



PSHE/RSE POLICY

Version Number:

- 2

Applies To:

- APTCOO Independent Special School

Associated Documents:

- Safeguarding & Child Protection Policy
- Relational Policy
- Physical Intervention Policy
- SEND Policy and Information Report
- Online Safety Policy
- Anti-Bullying Policy
- Data Retention & Records Management Policy
- Data Protection/GDPR Policy

Related Regulations:

- Section 80A of the Education Act 2002
- Children and Social Work Act 2017
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Equality Act 2010
- DfE (2023) 'Keeping children safe in education'
- DfE (2021) 'Teaching about relationships, sex and health'
- DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2013) 'Science programmes of study: key stages 1 and 2'
- DfE (2015) 'National curriculum in England: science programmes of study'

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Chief Executive Officer (CEO)

Date 5/12/24

Chair of Board of Trustees /Governing Board

Date 5/12/24

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Extract: Whole School Curriculum Policy

Curriculum Vision

APTCOO aims to deliver an enriching, challenging and highly personalised curriculum that promotes learners to achieve the best possible outcomes and reflects the world the children and young people live in today.

Through inclusive cross-curricular and engaging experiences, the learners will foster a passion for learning, developing them academically, socially, emotionally and physically, in order to fulfil their true potential and participate fully in British society.

Overview

At APTCOO, we have worked hard to tailor our curriculum to be exciting, broad, balanced and innovative, specifically designed to meet the needs of our learners. Our learners have an extremely wide range of special educational needs as well as a complex profile of additional needs that includes early life trauma.

Our Curriculum offers a positive and supportive framework that helps our learners receive an education that enables them to fulfil their aspirations and to become active citizens.

Key Aims

Enable learners to:

- **Communicate as confident individuals and interact with the people around them** (to become as independent as possible and enjoy being with others)
- **Stay safe and healthy as responsible citizens** (leading safe, healthy and fulfilling lives and making positive contributions to society)
- **Be successful learners and to do things for themselves and make good choices** (enjoying school and life beyond school, making good progress and achieving a range of personal outcomes i.e., qualifications)

All curriculum subject policies, ensure that these core aims are at the heart of learning and teaching plans.

1. Statement of Intent

All schools are required to teach the majority of PSHE education from September 2020. This includes Relationships Education at key stages 1 and 2, Relationships and Sex Education (RSE) at key stages 3 and 4, and Health Education in both primary and secondary phases.

Our curriculum plan at APTCOO is fully aligned with the Statutory Guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education from the Department for Education (DfE). We have mapped the content grids from this statutory guidance on to the plans, and adapted learning outcomes appropriately in cases where statutory content may not be accessible for our learners. This plan also supports teachers to provide a comprehensive PSHE programme that integrates, but is not limited to, this new statutory content. 'The World I Live In'

section covers aspects of PSHE relating to careers education, economic wellbeing, personal safety (including assessing and managing risk) and preparing for adulthood. Though not yet a statutory part of PSHE education, this learning is critical to support different levels of independence that our learners may have, as well as helping APTCOO to meet the Gatsby Benchmarks for careers education as part of the DfE Careers Strategy.

At APTCOO, we understand the importance of educating learners about sex, relationships and their health, for them to make responsible and well-informed decisions. A key part of this relates to relationships education, this focusses on giving learners the knowledge they need to make informed decisions about their wellbeing, health and relationships, and to build their self-efficacy. Health education focusses on equipping learners with the knowledge they need to make good decisions about their own health and wellbeing.

We understand our responsibility to deliver a high-quality, age-appropriate and evidence-based relationships, sex and health curriculum for all our learners. This policy sets out the framework for our relationships, sex and health curriculum, providing clarity on how it is informed, organised and delivered to enable learners to be healthy, responsible members of the wider community and to improve and maximise their independence skills.

The teaching of RSE and health education can help to prepare learners for the opportunities, responsibilities and experiences of adult life. It allows us to promote the spiritual, moral, social, cultural, mental and physical development of learners at school and in the wider society. Furthermore, to become aware of their rights and responsibilities in order to empower them to become positive members of a diverse and multicultural society. Learners should continue to develop relationships, explore the world around them, develop confidence and build upon emotional resilience. Learners are encouraged to play a positive and active role in contributing to the life of the school, and the wider community.

2. Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Section 80A of the Education Act 2002
- Children and Social Work Act 2017
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Equality Act 2010
- DfE (2023) 'Keeping children safe in education'
- DfE (2021) 'Teaching about relationships, sex and health'
- DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2013) 'Science programmes of study: key stages 1 and 2'
- DfE (2015) 'National curriculum in England: science programmes of study'

This policy operates in conjunction with the following school policies:

- Safeguarding & Child Protection Policy
- Relational Policy
- Physical Intervention Policy
- SEND Policy and Information Report
- Online Safety Policy
- Anti-Bullying Policy
- Data Retention & Records Management Policy
- Data Protection/GDPR Policy

3. Roles and Responsibilities

The governing board is responsible for:

- Ensuring all learners make progress in achieving the expected educational outcomes.
- Ensuring the RSE and health education curriculum is well-led, effectively managed, and well-planned.
- Evaluating the quality of provision through regular and effective self-evaluation
- Ensuring that teaching is delivered in ways that are accessible to all learners with SEND.
- Providing clear information to parents on the subject content and the right to request that their child is withdrawn.
- Ensuring RSE and health education is resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.

The headteacher is responsible for:

- The overall implementation of this policy
- Ensuring all staff are suitably trained to deliver the subjects.
- Ensuring parent are fully informed of this policy.
- Reviewing all requests to withdraw learners from non-statutory elements of the RSE and health education curriculum.
- Discussing withdrawal requests with parents, and the pupil if appropriate, to ensure their wishes are understood and to clarify the nature and purpose of the curriculum, including the benefits of receiving the education.
- Ensuring withdrawn learners receive appropriate, purposeful education during the period of withdrawal.
- Encouraging parents to be involved in consultations regarding the school's RSE and health education curriculum.
- Reviewing this policy on an annual basis
- Reporting to the governing board on the effectiveness of this policy and the curriculum

The PSHE & RSE subject lead is responsible for:

- Overseeing the delivery of both the curriculum for PSHE and RSE

- Working closely with colleagues in related curriculum areas to ensure the RSE and health education curriculum compliments, and does not duplicate, the content covered in other curriculum subjects.
- Ensuring the curriculum is age-appropriate and of high quality.
- Reviewing changes to the RSE and health education curriculum and advising on their implementation
- Monitoring the learning and teaching of RSE and health education, providing support to staff where necessary
- Ensuring the continuity and progression between each year group and each base point/site
- Helping to develop colleagues' expertise in the subject.
- Ensuring teachers are provided with adequate resources to support teaching of the curriculum.
- Ensuring the school meets its statutory requirements in relation to RSE and health education.
- Leading staff meetings and ensuring all members of staff involved in the curriculum have received the appropriate training.
- Organising, providing, and monitoring CPD opportunities in the subject
- Ensuring the correct standards are met for recording and assessing pupil performance.
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the headteacher.

The DSL is responsible for:

- Offering advice and consultation for safeguarding-related subjects in the RSE curriculum
- Promoting knowledge and awareness of safeguarding issues amongst staff
- Being an appropriate point of contact for staff who have concerns about the welfare of a pupil that have arisen through the teaching of RSE.

All teachers are responsible for:

- Delivering a high-quality and age-appropriate relationships, sex and health curriculum in line with statutory requirements
- Using a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all learners,
- Ensuring they do not express personal views or beliefs when delivering the programme.
- Modelling positive attitudes to relationships, sex and health education
- Responding to any safeguarding concerns in line with the Child Protection and Safeguarding Policy
- Acting in accordance with planning, monitoring and assessment requirements for the subjects
- Liaising with the SENCO to identify and respond to individual needs of learners.
- Working with the relationships, sex and health education subject leader to evaluate the quality of provision.

4. Consultation

At APTCOO the relationships, sex and health education curriculum takes into account the views of learners and parents, carers, staff and key stakeholders, in accordance with DfE recommendations.

The school understands the important role parents play in enhancing their children's understanding of relationships and health. Similarly, we also understand how important parents' views are in shaping the curriculum.

When organising the curriculum, learners and parents are offered opportunities to understand and ask questions about the school's approach to relationships, sex and health education, and to share their views and opinions, so that the topics that are covered are taught appropriately.

The school will use these views to inform decisions made about the curriculum content and delivery; however, parents will not be granted a 'veto' on curriculum content, and all final decisions will be the schools to make.

Parents are provided with the following information:

- The content of the relationships, sex and health curriculum
- The delivery of this curriculum, including what is taught in each year group.
- The legalities surrounding withdrawing their child from the subjects.
- The resources that will be used to support the curriculum.

The school aims to build positive relationships with parents by inviting them into school to discuss what will be taught, address any concerns, and help parents in managing conversations with their children on the issues covered by the curriculum. Parents are also consulted in the review of this policy and are encouraged to provide their views at any time.

The consultation process involves:

- Learner feedback groups - We discuss with our learners how they feel PSHE/RSE teaching supports them with making successful, safe relationships with others and how they would like to it to be improved further.
- Review of PSHE/RSE curriculum - The SLT and PSHE/RSE Lead review the content, framework and relevant information including national and local guidance for teaching and learning with staff and learners, on an annual basis.
- Staff consultation – All school staff are given the opportunity to review the curriculum and make recommendations.
- Parent/stakeholder consultation – Parents/carers were invited to give written or verbal feedback on our PSHE/RSE plans. This will continue.

At all points of delivery of this programme, learners and parents/carers will be consulted and their views will be valued. We wish to continue developing positive relationships with our parents and carers through respect, trust and co-operation. In promoting this we have discussed with parents

the changes to the curriculum, received feedback, held meetings to explore key issues and answered questions. Parents and carers can access additional information via their class Padlet page or by contacting the school directly.

Any parent, teacher or pupil wishing to provide feedback about the curriculum can do so at any time during the academic year by:

- Organising a meeting with or emailing the headteacher
- Submitting written feedback to the tutor

Staff have received training with regards to the curriculum, as well as having support and guidance from the PSHE/RSE Leads and the Senior Leadership Team. Staff have also provided recommendations and suggestions which have led to additional updates and new resources being implemented.

It is the responsibility of the headteacher and PSHE/RSE Lead to ensure that the policy is available to share, implemented effectively, regularly monitored and reports are made to the governors regarding the effectiveness of the policy.

5. Aims

The aims of Personal, Social, Health and Education/Relationships and Sex education at our school are to develop confidence in communicating, listening and thinking about feelings and relationships (developing emotional resilience)

- Enable learners to have the confidence and self-esteem to value themselves and others.
- Help them understand about the range of relationships, including the importance of family, friends, and different sexualities.
- Help learners develop feelings of self-respect, confidence, and empathy.
- Enable learners to name or recognise parts of the body and how their bodies work.
- Prepare learners for puberty and give them an understanding of sexual development and the importance of health and hygiene.
- Help develop an understanding of how physical changes can affect emotional responses (female & male hormonal changes) and to help learners to self-manage these.
- Enable learners to recognise unsafe situations and learn how protect themselves, knowing where to seek help and advice.
- Provide a safe and happy environment in which sensitive discussions can take place.
- Help learners understand the importance of hygiene and how safe routines can prevent the risk of infection and spreading of a virus.
- Develop the opportunities for learners to be able to make different choices.
- Develop pupil's skills to be able to turn take, share, tolerate others, work together, and respect each other's views.
- Help learners become healthy, happy, and independent individuals.
- Recognise that the wider community has much to offer, and we aim to work in partnership with health professionals, social workers, peer educators and other mentors or advisers.

6. Organisation of the curriculum

For the purpose of this policy:

“Relationships education” is defined as teaching learners about healthy, respectful relationships, focussing on family and friendships, in all contexts, including online.

“Health education” is defined as teaching learners about physical health and mental wellbeing, focussing on recognising the link between the two and being able to make healthy lifestyle choices.

“Sex education” is defined as teaching learners about developing healthy sexuality, and will cover issues, beyond those covered in the science and health curricula, that will be determined in response to the needs of the relevant cohort.

At APTCOO we have learners aged between 5 and 19, therefore all areas of the primary and secondary PSHE and RSE should be covered. As a special school, APTCOO does have some flexibility to adapt the curriculum to determine an age-appropriate, developmental curriculum which meets the needs of our learners. PSHE and RSE must be accessible to all learners, we will provide high quality teaching which is differentiated and personalised to meet all the statutory requirements outlined. As well as supporting preparation into adulthood and within the wider community.

We highly value all of our learners and within the statutory requirements the government highlight that SEND learners can be more vulnerable to exploitation, bullying and other issues. Therefore, all of these factors have been carefully considered when designing, planning and teaching our lessons within the curriculum.

To further meet the statutory requirements, we tailor our content and teaching to meet the specific needs of learners at different developmental stages. As a school we will ensure that teaching is sensitive, age appropriate, developmentally appropriate and delivered with reference to the law. (As cited in the statutory guidance from the DfE).

PSHE and RSE will be taught to all of our learners.

The PSHE and RSE curriculum has been organised in line with the statutory requirements outlined in the DfE (2019) ‘Relationships, Education, Relationships and Sex Education (RSE) and Health Education’ Guidance

7. Delivery of the Curriculum

The majority of the RSE and health education curriculum will be delivered through PSHE education, with some statutory elements taught via the science curriculum. There will be at least one lesson per week.

Through effective organisation and delivery of the subject, we will ensure that:

- Core knowledge is sectioned into units of manageable size.

- The required content is communicated to learners clearly, in a carefully sequenced way, within a planned scheme of work.
- Teaching includes sufficient and well-chosen opportunities and contexts for learners to embed new knowledge so that it can be used confidently in real-life situations.

The curriculum is delivered proactively, such that it addresses issues in a timely way in line with current evidence on children's physical, emotional and sexual development. The school will ensure that all teaching and materials are appropriate for the ages of the learners, their religious backgrounds, their developmental stages and any additional needs, such as SEND. Lesson plans will provide appropriate challenge for learners and be differentiated for learners' needs.

Teaching of the curriculum reflects requirements set out in law, particularly the Equality Act 2010, so that learners understand what the law does and does not allow, and the wider legal implications of the decisions they make.

Learners will be taught the facts and the law about sex, sexuality, sexual health, and gender identity in an age appropriate, inclusive and respectful way. We will endeavour to support all learners to feel that the content is relevant to them and their developing sexuality.

We will ensure that LGBTQ+ content is fully integrated into the relationships and health curriculum, rather than delivered as a standalone unit or lesson. The school will ensure it is communicated to parents and stakeholders that LGBTQ+ relationships and content are not inherently sexual in nature, and parents do not have the right to withdraw their children specifically from lessons regarding LGBTQ+ issues.

Classes may be taught in smaller groups, dependent upon the nature of the topic being delivered at the time, and the cultural background of learners where it is appropriate to deal with these issues with heightened sensitivity.

Any resources or materials used to support learning will be formally assessed by the relationships, sex and health education subject leader before use to ensure they are appropriate for the age and maturity of learners, and sensitive to their needs. Throughout every year group and base/site, appropriate videos, books, games, discussion, and practical activities will be used to assist learning. Inappropriate images, videos, etc., will not be used, and resources will be selected with sensitivity given to the age, developmental stage, and cultural background of learners. Learners will be prevented from accessing inappropriate materials on the internet when using such to assist with their learning. The prevention measures taken to ensure this are outlined in the school's Online Safety Policy.

Teachers will establish what is appropriate for one-to-one and whole class settings and alter their teaching of the programme accordingly. Teachers will ensure that lesson plans are centred around reducing stigma, particularly in relation to mental wellbeing, and encouraging openness through discussion activities and group work.

Teachers will ensure that learners' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and in a manner appropriate to the pupil's age.

Teachers will ensure learners are aware of the expectation of them to participate sensitively and respectfully in class discussions of sensitive issues.

Teachers will focus heavily on the importance of healthy relationships, though sensitivity will always be given as to not stigmatise learners based on their home circumstances.

Whilst there are no formal examinations for the relationships, sex and health curriculum, the school will undertake informal assessments to determine pupil progress using the PSHE & RSE evidence gathered through work-based recordings, observational evidence and display work.

PSHE and RSE Education Programme of Study

At APTCPOO, we use the PSHE Education planning Framework for learners with SEND. This is written by the PSHE Association. We chose this programme of study because it focuses on and is adapted for SEND students. The DfE provides grant funding to PSHE Association to advise schools in developing their own PSHE curriculums and improve the quality of teaching. The association focuses on signposting schools to resources and in expanding their Chartered Teacher of PSHE programme. The DfE also asked the Association to promote the teaching of consent as part of RSE, in line with the 2000 statutory guidance.

Adapting our Programme of Study to meet the needs of our learners

Please bear in mind that what all learners should know by the end of primary and secondary school is a rough guidance and is mainly designed to support mainstream learners. However, the adapted SEND PSHE Association framework supports us in delivering Secondary objectives in an appropriate way to our KS3 – KS5 Young People.

As a school we have a duty of care to adapt and differentiate our teaching and learning for all of our learners, therefore teaching what we deem as suitable to the individual.

It is important for our learners that they continue to work on the fundamental stages of the primary building blocks before moving onto the secondary stage of learning. However, we recognise that certain areas,

e.g., Changing Adolescent Body and Intimate and sexual relationships, including sexual health are vitally important stages of learning for our secondary age learners so that they continue to learn about what is happening to their changing bodies.

Primary

Relationships Education Overview

For our primary aged learners' relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Self-Awareness
- Self-Care, Support and Safety
- Managing Feelings
- Changing and Growing
- Healthy Lifestyles
- The World I Live In

Secondary and Post 16

KS3 – KS4

For our KS3 and KS4 learners RSE will continue to develop learners' knowledge on the topics taught at a primary level.

The topics will include;

- Self-Awareness
- Self-Care, Support and Safety
- Managing Feelings
- Changing and Growing
- Healthy Lifestyles
- The World I Live In

KS5

Key stage 5 is our last opportunity to ensure that students have real competence in the skills and strategies they've been developing throughout their PSHE education — and to extend the knowledge and understanding that they need to equip them for independent living and the next stage in their education or career. The career themes also cover work required for the Gatsby Bench Marks.

Our new KS5 Programme ensures developmental progression by revisiting themes and building on prior learning from key stage 4.

- Health and Well-Being
- Relationships
- Living in the Wider World

Sex & Relationships Education Programme of Study

All areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children or young people based on their home circumstances (examples of families could include: single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children and young people may have a different structure of support around them (for example: looked after children or young carers). Many of these lessons can be taught via story books, e.g. 'The great big book of families' or 'Daddy, papa and me'. This enables our learners to learn via interactive sessions and through sharing stories. It is also integrated into other subject areas (for example English) where appropriate.

Our learners learn best through small steps and repetition which is differentiated to suit their needs. The framework will ensure a broad, balanced and sequential curriculum so that the learners will continue to develop their knowledge year on year.

8. Mental Health and Wellbeing

Teaching about mental well-being is central to all of our curriculum, as it is a priority to ensure that all of our learners are happy and are developing strategies to manage change/challenges in their lives. Our topics support this: The topics Self Awareness; Self Care, Support and Safety and Managing Feelings all have a focus on pupil's mental health. Our programme of study uses a mindful approach which enables our learners to regularly reflect on their feelings in the here and now and help our learners to develop strategies to calmly manage their emotions. We also ensure that through our PE teaching, reference is made to how exercise impacts positively on your mental wellbeing. Within our teaching of relationships education, the content will give our learners the knowledge and capability to ask for help and know where to go for additional support if problems arise (both online or in real life).

9. Differentiation and Personalisation

We teach RSE and PSHE through a differentiated curriculum which allows different aspects to be taught throughout a range of lessons and subject areas, e.g., science, PE and RE. A pupil's knowledge and understanding should never be underestimated and our RSE and PSHE curriculum will be personalised to support their understanding regarding the development of his/her own body, reflecting on family relationships and friendships, as well as traditions associated with birth, marriage and death from a range of different cultures and groups within society.

We adopt many teaching strategies to best suit the needs of our learners, these may include:

- Interactive learning such as group time, discussions, use of props e.g., puppets, books etc
- A range of teaching methods; stories, poems, songs, role play, DVD's etc
- Setting ground rules at the start of lessons
- Ensuring that teachers and support staff are confident when delivering the different lessons with suitable resources available.

Depending on the lesson being delivered, cohort of learners and age, it may be necessary to split the girls and boys from time to time to discuss the body in single gender groups, or to deliver 1:1 personalised sessions.

It is also vital that we can quickly adapt to ever changing and current issues which are happening around the world, so that we work with a flexible and current curriculum.

10. Curriculum Links

The school will seek opportunities to draw links between RSE and health education and other curriculum subjects wherever possible to enhance learners' learning. RSE and health education will be linked to the following subjects and areas:

- **Citizenship and living in the wider world** – learners are provided with the knowledge, skills and understanding to help prepare them to play a full and active part in society, including an understanding of how laws are made and upheld and how to make sensible decisions.
- **Science** – learners are taught about the main external parts of the body and changes to the human body as it grows, including puberty.
- **Computing and Online Safety** – learners are taught about how they can keep themselves safe online and the different risks that they may face online as they get older.
- **PE** – learners can develop competence to excel in a broad range of physical activities, are physically active for sustained periods of time, engage in competitive sport and lead healthy, active lives.
- **PSHE** – learners learn about respect and difference, values, and characteristics of individuals.
-

zOur School Values

- Class group/**communication** times
- **Themed** Days/Weeks
- Use of outside **visitors**
- Class **visits**

Time is also spent promoting personal hygiene, working on individual targets (linked to EHCPs), turn taking, choice making, developing friendships and much more which all fit under the PSHE umbrella. PSHE is promoted throughout the whole school day, e.g., playtimes, lunchtimes, personal care routines and does not just take place during specific taught lesson times. It is therefore vital that all staff are aware and understand how to fully support our learners and promote the aims of this policy at any time during the school day.

11. Equality and Accessibility

The school understands its responsibilities in relation to the Equality Act 2010, specifically that it must not unlawfully discriminate against any pupil because of their protected characteristics. These include:

- Age
- Sex or sexual orientation
- Race
- Disability
- Religion or belief
- Gender reassignment
- Pregnancy or maternity
- Marriage or civil partnership

The school is committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum. The school understands that learners with SEND or other needs, such as those with social, emotional or mental health needs, are entitled to learn about relationships, sex and health education, and the programme will be designed to be inclusive of all learners.

Teachers will understand that they may need to be more explicit and adapt their planning of work and teaching methods in order to appropriately deliver the programme to learners with SEND or other needs.

Provisions under the Equality Act 2010 allow our school to take positive action, where it can be evidenced to be proportionate, to respond to particular disadvantages affecting a group because of a protected characteristic. For example, we could consider taking positive action to support girls if there was evidence that they were being disproportionately subjected to sexual violence or sexual harassment.

When deciding whether support is necessary to support learners with a particular protected characteristic, we will consider our learners' needs, including the gender and age range of our learners.

In order to foster healthy and respectful peer-to-peer communication and behaviour between all learners, the school implements a robust Behavioural Policy, as well as a Child Protection and Safeguarding Policy, which set out expectations of learners.

The school understands that relationships and sex education may include topics which are triggers for teaching staff, and could relate to historic, recent, or current trauma. If this is the case, the school encourages staff to approach their line manager or the school's designated wellbeing lead to discuss this.

12. Partnership with Parents/Carers

The role of parents/carers in the development of their children's understanding about relationships is vital. As a school, we recognise the importance of working closely with parents and carers to support our learners when developing healthy, happy relationships. As a result of this, we have ensured that this policy lays out what is taught and when. We always welcome questions from parents/carers to develop their understanding of our whole school approach.

13. Withdraw from the Subjects

Primary

Relationships and health education are statutory at primary (year 6 or below) and parents do not have the right to withdraw their child from the subjects.

As sex education is not statutory at primary level, other than what must be taught as part of the science curriculum, parents have the right to request to withdraw their child from all or part of the sex education curriculum.

Secondary

If a learner is of secondary age (year 7 and above), parents have the right to request that their child is withdrawn from some or all of sex education delivered as part of statutory RSE, up until 3 terms before the child's 16th birthday. The school will uphold that parents do not have a right to withdraw their child from the relationships or health elements of the programmes.

Procedures

Requests to withdraw a child from sex education should be made in writing to the headteacher, using Appendix 6.

Before granting a withdrawal request, the headteacher will discuss the request with the parents and, as appropriate, the pupil, to ensure their wishes are understood and to clarify the nature and purpose of the curriculum. The headteacher will inform parents of the benefits of their child receiving RSE and any detrimental effects that withdrawal may have on the pupil- this could include, for example, social and emotional effects of being excluded.

All discussions with parents will be documented. The parent will be informed in writing of the headteacher's decision. These records will be kept securely in the school office in line with the school's Records Management Policy.

Following discussions with parents, the school will respect the parents' request to withdraw their child up to and until three terms before the pupil turns 16. After this point, if the pupil wishes to receive RSE rather than be withdrawn, the school will make arrangements to provide the pupil with RSE.

Learners who are withdrawn from RSE will receive appropriate, purposeful education during the full period of withdrawal.

For requests concerning the withdrawal of a pupil with SEND, the headteacher will take the learners' specific needs into account when making their decision.

14. Working with External Experts

External experts may be invited to assist from time-to-time with the delivery of the programme and will be expected to comply with the provisions of this policy. The intended use of external experts is to enhance the curriculum delivered by teachers, rather than as a replacement for teachers.

Before delivering the session, the school will:

- Ensure the lesson the external expert has planned fits with the school's planned curriculum and this policy.
- Ensure the expert's credentials are checked before they are able to participate in delivery of the curriculum, in line with the Visitor Policy.
- Discuss the details of the expert's lesson plan and ensure that the content is age-appropriate and accessible for the learners.
- Ask to see the materials the expert intends to use, as well as a copy of the lesson plan, to ensure it meets all learners' needs.
- Agree with the expert the procedures for confidentiality, ensuring that the expert understands how safeguarding reports should be dealt with in line with the Child Protection and Safeguarding Policy.

15. Staff Training

All staff members at the school will undergo training on throughout the year to ensure they are up-to-date with the relationship, sex and health education programme and associated issues. Members of staff responsible for teaching the subjects will undergo further training, led by the relationships, sex and health education subject leader, to ensure they are fully equipped to teach the subjects effectively.

Training of staff will also be scheduled around any updated guidance on the programme and any new developments, such as 'sexting', which may need to be addressed in relation to the programme.

The headteacher and PSHE/RSE lead will also invite visitors from outside the school, such as CAMHS, sexual health professionals, NHS oral health practitioner etc, to provide support and training to staff teaching PSHE/RSE and to support with parent information sessions. This then ensures continuity both at school and home for our learners.

16. Safeguarding and Confidentiality

All learners will be taught about keeping themselves safe, including online, as part of a broad and balanced curriculum.

To meet DfE's best practice advice, the DSL will be involved in the formulation of safeguarding-related areas of the curriculum, as the knowledge and resources may help to address safeguarding issues more appropriately and effectively.

Confidentiality within the classroom is an important component of relationships, sex and health education, and teachers are expected to respect the confidentiality of their learners as far as is possible.

Learners will be informed of the school's responsibilities in terms of confidentiality and will be aware of what action may be taken if they choose to report a concern or make a disclosure. Any reports made during lessons, or as a result of the content taught through the curriculum, will be reported to the DSL and handled in accordance with the Child Protection and Safeguarding Policy.

Teachers will, however, understand that some aspects of RSE may lead to a pupil raising a safeguarding concern, e.g., disclosing that they are being abused, and that if a disclosure is made, the DSL will be alerted immediately. Learners will be made aware of how to raise their concerns or make a report, and how their report will be handled – this includes the process for when they have a concern about a peer.

17. Monitoring Quality and Review

The governing board is responsible for approving this policy.

This policy will be reviewed on an annual basis by the relationships, sex and health education subject leader and headteacher. The next scheduled review date for this policy is **September 2025**. This policy will also be reviewed in light of any changes to statutory guidance, feedback from parents, staff or learners, and issues in the school or local area that may need addressing.

Any changes made to this policy will be communicated to all staff, parents and, where necessary, learners.

The delivery of PSHE/RSE is monitored by the PSHE/RSE lead and curriculum lead through:

- Self-evaluation
- Learning walks
- Book/work scrutiny
- Lesson planning and observations
- Pupil progress and development through internal assessment systems, i.e., Progression Pathways assessment. Work can then be externally moderated to ensure accuracy.
- Feedback from staff, parents/carers, learners will also be considered.
- Staff, parent/carers, pupil questionnaires/surveys.

- Staff meetings to review, share ideas, and discuss the content of the learning process.

Policy/ procedure for: PSHE/RSE Policy

RECORD OF CHANGES

DATE	AUTHOR	DETAILS OF CHANGE
September 23	Head Teacher PSHE/RSE Lead	V1 creation of policy
September 24	Head Teacher PSHE/RSE Lead	V2 Weblinks checked for accuracy

