



**THE
HARBOUR
SCHOOL**

Relationships, Sex and Health Education Policy

Date reviewed	30.06.2021 Curriculum Area Leads and RSHE working group
Date approved	21.09.2021
Approver	Local Governing Body
Signature	Carol Tompkins-Owen
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Abbreviations:

CALs – Curriculum Area Leads

CPD – Continued Professional Development

EHCP - Education Health and Care Plan

EP – Education Psychologist

ILP – Individual Learning Plan

LGB – Local Governing Board

PCC – Portsmouth City Council

RSHE – Relationships and Sex Education

RSHE – Relationships, Sex and Health Education

SEMH – Social, Emotional and Mental Health

SEND – Special Educational Needs and Disabilities

Contents

Section 1: Introduction	4
Section 2: Policy Statement.....	4
Statutory requirements	4
Section 3: Policy Scope	4
Section 4: Policy Aims and Objectives	5
Section 5: Policy Links	5
Section 6: Roles and Responsibilities	6
The role of the Local Governing Board:.....	6
The role of the Headteacher and Leadership team:.....	6
The role of teachers and support staff:	6
The role of parents/carers:	7
The role of others:.....	7
Section 7: The role of PCC / Delta Education Trust.....	8
Section 8: Curriculum Planning.....	8
Section 10: RSHE and Safeguarding	8
Section 10: Practice and policy review process	9
Appendix 1: Parent form: withdrawal from sex education within RSHE	10

Section 1: Introduction

At The Harbour School, we believe that Relationships, Sex and Health Education (RSHE) is a key vehicle for promoting equality, inclusion and social justice. We are committed to an RSHE that makes every pupil feel valued and included and is relevant to them. This means we are committed to an LGBT+ inclusive and SEND inclusive curriculum and are mindful of the SEND Code of Practice 2014 when planning for this subject. We ensure that we consider the religious and cultural background of all pupils when teaching RSHE. An inclusive RSHE at The Harbour School will seek to challenge all forms of discrimination and prejudice between pupils and promote understanding and respect as outlined under the Equality Act 2010.

We define relationships education as learning about the physical, social, legal and emotional aspects of human relationships including friendships, intimate, sexual and committed relationships and family life. We define sex education as learning about the physical, social, legal and emotional aspects of human sexuality and behaviour, including human reproduction. This includes conception and contraception, safer sex, sexually transmitted infections and sexual health. We take the approach that Relationships, Sex and Health Education are best approached in an integrated way and using a gender equity and human rights framework.

We will take care to highlight lessons that contain what we define as sex education so that we can respect the wishes of parents who have withdrawn their children from this content. Simultaneously, we will seek to nurture children's curiosity about the world around them, supporting their development and their respect for themselves and each other.

Section 2: Policy Statement

Statutory requirements

As a special school academy with pupils at primary and secondary phases of education, we must provide relationships education to all pupils as per section 34 of the [Children and Social Work Act 2017](#).

We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum. In teaching RSHE, we are required by our funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#). At the Harbour School we teach RSHE as set out in this policy.

Section 3: Policy Scope

This policy is for all staff, pupils, parents and carers, governors, visitors and partner agencies working within the school and provides guidelines and procedures as to how our school supports teaching and learning in RSHE.

Section 4: Policy Aims and Objectives

The aims of RSHE at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

These aims will be achieved through a policy that is based on rights, responsibilities and respect.

To cover the curriculum content outlined in the RSHE Guidance, we will equip our pupils to build positive and respectful relationships online and offline. We seek to ensure that it gives pupils the knowledge, skills, attitudes and values that will help them to:

- realise their health (including sexual health), wellbeing and dignity
- build self-esteem and self-worth
- explore and value their personal and sexual identity and the personal/sexual identities of others
- understand family structures, committed relationships and the legal status of different types of long-term relationships
- understand and make sense of the real-life issues they are experiencing in the world around them
- understand healthy lifestyles and learn how to be equipped to make healthy lifestyle choices
- understand that consent is clear, ongoing, coherent, voluntary and know the law with regards to consent
- manage and explore difficult feelings and emotions
- consider how their choices affect their own wellbeing and that of others
- develop as informed and responsible citizens
- understand and ensure the protection of their rights throughout their lives.

Section 5: Policy Links

The Relationships, Sex and Health Education Policy links to the following other policies:

- Promoting Positive Relationships and Supporting Behaviour Regulation Policy
Reducing peer-on-peer abuse (includes Anti-bullying, E-safety policy and Cyber-bullying)
- Equality Policy
- Health and Safety Policy
- Safeguarding Policy

Section 6: Roles and Responsibilities

Emphasis is placed on the understanding that it is not the role or responsibility of a few key staff for developing and implementing effective and meaningful RSHE, it is a shared responsibility between all staff, governors and parents. The Harbour School expects all staff and parents to endeavour to be good role models. We recognise, as adults, we are one of the most significant influences on the way that children develop their attitudes for life.

Specific roles and responsibilities in supporting our ethos and approach, are outlined below.

The role of the Local Governing Board:

- Holding the Headteacher and Leadership to account
- Monitoring the implementation of policy
- Ratifying policy
- Auditing data and measuring progress
- Being committed to the aims of the policy
- Monitoring, evaluating and reviewing

The role of the Headteacher and Leadership team:

- The Headteacher is responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RSHE
- Providing training, CPD for staff
- Setting targets and key performance indicators as part of the School Development Plan
- Being accountable to the governing body

The role of teachers and support staff:

- Delivering RSHE in a sensitive way
- Modelling positive attitudes to RSHE
- Monitoring, reviewing and evaluating pupil progress
- Responding to the needs of individual pupils
- Providing meaningful learning with which pupils can engage
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science components of RSHE

Staff do not have the right to opt out of teaching RSHE.

Staff who have concerns about teaching RSHE are encouraged to discuss this with the headteacher.

Curriculum Area Leads (CALs) are responsible for developing and reviewing RSHE.

The role of parents/carers:

We believe that the successful teaching of RSHE involves parents/ carers and schools working together. We also believe that parents/ carers can play an important role in the RSHE of their children through exploring discussions at home that have taken place in school. Our approach to RSHE is discussed through the induction process with new pupils.

- Parents do not have the right to withdraw their children from relationships and health education.
- Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSHE.
- Requests for withdrawal should be put in writing using the form found in Appendix 1 of this policy and addressed to the Head of Campus.
- Alternative work will be given to pupils who are withdrawn from sex education.
- For secondary aged pupils, parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSHE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

A copy of withdrawal requests will be placed in the pupil's educational record. The Head of Campus will discuss the request with parents and take appropriate action. Alternative work will be given to pupils who are withdrawn from sex education.

The role of others:

External visitors will be selected to enrich and supplement our RSHE by bringing skills, methods and expertise to the classroom and the whole school. External visitors may include:

- Young Parent Support
- Professionals involved with Healthy Lifestyles and Reducing Smoking
- School Nurses

When working with others they will:

- Work in collaboration with us to improve outcomes for pupils
- Offer challenge and support

We will also ensure that:

- There is appropriate planning, preparatory and follow up work for the session.
- The visitor understands the cohort of children involved, including the different ability levels and diversities in identities across protected characteristics. They will also be made aware of any specific issues relating to child protection.

Section 7: The role of PCC / Delta Education Trust

Throughout the year the school will commission and use training and support delivered from both PCC and Delta Education Trust.

Section 8: Curriculum Planning

The curriculum programme is developed by Curriculum Area Leads in conjunction with the views of teachers, pupils and parents. In The Harbour School we will meet the learning objectives and content outlined in the Relationships Education, Relationships & Sex Education and Health Education Guidance. All content will be delivered in a timely way and will be age and developmentally appropriate to meet the needs of our pupils, including those pupils with SEND. Our scheme of work will outline topics taught according to each age group and key stage. The scheme of work outlines the lessons/units that are statutory and that parents cannot withdraw their child from, and which lessons parents can withdraw their children from. We use the following programmes of study to inform our RSHE:

- The PSHE Association Programme Builder
- BTec Nationals Planning
- Princes Trust Curriculum

We use a range of tools and resources to deliver our RSHE:

- Games, practical activities, books
- Outside speakers
- Webinars
- Online learning

Key premises of our approach are:

RSHE will address aspects of relationships and sex in an integrated way within a single topic. We will take care to highlight lessons that contain what we define as sex education so that we can respect the wishes of parents who have withdrawn their children from this content. We also use external agencies where appropriate to deliver aspects of Relationships and Sex Education. The programme will be delivered in a non-judgemental, factual way, using the correct medical terms where appropriate (for example when teaching about external body parts). School staff will not express or be expected to express their personal views or beliefs when teaching RSHE.

In addition to ongoing training, CPD will also be scheduled in response to updates to our RSHE scheme of work and any new development in terms of course content.

Section 10: RSHE and Safeguarding

The Harbour School acknowledges that RSHE is crucial for creating a culture of safeguarding within the school and for meeting our statutory obligations as outlined in Keeping Children Safe in Education. RSHE helps children to understand the difference between healthy and abusive relationships and to understand how to get help if they are

experiencing abuse, or have experienced, abuse. We recognise that when discussing some of the issues RSHE covers some pupils could disclose abuse or other harmful experiences. In cases of a disclosure, all staff have statutory training around child protection and will follow the schools safeguarding policy and procedures. We also recognise that some children may be vulnerable to some of the content delivered in RSHE due to a previous safeguarding concern, ongoing concerns or changes to their personal life. For those children, additional support will be given to prevent them being affected by the scenarios or topics in their planned lessons.

Section 10: Practice and policy review process

The Harbour School's Relationships, Sex and Health Education Policy will be under a continuous review and will be amended when opportunities arise or statutory guidance changes. There will be a formal process of review with contributions from key stakeholders.

To inform the School Self Evaluation Form (SEF) and Development Plan (SDP) Key Performance Indicators (KPIs) will be used including:

- Pupil progress
- Accreditation Outcomes
- Progress towards Long term and short-term targets in Education, Health and Care Plans (EHCPs) and Individual Learning Plans (ILPs)

Appendix 1: Parent form: withdrawal from sex education within RSHE

TO BE COMPLETED BY PARENTS			
The Harbour School XXXXXXXX Campus			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	<p>Include notes from discussions with parents and agreed actions taken.</p> <p>Eg: XXXXXXXX will be taking part in all relationships lessons and during the sex education lessons, he will be working independently on a project in the Year 5 classroom</p>
Signed Head of Campus	

