white supremacy and extreme right wing factions. We will work towards building resilience to radicalisation within our PSHCE curriculum.

We will follow the DfE advice of Promoting fundamental British Values as part of SMCS (spiritual, moral, social and cultural education) in Schools (2014). We will promote the British Values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

Roles and responsibilities

The governing board have approved the RSHE policy.

Staff are responsible for:

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

Any concerns regarding the RSHE curriculum by parents should be raised with the DSL and/or PSHE lead.

Training

Staff are trained in the delivery of RSHE and it is included in our continuing professional development calendar. This training focuses on how we can provide the children with the knowledge in an age and stage appropriate way.

School staff will receive training to help to identify signs of extremism (Prevent training). Opportunities are provided in the curriculum to enable pupils to discuss issues of religion, ethnicity and culture and the school.

The Royal Oak National Academy is a platform where we can go to access high-quality, kitemarked materials and resources to support the teaching of RSHE. These materials are freely available and without the copyright limitations that some resources

have. We must be confident that these materials are age-appropriate, in line with parents' and children's preferences, and reflect the statutory guidance.

Monitoring and Evaluation

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

Pupil's development in RSHE/PSHCE is monitored by staff and senior leaders 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.

Date for full implementation	Spring 23
Date for review	Spring 24