

## **Relationships, Sex and Health Education Policy (Reviewed Sept 2021)**

### **What is RSHE?**

RSHE is lifelong learning about physical, moral and emotional development. Through RSHE children learn about relationships, diversity, respect, healthy lifestyles, safety, the body and how it changes, reproduction and birth in a sensitive and age-appropriate way.

In primary we are building the foundations of skills and knowledge that will be developed further at secondary level. Our key aim, in providing RSHE across both parts of the school is to safeguard our students. During their time at this school children will learn key knowledge and skills to help keep them safe and prepare them all ultimately for adult life.

### **Sheffield Inclusion Centre Aims:**

Sheffield Inclusion Centre aims to provide a curriculum that covers all of the statutory content as outlined in the DFE document Relationships Education, Relationships and Sex Education (RSE) and Health Education (2020).

The curriculum will also comply to all aspects of the Equality Act (2010).

Sheffield Inclusion Centre aims to provide a curriculum which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils;
- prepares pupils for the opportunities, responsibilities and experiences of adult life;
- explicitly addresses the issue of consent and peer on peer abuse
- considers all forms of relationships;
- highlights abusive relationships including coercion and control;
- is sensitive towards the needs and views of others;

The curriculum has been devised following consultation with parents during the academic year of 2020-2021.

### **Objectives:**

#### **Primary:**

We ensure that great care is taken to match any sex education provided to the maturity of the pupils involved, which may not always correspond to their chronological age. The education takes account both of the pupils' capacity to absorb sensitive information and the extent to which it is essential for them to have such information at that point in their development. This is geared to the needs of the class or group as a whole. At the primary stage, the aim is to prepare pupils to cope with the physical and emotional challenges of growing up, and to give them an elementary understanding of human reproduction.

**Secondary:**

Secondary School Sex education encompasses, in addition to the facts about human reproductive processes and behaviour, consideration of the broader emotional and ethical dimensions and sexual attitudes. It includes, at a point appropriate to the age and maturity of the pupils, education about HIV, AIDS and other sexually transmitted diseases. In dealing with these and other sensitive matters, such as contraception and abortion, teachers aim to offer balanced and factual information and to acknowledge the significant moral and ethical issues involved.

**Policy development**

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

Review - this policy was written by the Assistant Headteacher with support from Safeguarding Lead who were guided by all relevant information, including relevant national guidance, including Keeping Children Safe in Education.

Staff consultation – all school staff were given the opportunity to look at the draft policy and make recommendations.

Parent consultation – policy and curriculum overview shared with parents with an opportunity to feed back any ideas/concerns.

Student consultation – when possible to do so, policy and curriculum overview shared and discussed with students.

Ratification – once amendments were made following the consultation, the policy was put in place

This policy was updated with minor changes at the beginning of January 2021 and then shared with parents. Policy reviewed September 2021.

**Content:**

Our curriculum is set out as per the documentation in the Curriculum Section of the School's Sharepoint, but we may need to adapt it as and when necessary.

We will update this document on an annual basis and share with students, parents and families as required.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils.

If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and do not seek answers online.

## **Key Themes of our Curriculum**

- Relationships
- Health & wellbeing
- Living in the wider world

### **Primary**

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

### **Secondary**

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

The full PSHEE schemes of work are available upon request.

### **Each pupil should, at a level appropriate to his/her age and development:**

#### **know and understand –**

different types of committed relationships

how these relationships contribute to happiness and their importance in bringing up children

what marriage is, including the legal status which makes marriage different to other forms of cohabitation

why marriage is an important relationship choice for many and why it must be freely entered into

the characteristics and legal status of other forms of relationship

the role and responsibilities of parents

issues around trust and safety including how to seek help or advice

**know and understand -**

the characteristics of positive and healthy friendships in terms of trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and managing conflict  
managing conflict, reconciliation and ending relationships  
the impact of stereotyping on the concepts of respect and tolerance of people in authority and of other people's beliefs  
impacts of bullying including the role of the bystander  
behaviours within relationships that are classified as criminal including violence and coercive control what constitutes peer on peer abuse, sexual harassment and sexual violence and why they are always unacceptable  
what are the legal rights regarding equality and protected characteristics

**know and understand -**

rights, responsibilities and opportunities in a digital context  
online risks associated with sharing material with others  
how to report issues and find support  
the impact of viewing harmful content  
sexually explicit material such as pornography presents a distorted picture of relationships and behaviours  
the law around sharing and viewing indecent images of children  
how information is generated, collected and shared online

**know and understand -**

laws relating to consent, peer on peer abuse, exploitation, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour based violence and FGM and how these may affect current and future relationships  
how people can communicate and recognise consent and the idea that consent can be withdrawn (including online)

**know and understand -**

how to recognise the characteristics of positive relationships  
all aspects of health (physical and mental) can be affected by relationship choices  
facts about reproductive health including fertility and menopause  
strategies to manage sexual pressure and the importance of not pressurising others that they have the choice to delay sex or enjoy intimacy without sex  
facts about contraception  
facts about pregnancy and miscarriage  
that there are choices in relation to pregnancy  
facts about Sexually Transmitted Infections (STI) including human immunodeficiency virus/acquired immune deficiency syndrome (HIV/AIDS) including transmission, protection and testing  
how alcohol and drugs may lead to risky behaviours or how to get further advice in all aspects of sexual health

We aim to promote the best spiritual, moral and cultural development of each pupil, taking into account the faith and culture of each individual and the wishes of parents.

We respect each pupil as a unique and valued individual.

### **Advice on Contraception**

Teachers will be informing students of the different contraceptives available, the mechanism by which these contraceptives work, and any long or short term side effects of these contraceptives. Teachers will not give individuals personal advice on specific contraception. School has information leaflets concerning methods of contraception. Pastoral staff will work with students who are deemed to be at risk from risk taking behaviour.

### **Homosexuality**

Teachers will show understanding and care for any pupil who believes herself/himself to be homosexual or bi-sexual or considers themselves to be transgender. Students may also have LGBTQ+ parents, siblings, other family members and/or friends. We will take proactive steps to promote respect and understanding of LGBTQ+

Our pastoral support will take account of the needs of these students and will actively deal with homophobic bullying as outlined in the anti-bullying policy.

### **Delivery**

In both Primary and Secondary, the majority of the content will be delivered through PSHEE sessions. Some aspects may be covered in Science. Community Health may deliver some of the content in the future. Some aspects may also be covered in tutor time discussions and through special days / visitors. The timing of when certain issues will be delivered can and will be changed, according to need. This may vary across the different Bases of the school.

Biological aspects of RSHE are taught within the science curriculum, and other aspects of the RSHE curriculum are integrated in the PE and Food areas of school.

RSHE is accessible for all pupils. High quality teaching is differentiated and personalised and this is the starting point to ensure accessibility for all pupils.

The school is aware that some pupils are more vulnerable to exploitation, peer on peer abuse, bullying and other issues due to the nature of their SEND. Relationships, Sex and Health Education is a priority for these students who are regularly supported by individual mentoring or in small group sessions.

### **Right to Withdraw**

Parents have the right to request that their child be withdrawn from some or all of Sex Education delivered as part of RSHE. This does not apply to all elements of RSHE as these are compulsory elements that form part of the National Curriculum (i.e. Science) or the Relationships Education components.

We encourage all parents to work with us and discuss any concerns they may have.

If requests are formally made for withdrawal the Assistant Head will arrange a meeting to discuss the request with parents, answering any questions and sharing more information about lesson content.

After this meeting, the family will then be able to make a decision on withdrawal which should be communicated to the Assistant Headteacher who will make the necessary arrangements and adaptations. These arrangements will be shared with the Headteacher.

If parents and guardians are unhappy with the arrangements that are introduced or their implementation, they should then raise the matter with the Headteacher. The Headteacher will then review the arrangements and ask for any adjustments as necessary.

### **Monitoring & Evaluating**

The delivery of RSHE in lessons is monitored by the Assistant Head and members of the SLT, through the development of a shared curriculum, learning walks and book scrutiny.

Pupils' development in RSHE is monitored by teachers delivering the programme.

The Assistant Headteacher also works with other members of SLT, as well as safeguarding and pastoral teams to ensure the curriculum reflects and tackles contemporary trends seen in casework.

### **Policy Review**

This policy will be reviewed each year by the Assistant Head.

Pupil voice will provide feedback on the curriculum and the pastoral team will review the curriculum based on this and the need to add or remove content based on local and national issues.

At every review, the policy will be shared with the Governing Body.

**Reviewed by: Mr Boyer – Assistant Head**

**Date of last review: September 2021**

**Date of next review: July 2022**