

The Crossways Schools
Learning together, Stronger Together

Relationships, Sex and Health Education Policy (RSHE)

Section 1: Defining what we mean by relationships and sex education

In our school Relationships Education refers to:

- i. The development of skills, knowledge and resilience needed to experience positive mental, emotional and physical wellbeing
- ii. The development of skills and strategies children need to keep themselves safe, happy and well both online and in the real world
- iii. Teaching the characteristics of positive relationships
- iv. Teaching about different types of relationships, promoting equality and respect, and recognising the importance of diversity
- v. Teaching about healthy, respectful, non-exploitative and non-coercive behaviours
- vi. Developing an understanding of gender equality, rights, consent and respectful and healthy communication (Equalities Act, 2010) including:
 - Sexuality/sexual orientation (avoiding heteronormative assumptions & attitudes)
 - Gender identity
 - Home background (e.g. different family make-up)
 - Ethnicity
 - Gender
 - Special educational needs and disability
- vii. Develop young people's knowledge and awareness of services that provide information, advice, support or treatment, including developing their understanding of their rights in relation to accessing these services

In this school Sex Education refers to:

- viii. Teaching about the physical and biological aspects of puberty, and growing up, the human life cycle and how a baby is conceived and born; ensuring access to up to date and correct factual information.

Section 2: Subject content

We have a whole school approach to RSHE as follows:

- i. Pupils in KS 1 and KS 2 will receive lessons broken down and delivered through timetabled Personal Social and Health Education (PSHE) and pupils in the Early Years Foundation Stage (EYFS) through Personal, Social and Emotional Development (PSED) also through planned science lessons.
- ii. Elements of RSHE will be covered through cross curricular themes and assemblies.
- iii. We have developed our lesson plans and schemes of work based on PSHE Association Key Themes and Guidance and through the SCARF scheme of work.

- iv. Lessons are age appropriate; with content that is inclusive and relevant to the needs and lived experiences of all pupils, their families, and the wider community. Content is taught through an engaging range of active learning methods that differentiate materials and resources to ensure all pupils are able to access the learning.
- v. There is confident and consistent use of the correct terminology to describe, for example, female and male body parts etc. – whilst being mindful of the need to, where appropriate, accept the language adopted by pupils so as to ensure content remains accessible.
- vi. Those fulfilling in-class support roles receive training so as to ensure they can help facilitate the access of those pupils they are specifically supporting.
- vii. Have a proactive and planned approach to involving external professionals (e.g. school health nurse) in supporting the delivery and development of RSHE. This includes the Life Bus delivering age specific content to all year groups.

Section 3: Policy development and review

- i. Team 6 alongside the School Leadership Team (SLT) and in partnership with Governors, will oversee all aspects of the development, delivery and evaluation of this policy and have a proactive, open and inclusive approach to involving parents and carers in development, delivery and evaluation. Team 6, SLT and Governors show commitment to work with parents who have chosen to withdraw their children from 'sex' education to ensure their needs can be effectively met outside the school environment.
- ii. Team 6 "Ethos and Values" and PSHE/PSED Lead Teachers are responsible for the development of the teaching programme, staff training, liaison with external professionals and effective monitoring and evaluation.
- iii. There is an identified 'lead Governor' for RSHE who attends Team 6 meetings when appropriate.

Section 4: Parents' rights

The Crossways Schools believe that parents and carers should play an active role in shaping the education their children receive whilst at school. To that end, we will proactively seek to develop regular and ongoing communication with parents and carers so as to ensure our policy for, and delivery of, relationships and sex education balances the feelings, wishes and concerns of parents with the needs and concerns of pupils and staff.

Our open channels of communication can be used to resolve any areas of concern as and when they arise. Where this is not possible, we would encourage parents and carers to be mindful of the following:

- i. As set out in national statutory guidance, there is no right for parents to withdraw their children from Relationships Education or Health Education.
- ii. As a school that chooses to teach sex education we allow parents a right to withdraw their children from sex education, other than as part of the science curriculum.

If a parent wishes to withdraw their child from sex education they must contact the school. The school will discuss with parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher.

- iii. As a school we will encourage (and support where possible) parents to deliver sex education to their child at home instead.

iv. If a pupil is excused from sex education, the school will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

Section 5: Using visitors

- i. Other agencies/professionals and visitors will enhance but not replace our teacher-led programme.
- ii. Teachers will always be present during sessions facilitated by other agencies / professionals and visitors.
- iii. We select visitors very carefully in line with our values framework and school ethos and ensure that their input is evidence based, accurate and not misleading.

Section 6: Assessment and evaluation

- i. We monitor pupils' knowledge, skills and understanding by various means including: self-assessment, peer assessment, pupil conferencing, teacher observations, quizzes and questionnaires. The LA Health and Well-Being Online Pupil Survey for KS2 children will be completed annually and the school will continue to build on its Health in Schools status.
- ii. Pupils and staff have regular opportunities to evaluate lessons and approaches by means of: self-reflection and review, pupil conferencing, learning walks and monitoring by Team 6.

Section 7: Confidentiality and safeguarding

- i. We ensure that ground rules are established before lessons are delivered and that pupils are reminded not to discuss personal experiences and issues in class as a general rule.
- ii. We provide a safe, respectful and open learning environment in which children have an opportunity to gain factually accurate information whilst being encouraged to ask questions and enabled to develop their skills, experience and resilience.
- iii. Pupils are made aware of how to access confidential information and support after the lesson, should they need it for example Childline.
- iv. If a pupil discloses information of a personal nature staff will follow guidelines from the Safeguarding/ Child Protection policy.
- v. Under no circumstances do staff offer unconditional confidentiality to any pupil.

Section 8: Links with other policies

Policies relevant to Relationships, Sex and Health Education taught in our school:

- PSHE curriculum appendix
- Equal Opportunities / Inclusion
- Child Protection / Safeguarding
- Staff Code of Conduct
- Behaviour
- Anti-Bullying

Adopted by Governing body:

Dec 2019

Review date:

Dec 2023