



Policy for:

RHSE

Date Written: July 2020

Next Review Date: September 2021

Governor Responsible for: Mr R Curry

Headteacher: Mrs Penny Derries

The Grove School

Relationships, Health and Sex Education (RHSE) Policy

Definition of Relationships, Health and Sex Education (RHSE)

We define 'relationships and sex education' as learning which equips children and young people with the information, skills and values they need to have safe, fulfilling and enjoyable relationships and to take responsibility for their sexual health and well-being.

Our aims and aspirations

We aim to help and support young people through their physical, emotional and moral development. We aspire for our pupils to experience healthy and supportive relationships including friendships, family life and, for some, safe sexual relationships. We aspire that our young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.

We will continue to develop and improve our RHSE programme in order that we best meet the needs of all our learners.

The rights of pupils

Relationship Education and Health Education must be provided to all pupils at Primary and Secondary age.

Sex Education must be accessible to pupils who are at Secondary School age.

Pupils with special educational needs (SEN) have the right to be taught Relationships and Health Education. In addition, pupils with SEN have a right to learn about Sex Education when it is appropriate for their individual needs and stage of development.

Pupils have a right to teaching which is sensitive, age-appropriate, developmentally appropriate, and at a pace suited to their learning needs.

Pupils have a right to teaching which takes into account the statutory guidance stated in 'Relationships Education, Relationships and Sex Education (RSE), and Health Education'.

The rights of parents

Parents have the right to request information from the school about the RHSE curriculum.

Parents have the right to talk to a teacher about the learning activities that will take place as part of their child's Relationship and Sex Education.

Parents and carers have the right to withdraw their children from Sex Education content (that is not part of the statutory National Curriculum for Science), up to and until three terms before their child turns 16. Parents, therefore, have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE, up to and until three terms before their child turns 16.

After that point, if the learner wishes to receive sex education, the school should make arrangements to provide that education during one of those terms. There may be exceptional circumstances for particular pupils and, in such a case, parents will be invited to discuss their request and related concerns with the Head Teacher and, if appropriate, with the learner present to contribute his/her views. The aim of the discussion will be to

- enable parents to communicate their concerns and to ask questions
- clarify the learning needs of the pupil in relation to Relationship and Sex Education
- outline steps that the school can take to meet the pupil's particular needs through an individually tailored RSE curriculum
- communicate to parents the benefits to their child developing knowledge and understanding of respectful relationships and safe sex
- agree together the next steps to be taken

This conversation with parents should take place before any decisions are taken to withdraw a pupil from sex education. If a pupil is excused from sex education, it is the school's responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

There is no right to withdraw pupils from Relationships Education or Health Education.

Guidance Documents

The statutory guidance documents which informs this policy are -

- Relationships Education, Relationships and Sex Education (RSE) and Health Education 2019
- Keeping Children Safe in Education (statutory guidance)
- Equality Act 2010 and schools
- SEND Code of Practice: 0 to 25 years (Statutory guidance)
- Alternative Provision (statutory guidance)

In addition to the statutory guidance, the following documents provide useful for information in the development and implementation of the RHSE policy

- Supplementary advice to the Sex and Relationship Education Guidance DfEE (0116/2000)

SEND – Statutory Guidance statement

In planning for our pupils, we will follow the advice given in relation to pupils with special educational needs and disabilities in the statutory guidance 'Relationships Education, Relationships and Sex Education (RSE) and Health Education 2019', by

- Developing our RSE Education in order to ensure it is accessible for all pupils, for example, through differentiation and personalisation of materials and activities.
- Being mindful of preparing our learners for adult outcomes, as set out in the SEND code of practice.
- Being aware that our pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND.
- Ensuring that we are aware of our pupil's individual social, emotional and mental health needs, and support them to develop healthy lifestyles which will enhance their well-being

- Ensure that our RHSE teaching is sensitive, age and developmentally appropriate and delivered in reference to the law

The RHSE Curriculum – Content and Target Setting

Our Relationship and Health Education (RHE) and Sex Education curriculums forms part of our wider Personal Health Social and Economic (PHSE) Curriculum. Our RHSE curriculum is integrated into the school's wider curriculum (Appendix).

The content of the RHSE curriculum is listed in the statutory guidance 'Relationships Education, Relationships and Sex Education (RSE) and Health Education 2019' (Appendix).

The broad categories of learning at Primary School stage are –

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

The broad categories of learning at Secondary School stage are –

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

Our learners will experience learning activities in each of the above categories throughout the school year to ensure that they have opportunities to develop their knowledge, skills and understanding across each of the areas within RH Education and, if and when appropriate, Sex Education.

Our learners follow an individualised curriculum suitable for their age and developmental stage. Each class teacher uses B-squared and/or MAPP (Mapping and Assessing Personal Progress) as tools to inform planning, plan next steps in learning, track progress and to support assessment of learning.

The B-squared online tool enables teachers to view the national curriculum for RHSE within the wider PHSE curriculum.

The MAPP system enables teachers to use their in-depth knowledge of a pupil to identify learning targets which are most relevant to the learner in their life at the present time. The teacher will seek the views of the multi-professionals involved in supporting the learner in order that their specialist knowledge is taken in to account when setting and reviewing learning targets. The professionals involved will depend on the pupil's individual needs, and could include a Speech and Language Therapist, Occupational Therapist, Physiotherapist, Psychologist, as well as others involved in the learner's health and well-being.

We ensure RSH Education is inclusive and meets the needs of all our pupils, including all aspects of special educational needs and disabilities (SEND) by ensuring that we tailor the curriculum to, for example, neuro-divergent, non-verbal, visually and auditory impaired pupils.

We ensure that RSH Education fosters gender equality and LGBTQ+ equality by including different families in our curriculum, and providing regular opportunities to talk about and explore young people's experiences of LGBTQ+ identities, including their own.

The RHSE Curriculum – Assessment

Assessment of learning is an ongoing process that takes place as an integral part of each pupil's learning activities. A pupil's progress towards a learning target is observed and tracked during a variety of activities and contexts, to enable the learner to have a range of experiences relating to the specific target. The teacher gathers evidence of the learning process in a variety of formats, as well as evidence of the learner having met the learning target. This evidence is stored in the pupil's Individual Education Plan (IEP) file.

Our teachers plan learning using the model of a spiral curriculum. Learning targets are revisited to check whether the pupil has retained the knowledge, and to identify any gaps in their understanding, before planning the next step in their learning. Since our many of our pupils have difficulties retaining knowledge over time, teachers will ensure that previous learning is reviewed and consolidated regularly. Teachers will use their professional knowledge and skills to decide when a learner is ready to build on their existing knowledge. The pace and route of each pupil's learning is very individual and, for some pupils, does not follow a predictable or hierarchical pathway. The teacher uses his or her professional judgement to decide when a learner should move on to another target within the curriculum.

A pupil's progress towards a MAPP target is tracked under four categories – fluency, prompting, generalisation and maintenance. Refer to the Appendix for more detailed information on the MAPP system.

Responsibility for teaching

Class teachers are responsible for planning the activities within the RHSE curriculum for the pupils within their class groups. The class teacher provides details of the learning activities within the daily plan, including learning intentions, resources required and the type of support required for each pupil. The teaching assistants provide support to the pupils as outlined in the teacher's planning, and support the teacher in organisation of the resources and delivery of activities. The adult who is supporting the learner will provide feedback (written and/or verbal) to the teacher, to enable him/her to plan the next step in learning for that pupil.

Monitoring and Evaluating Teaching and Learning

Valerie Henry is the curriculum lead for PHSE/RHSE and is responsible for monitoring the quality of PHSE/RHS education throughout the school. The quality of the teaching of Relationships Education, Health Education and Sex Education will be monitored in the following ways –

Moderation Activity	Aim	Frequency
Each class teacher will submit written plans for RHSE activities to the curriculum lead when requested	<ul style="list-style-type: none"> • To provide an overview of the RHSE activities occurring across the school and within class groups. • To ensure that RHSE is being taught regularly and directly in classes 	Once per term
Each class teacher will bring samples of pupil's learning to moderation meetings for analysis. The samples will reflect the range of ability within the class. RHSE/PHSE moderation will be included in the school's moderation programme.	<ul style="list-style-type: none"> • To provide an opportunity for professional discussion centred on the pupil's learning in a variety of formats (e.g., written, drawings, videos of activities) • To monitor the quality and accuracy of formative assessment (e.g., through the annotation of pupil's work) 	
The pupils' RHSE work books and IEP files (and other forms of learning evidence) will be viewed by the Head Teacher and Depute Head Teacher as part of the process of book scrutiny for all subjects across school.	<ul style="list-style-type: none"> • To provide an overview of the RHSE activities occurring across the school and within class groups. • To ensure that RHSE is being taught regularly and directly in classes • To ensure that pupil's learning is being checked and monitored by the class teacher, and next steps identified 	
The teaching of RHSE- based learning activities will be selected for observation at dates throughout the school year. Lessons will be observed either by the curriculum lead, the Head Teacher, our School Improvement Partner or a Governor. There will also be opportunities for teachers to observe each other in the classroom.	<ul style="list-style-type: none"> • To monitor the quality of RHSE teaching taking place across the school • To support teachers in developing their skills in teaching RHSE • To identify any CPD training needs • To enable teachers to share ideas and to learn from each other 	

RHSE Resources and Implementation

We do not adhere to one particular scheme of work to deliver our teaching of RHS Education. To cater for the wide-ranging learning needs of our pupils we require access to a range of resources which we can then adapt as necessary for individuals and groups. The school has membership of the PHSE Association which gives staff access to resources, information and CPD. The PHSE Association provides Programmes of Study for Key stages 1 to 5, which are up-dated to take into account the government's statutory requirements. We will refer to these Programmes of Study and adapt for the needs of our learners.

A directory of online resources (appendix) has been compiled by the RHSE Curriculum Lead and has been issued to each class teacher. Additional copies are filed in the RHSE/PHSE Action File. A directory of other resources in school is also available.

This directories of resources for RHSE and PHSE will be added to as we learn of other resources that will enhance the learning of our pupils. Staff are encouraged to share ideas and resources at staff meetings or via email. It is the responsibility of the Curriculum Lead to ensure that staff have opportunities during in-school training sessions, to recommend and share resources, and to learn about any new resources available.

CPD and Training

In order that our pupils are taught by staff who have the skills and knowledge to teach RHSE, staff will have opportunities to identify their own CPD needs in relation to RHSE, and request to attend relevant training either in school or elsewhere. Staff will be required to share their learning with the wider team in order that colleagues can benefit from the training.

Where there are gaps in staff knowledge and skills, expert visitors will be invited into school to deliver learning activities to the pupils.

Safeguarding

Teachers and Teaching Assistants are aware that effective RSHE will enable young people to understand the difference between acceptable and unacceptable behaviour in relationships, and to recognise and identify relationships in their own lives which are not respectful, healthy or safe. Staff are aware that this can lead to a disclosure of a child protection issue and know to follow the school's safeguarding protocol. All school staff are knowledgeable of the safeguarding protocol, which is on display on the Safeguarding Noticeboard.

Visitors and external agencies apply the same sensitive, contextualised approach as our staff.

Communication with parents and other stakeholders

- **Parents**

This RHSE policy will be available to view through the school's website.

Parents will be invited to school for an 'RHSE Information Parent's Session' to learn about the RHSE policy and will have opportunities to ask questions and find out how we implement RHS Education throughout the school.

Parents will be able to ask questions about their child's learning during the termly parent-teacher meetings. One of these will be the Annual Review of their child's EHCP, during which parents will have the opportunity to discuss their child's progress towards specific RHSE targets, as well as any other matters in connection with their education, well-being and progress.

- **Governors**

The curriculum lead for RHSE/PHSE will attend a Governors' meeting to inform the Governors of the SHRE policy and the implications of the policy for pupils, staff and the wider school community.

Governors are invited to take Learning Walks around school throughout the school year to observe learning and teaching, which will include RHSE/PHSE activities .

- **Pupils**

The pupils in our school have a wide range of communication abilities, and are supported, to develop their ability to express their needs and views and to make choices. We aim to gather the views of our pupils, about their experiences at school, at a level appropriate to their skills and understanding. Pupils will have opportunities to express their opinions about their experiences of learning in RHSE/PHSE. We will listen to their views and make changes to our policy and RHSE/PHSE programme as required to ensure that pupils are receiving a high quality teaching and learning suited to their needs.

RSE policy review date

This policy will be reviewed annually by the Curriculum Lead for RHSE/PHSE, Valerie Henry.

The policy will be due for review by [date]

The up-dated policy will be checked and approved by the Head Teacher, Penny Derries, and by the Governor responsible for safeguarding.

This will ensure that the school meets the new statutory requirements from September 2020 and offers all of our pupils their entitlement to a curriculum that prepares them for life.