



**Ravenshall**

all different | all equal | all important

# Relationship, Sex, and Health Education (RSHE) Policy

<b>Policy Created</b>	<b>July 2021</b>
<b>Last review</b>	<b>November 2025</b>
<b>Reviewed By</b>	<b>P Snowden</b>
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<b>Frequency</b>	<b>1 year</b>
<b>Date to be reviewed</b>	<b>November 2026</b>

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## **1. Values Aims and Ethos**

Ravenshall school is committed to providing a relevant and appropriate education for its pupils promoting independence and preparing them for a happy, successful adult life. It values the role of the arts, in encouraging motivation and personal development across the curriculum and all areas of learning. Ravenshall prides itself in being an inclusive school which ensures that all its pupils receive an equal opportunity to achieve their very best. The school respects differences and celebrates diversity in all its forms. It gives children and young people a voice and encourages the active participation in the education process. It values the staff who work here and recognises the important role that parents/carers, governors and the wider community have to play in supporting the pupils and the school itself.

Ravenshall school aims to:

- Promote equality of opportunity for every member of the school community regardless of gender, race or disability.
- Develop strong home / school partnerships.
- Promote a positive and caring environment in which all staff and students feel valued, and their successes and achievements are recognised and appreciated.
- Provide appropriate guidance and support to achieve each student's maximum independence including preparation for adult life.
- Help each individual develop his / her abilities to the full.
- Help students to enjoy fulfilling and rewarding lives.

All schools need to consider the obligations contained in the Equality Act 2010 and their responsibilities outlined in **Public Sector Equality Duty Guidance for schools in England (EHRC, 2014)**

## **2. Definition**

Relationships and Sex Education (RSE) is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. Some aspects are taught in science, and others are taught as part of personal, social, health and economic education (PSHE).

A comprehensive programme of RSE provides accurate information about the body, reproduction, sex, and sexual health. It also gives children and young people essential skills for building positive, enjoyable, respectful, and non-exploitative relationships and staying safe both on and offline.

Pupils in Primary education (Discovery) are taught Relationships education this is the fundamental building blocks needed for positive and safe relationships, including family, friends and online. Pupils in primary are taught what a relationship is, what a friendship is, what family means and who can support them. Pupils are taught about their own rights they have over their bodies and boundaries in all contexts.

Pupils in Secondary education (Explorers, Trailblazers and PfA) are taught Relationships and Sex Education this builds on relationships education taught within primary but progresses to build on other forms of relationships that are equally important to a successful and happy life this includes intimate relationships, sex, sexual health, gender identity and sexual orientation. This is taught in an age/ developmentally appropriate and inclusive way recognising the individual needs of pupils.

### **3. Statutory Requirements**

PSHE is a non-statutory subject. However, there are aspects of it we are required to teach.

Primary:

- We must teach relationships education under the Children and Social Work Act 2017, in line with the terms set out in statutory guidance
- We must teach health education under the same statutory guidance

Secondary:

- We must teach relationships and sex education (RSE) under the Children and Social Work Act 2017, in line with the terms set out in statutory guidance
- We must teach health education under the same statutory guidance

### **4. RSHE Provision**

#### **RSHE Statutory Content Summary (Primary School)**

<b>Relationships Education (para 62, page 20)</b>	<b>Health Education (para 96, page 32)</b>
<ul style="list-style-type: none"> <li>● Families and people who care for me</li> <li>● Caring friendships</li> <li>● Respectful relationships</li> <li>● Online relationships</li> <li>● Being safe</li> </ul>	<ul style="list-style-type: none"> <li>● General mental wellbeing</li> <li>● Online safety and harms</li> <li>● Physical health and fitness</li> <li>● Healthy eating</li> <li>● Drugs, alcohol and tobacco and vaping</li> <li>● Health protection and prevention</li> <li>● Personal safety</li> <li>● Basic first aid</li> <li>● Developing bodies (not taught before year 4)</li> </ul>

#### **RSHE Statutory Content Summary (Secondary School)**

Schools should continue to develop knowledge on topics specified for Primary as required and in addition cover the following content by the end of secondary.

<b>Relationships Education (para 81, page 27)</b>	<b>Health Education (para 103, page 37)</b>
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<ul style="list-style-type: none"> <li>● Families</li> <li>● Respectful relationships, including friendships</li> <li>● Online and media</li> <li>● Being safe</li> <li>● Intimate and sexual relationships, including sexual health</li> </ul>	<ul style="list-style-type: none"> <li>● Mental wellbeing</li> <li>● Online safety and harms</li> <li>● Physical health and fitness</li> <li>● Healthy eating</li> <li>● Drugs alcohol and tobacco and vaping</li> <li>● Health protection and prevention</li> <li>● Personal safety</li> <li>● Basic first aid</li> <li>● Developing bodies</li> </ul>
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### **Statutory aspects of RSHE within the National Curriculum Science**

All schools must teach the following as part of the National Curriculum Science; parents/carers do not have the right to withdraw their child from this.  
National Curriculum Science:

#### **Key Stage 1/2:**

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- Notice that animals, including humans, have offspring which grow into adults.
- Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.
- Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.
- Identify that humans and some other animals have skeletons and muscles for support, protection and movement.
- Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.
- Describe the simple functions of the basic parts of the digestive system in humans.
- Identify the different types of teeth in humans and their simple functions.
- Describe the changes as humans develop to old age.
- Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.
- Recognise the impact of diet, exercise, drugs and lifestyle on the way their body's function.
- Describe the ways in which nutrients and water are transported within animals, including humans.
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

#### **Key Stage 3:**

- The structure and functions of the human skeleton, to include support, protection, movement and making blood cells.
- Biomechanics – the interaction between skeleton and muscles, including the measurement of force exerted by different muscles.
- The function of muscles and examples of antagonistic muscles.
- Content of a healthy human diet: carbohydrates, lipids (fats and oils), proteins, vitamins, minerals, dietary fibre and water, and why each is needed.

- Calculations of energy requirements in a healthy daily diet
- The consequences of imbalances in the diet, including obesity, starvation and deficiency diseases.
- The tissues and organs of the human digestive system, including adaptations to function and how the digestive system digests food (enzymes simply as biological catalysts)
- The importance of bacteria in the human digestive system.
- The structure and functions of the gas exchange system in humans, including.
- adaptations to function
- The mechanism of breathing to move air in and out of the lungs, using a pressure model.
- To explain the movement of gases, including simple measurements of lung volume
- The impact of exercise, asthma and smoking on the human gas exchange system
- Reproduction in humans (as an example of a mammal), including the structure and function of the male and female reproductive systems, menstrual cycle (without details of hormones), gametes, fertilisation, gestation and birth, to include the effect of maternal lifestyle on the foetus through the placenta.
- The effects of recreational drugs (including substance misuse) on behaviour, health and life processes.

#### **Key Stage 4:**

- The relationship between the structure and functions of the human circulatory system.
- The relationship between health and disease.
- Communicable diseases including sexually transmitted infections in humans (including HIV/AIDs)
- Non-communicable diseases
- Bacteria, viruses and fungi as pathogens in animals and plants.
- Body defences against pathogens and the role of the immune system against disease.
- The process of discovery and development of new medicines
- Principles of hormonal coordination and control in humans
- Hormones in human reproduction, hormonal and non-hormonal methods of contraception.
- Single gene inheritance and single gene crosses with dominant and recessive phenotypes
- Sex determination in humans

#### **Statutory aspects of RSHE within the National Curriculum Computing**

All schools must teach the following as part of the National Curriculum Computing; parents/carers do not have the right to withdraw their child from this.

National Curriculum Computing:

#### **Key Stage 1/2:**

- Keeping personal information private
- Identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

<ul style="list-style-type: none"> <li>• Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</li> </ul>	
<p><b>Key Stage 3:</b></p> <ul style="list-style-type: none"> <li>• Are responsible, competent, confident, and creative users of information and communication technology.</li> <li>• Understand a range of ways to use technology safely, respectfully, responsibly, and securely, including protecting their online identity and privacy.</li> <li>• recognise inappropriate content, contact, and conduct and know how to report concerns.</li> </ul>	<p><b>Key Stage 4:</b></p> <ul style="list-style-type: none"> <li>• are responsible, competent, confident, and creative users of information and communication technology.</li> <li>• understand how changes in technology affect safety, including new ways to protect their online privacy and identity, and how to identify and report a range of concerns.</li> </ul>

### **The needs of students**

We recognise that an interactive approach to RSHE will better develop the skills of our students, and also that, it is more likely to meet their needs.

We will involve students through:

- discussions with small groups of students
- questionnaires/surveys
- pre and post assessment activities for RSE
- student council meetings
- interventions with specific students
- assemblies
- outside agency group work with pupils
- enrichment days
- community visits

### **5. Resources**

At school we use a range of resources that will focus on the needs of the students and our planned learning objectives. We carefully select resources which meet these objectives. We carefully evaluate teacher resources, leaflets, online resources, and videos before using them. Our PSHE lead sends out knowledge sheets for each topic each half term and provides appropriate resources.

We use books, both fiction and non-fiction, within our RSE programme. Staff will always read and assess the books before using them to ensure they are appropriate for the planned work. They will also consider the needs and circumstances of individual students in class when reading texts in case they need to have a preparatory conversation with a student before the teaching takes place, for instance. (See Appendix 8).

### **6. Delivery of RSHE**

The RSHE programme is delivered through a variety of opportunities including:

- designated curriculum PSHE time including RSE (one lesson per week)
- use of external agencies/services
- school ethos
- small group work/ intervention work

- cross curricular links e.g., Science, Computing
- assemblies
- enrichment days/ weeks
- Ravenshall wider curriculum (appendix 10)

### **Working with visitors and other external agencies**

Where appropriate, we may use visitors from reputable external agencies or members of the community to support RSHE. Working with external organisations enhances delivery of RSE, bringing in specialist knowledge, which gives different ways of engaging with our pupils.

When using visitors, the school's policy on use of visitors will be used. A teacher will be present throughout these lessons. Visitors will be given a copy of this policy, and any other relevant policies, and expected to comply with the guidelines outlined within it. Our partnership with the local community is also a priority, and we recognise and value its contribution to the RSE programme.

We will ensure that the teaching delivered by the visitor fits with our planned programme and policy. We will discuss the detail of how the visitor will deliver their sessions and ensure that the content is age-appropriate and accessible for our pupils. We will ask to see the materials visitors will use as well as a lesson plan in advance, so that we can ensure it meets the full range of pupils' needs.

We will agree in advance of the session how confidentiality will work in any lesson and how a safeguarding report should be dealt with by the external visitor. It is also important that students understand how confidentiality will be handled in a lesson and what might happen if they choose to make a report.

Use of visitors will be to enhance teaching by an appropriate member of the teaching staff, rather than as a replacement for teaching by those staff.

Before involving visitors in any aspect of RSE, teachers will ensure that:

- the visitor understands the school's confidentiality policy, values and approach to the educational programme
- there is appropriate planning, preparatory and follow up work for the sessions
- the visitor understands the emotional, intellectual, cultural, religious, social and ability level of the pupils involved, including where there may be a specific issue relating to child protection
- the teacher needs to be part of the experience in order for the pupils to value the lessons and to build on the pupils' learning after the session/s as well as answer any questions the pupils may subsequently have
- the guidelines (Appendix 6) will be used with the visitor to ensure success

### **7. Learning environment and additional non-negotiable ground rules**

Staff are careful to ensure their personal beliefs and attitudes do not influence the teaching of RSHE. To this end, a common set of ground rules has been agreed to provide a framework of common values within which to teach. There are clear parameters as to what will be taught in a whole class setting, and what will be dealt with on an individual basis.

In addition to the ground rules already used in PSHE, we will be adding non-negotiable rules to support the statutory RSHE content at whole school level to ensure consistency across school for all pupils and all staff. When the needs of

students are analysed, of overriding importance are two key areas: students need to feel safe and be safe. An additional, non-negotiable ground rule will help staff to create a safe and relaxed environment in which they do not feel embarrassed or anxious about unexpected questions or comments from the students. They also reduce the possibility of inappropriate behaviour and the disclosure of inappropriate personal information.

Our additional, non-negotiable ground rules are:

- Confidentiality: 'what is said in the room, stays in the room' except if anyone mentions something which could be harmful or put them at risk – then will have to pass the information on to help keep them safe.
- It is not OK to ask personal questions of each other or the teacher, but we can put questions in a box for later.
- Do not use names: if you want to ask about or share a personal story or experience, you can speak in the third person about 'someone I know', 'a friend', 'a situation I've heard about/read about'
- We will try to only ask questions related to what we are learning in the lesson.
- We will use the anatomical terms for the sexual body parts.
- It is ok to say pass / not join in.
- We will respect different opinions, situations & backgrounds.

## **8. The principles of high quality RSE in our school**

Relationships and Sex Education:

- is a partnership between home and school
- ensures students' views are sought to influence lesson planning and teaching
- starts early and is relevant to students at each stage in their development and maturity
- is taught by people who are confident in talking about issues such as healthy and unhealthy relationships, equality, pleasure, respect, abuse, sexuality, gender identity, sex and consent.
- includes the acquisition of knowledge, the development of life skills and respectful attitudes and values
- has sufficient time to cover a wide range of topics, with a strong emphasis on relationships, consent, rights, responsibilities to others, negotiation, and communication skills, and accessing services
- helps students understand on and offline safety, consent, violence, and exploitation
- links with the schools computing and science curriculums to ensure repetition of skills and consolidation of knowledge in other areas.
- is part of a wider school curriculum embedded into the school's values and ethos.
- is both medically and factually correct and treats sex as a normal and pleasurable fact of life
- is inclusive of difference: gender identity, sexual orientation, special educational needs, and disability (SEND), ethnicity, culture, age, faith or belief, or other life experience and helps students understand a range of views and beliefs about relationships and sex in society which may differ to their own

- teaches students about the law and their rights to confidentiality even if they are under 16, and is linked to school-based and community health services and organisations
- promotes equality in relationships, recognises and challenges gender inequality and reflects girls' and boys' different experiences and needs.
- is aware of Equality teaching about sexual orientation and gender reassignment as/ when/ if appropriate in pupils' education.

## **9. Overall school aims for RSHE**

Our approach to RSE consists of a comprehensive and developmental programme of teaching and learning, which is delivered in the context of a Healthy School where the health and wellbeing of students and of the whole school community are actively promoted. Our RSE programme has a positive influence on the ethos, learning and relationships throughout the school. It is central to our values and to achieving our school's stated aims and objectives. Our RSE programme helps students to develop the knowledge, understanding, skills and attitudes they need to live confident, healthy, independent lives now and in the future.

Through the provision outlined in this policy, the school's overall aims of RSE are to teach and develop the following three main elements:

### Attitudes and values:

- learn the importance of values and individual conscience and moral considerations
- learn the value of family life, marriage, and stable and loving relationships for the nurture of students
- learn the value of respect, love and care
- explore, consider and understand moral dilemmas
- develop critical thinking as part of decision-making

### Personal and social skills:

- learn to manage emotions and relationships confidently and sensitively
- develop self-respect and empathy for others
- learn to make choices based on an understanding of difference and with an absence of prejudice
- develop an appreciation of the consequences of choices made
- manage conflict
- learn how to recognise and avoid exploitation and abuse

### Knowledge and understanding:

- learn and understand physical development at appropriate stages
- understand human sexuality, reproduction, sexual health, emotions, and relationships
- learn about contraception and the range of local and national sexual health advice, contraception, and support services
- learn the reasons for delaying sexual activity, and the benefits to be gained from such delay, including the avoidance of unplanned pregnancy

In addition to this, we also aim to:

- raise students' self-esteem and confidence
- develop communication and assertiveness skills that can help them stay true to their values if challenged
- teach students to be accepting of the different beliefs, cultures, religions, sexual orientations, gender identity, physical and mental abilities, backgrounds, and values of those around them
- support students to lead a healthy and safe lifestyle, teaching them to care for, and respect, their bodies
- provide students with the right tools to enable them to seek information or support, should they need it
- teach students about consent and their right to say no, in an age-appropriate manner
- to teach lessons that are sensitive to a range of views, values, and beliefs
- ensure that staff teaching RSE remain neutral in their delivery whilst ensuring that students always have access to the learning, they need to stay safe healthy and understand their rights as individuals

The aim of RSE is NOT to:

- encourage young people to become sexually active at a young age
- promote a particular sexual orientation or gender identity
- sexualise young people by others, their peers or what they see in the media

## **10. Language**

Students will be taught the anatomical terms for body parts. Slang or everyday terms used in certain social circles will be discussed; this will surround discussion about what is and is not acceptable language to use. *It is good practice to use anatomical terms for genitalia and sexual parts of the body, for example vagina, breasts, penis, and testicles. Having the right language to describe the private parts of their body and knowing how to seek help if they are being abused, are vital for safeguarding. Evidence to support this approach is outlined in the Children's Commissioner Report November 2015, 'Protecting Children from harm.'*

*Being open and honest about the words for genitalia will support girls at risk of female genital mutilation (FGM).*

We will consider how pupils who are new to English will be supported in accessing and understanding the language used in RSE lessons. We will use Makaton as an aid to communicate with non-verbal students.

Agreed list of vocabulary used in school: (See appendix 7)

## **Respectful Language**

The use of respectful language which challenges sexism, homophobia and other forms of prejudice will be established in RSE but will have benefits for the whole school community, both in and out of lessons. The casual use of HBT (homophobic/biphobic/transphobic) language in school will be challenged. As a result, students will hear references to 'gay,' 'straight' and different kinds of relationships as part of teaching and assemblies, for example when we talk about rights, respect, or relationships.

## **11. Answering questions**

We acknowledge that sensitive and potentially difficult issues will arise in RSE as students will naturally share information and ask questions. When spontaneous discussion arises, it is guided in a way that reflects the stated school aims and curriculum content for RSE. As a first principle, we answer questions relating to taught, planned curriculum for that age group to the whole form. We answer questions, where appropriate, relating to areas beyond the taught, planned curriculum for that age group, in a sensitive and age-appropriate way, only to the student, or students, who have asked the question. If a member of staff is uncertain about the answer to a question, or indeed whether they should answer it, they will seek guidance from the PSHE lead/Designated Safeguarding Lead and inform the pupil asking the question that they will 'let them know'. Questions may be referred to parents/carers if it is not appropriate to answer them in school. Communication will take place with parents if sensitive questions have been asked/answered to ensure that parents are aware of discussions that have taken place in school that may need following up at home. We strive to ensure that any questions pupils have are answered to ensure pupils understand and are not using the internet to find other inappropriate sources to get their questions answered.

When answering questions, we ensure that sharing personal information by adults, students or their families is discouraged. Where a question or comment from a student in the classroom indicates the possibilities of abuse or risk of harm, teachers will pass this information to the designated person for safeguarding and child protection, in line with school policy and procedures.

Staff training may include sessions on how to deal with difficult questions.

Agreed phrases, where appropriate, will be used in response to difficult questions [*for example, 'I can only answer questions on the content of this lesson' or 'That is something that may be covered later on'.*]

Ground rules are essential when discussing sensitive subject matters. Staff will establish clear parameters about what is appropriate and inappropriate in a whole class setting by for example:

- students will be encouraged to ask or write down questions, anonymously if desired. Staff will have time to prepare answers to all questions before the next session and will choose not to respond in a whole class setting to any questions that are inappropriate or need one-to-one follow up.
- if a verbal question is too personal, staff will remind the students of the ground rules
- if a question is too explicit, feels too old for a student, is inappropriate for the whole-class, or raises concerns, staff will acknowledge it and promise to attend to it later, on an individual basis and refer to the school's Safeguarding Policy.
- staff will not provide more information than is appropriate to the age/developmental level of the student
- if staff are concerned that a child is at risk of abuse, the designated teacher will be informed, and the usual child protection procedures/ safeguarding policy followed.

## **12. The wider context of RSE**

The school's RSE programme will:

- be an integral part of the lifelong learning process, beginning in early childhood and continue into adult life
- be an entitlement for all students, including those with additional learning and language needs
- be set within the wider school context and support family commitment and love, respect and affection, knowledge, and openness.
- recognise that family is a broad concept; not just one model, e.g., nuclear family
- recognise different gender stereotypes and sexual orientations
- encourage students and teachers to share and respect each other's views with cultural awareness and sensitivity
- ensure students are aware of different approaches to sexual orientation, without promotion of any particular family structure
- recognise that parents/carers are the key people in teaching their child about relationships, sex and growing up
- work in partnership with parents/carers and students, consulting them about the content of programmes
- work in partnership with other health professionals and the wider community

RSE contributes to:

- a positive ethos and environment for learning
- safeguarding students (Students Act 2004 and Keeping Children Safe in Education 2025), promoting their emotional wellbeing, and improving their ability to achieve in school
- a better understanding of diversity and inclusion, a reduction in gender-based and homophobic/biphobic/transphobic (HBT) prejudice, bullying and violence and an understanding of the difference between consenting and exploitative relationships
- helping students keep themselves safe from harm, both on and offline, enjoy their relationships and build confidence in accessing services if they need help and advice
- reducing early sexual activity, teenage conceptions, sexually transmitted infections, sexual exploitation and abuse, domestic violence and bullying

## **13. Key roles and responsibilities for Relationships and Sex Education**

The policy applies to:

- The Headteacher
- All school staff
- The governing body
- Students
- Parents/carers
- School nursing team and other health professionals
- Partner agencies working in or with the school
- Religious leaders/faith groups

The Head teacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSHE.

<b>Specific responsibilities</b>	<b>Who – role?</b>
Co-ordinating the RSE provision.	PSHE Lead- Pippa Snowden (SLT Link - Gareth Owen)
Accessing and co-ordinating training and support for staff	PSHE Lead- Pippa Snowden CPD Co-ordinator- AHT Sophie Cocker
Establishing and maintaining links with external agencies/other health professionals	PSHE Lead- Pippa Snowden SLT- Mel Carroll
Policy development and review, including consultation and dissemination	PSHE Lead- Pippa Snowden Governing Body Head Teacher- Rik Robinson
Implementation of the policy; monitoring and assessing its effectiveness in practice	PSHE Lead – Pippa Snowden Class Teachers (SLT Link - Gareth Owen) Governors
Link governor for RSE	Governing Body - Sarah Hoffmann
Managing child protection/safeguarding issues	DSL/DDSL and all staff
Establishing and maintaining links with parents/carers	All School Staff
Liaising with link schools/ Kirklees PSHE HUB	PSHE Lead- Pippa Snowden
Liaising with the media/ fundraising	Headteacher- Rik Robinson Fundraising Manager- Charlotte Gray-Sharpe

#### **14. Key responsibilities for RSE**

##### **i) All staff**

All staff will:

- ensure that they are up to date with school policy and curriculum requirements regarding RSE
- attend and engage in professional development training around RSE provision, including individual and whole staff training/inset, where appropriate
- attend staff meetings to be introduced to any new areas of work and review the effectiveness of the approaches used
- report back to the PSHE Coordinator on any areas that they feel are not covered or inadequately provided for in the school's RSE provision, including resources

- encourage students to communicate concerns regarding their social, personal and emotional development in confidence and listen to their needs and support them seriously
- follow the school's reporting systems if a student comes to a member of staff with an issue that they feel they are not able to deal with alone
- ensure that their personal beliefs and attitudes will not prevent them from providing balanced RSE in school
- tailor their lessons to suit all students in their class, across the whole range of abilities, faiths, beliefs and cultures, gender identity
- respond professionally and appropriately to any parent/carer who has withdrawn their child from sex education
- staff do not have the right to opt out of teaching RSE

## **ii) Lead member/s of staff**

The lead member/s of staff for PSHE is/are entitled to receive training in his/her role and responsibilities. This supports them to lead on the development of the school's policy and practice and to monitor its implementation. This practice includes the curriculum and approaches to teaching and learning, as well as whole school approaches to health and wellbeing.

The lead member/s of staff will:

- develop the school policy and review it on a yearly basis
- ensure all members of the governing body are offered appropriate RSE training
- ensure that all staff are given regular and ongoing training on issues relating to RSE and how to deliver lessons on such issues
- ensure that all staff are up to date with policy changes, and familiar with school policy and guidance relating to RSE, including new staff or supply staff
- provide support to staff members who feel uncomfortable or ill-equipped to deal with the delivery of RSE to students
- ensure that RSE is age appropriate and needs-led across all year groups; this means ensuring that the curriculum develops as the students do and meets their needs
- ensure that the knowledge and information regarding RSE to which all students are entitled is provided in a comprehensive way
- support parent/carer involvement in the development of the RSE curriculum
- ensure that their personal beliefs, values and attitudes will not prevent them from providing balanced RSE in school
- communicate freely with staff, parents/carers and the governing body to ensure that everyone is in understanding of the school policy and curriculum for RSE, and that any concerns or opinions regarding the provision at the school are listened to, taken into account and acted on as is appropriate
- share the school's provision for RSE with parents/carers in order to ensure they can support this at home
- communicate to parents/carers any additional support that is available from the school to support them with RSE at home

## **iii) Governors**

The governing body as a whole play an active role in monitoring, developing and reviewing the policy and its implementation in school. The governors will work closely with, and in support of, the lead member of staff. When aspects of RSE appear in the School Improvement Plan, the governors will reflect on, monitor and review the work as appropriate.

As well as fulfilling their legal obligations, the governing body will also make sure that:

- the subjects are well led, effectively managed and well planned.
- the quality of provision is subject to regular and effective self-evaluation.
- teaching is delivered in ways that are accessible to all students
- clear information is provided for parents on the subject content and the right to request that their child is withdrawn from appropriate areas
- the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations

#### **iv) Students**

Students:

- are expected to attend the statutory National Curriculum Science elements of the RSE curriculum and the statutory Relationships Education and Health Education curriculum are expected to attend statutory National Curriculum Science lessons (primary and secondary). They are expected to attend all lessons as part of the statutory Health Education and Relationships Education (primary) or Relationships and Sex Education (secondary), except where they have the right to withdraw.
- should support one another with issues that arise through RSE by, for example, alerting relevant members of staff to any potential worries or issues
- will listen, be considerate of other people's feelings and beliefs and comply with the ground rules that are set
- will have the opportunity to talk to a member of staff, in confidence, regarding any concerns they have in school related to RSE or otherwise

#### **v) Parents/carers**

The role of parents in the development of their children's understanding about relationships is vital. Parents are the first teachers of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships.

The school will:

- work closely with parents/carers when planning and delivering RSE
- ensure that parents/carers know what will be taught and when, and clearly communicate the fact that parents have the right to request that their child be withdrawn, up until three terms before the child's 16th birthday, from some or all of sex education delivered as part of statutory RSHE
- give parents/carers every opportunity to understand the purpose and content of RSHE
- communicate and give opportunities for parents/carers to understand and ask questions about the school's approach help increase confidence in the curriculum
- build a good relationship with parents/carers on these subjects over time by inviting parents into school to discuss what will be taught, address any concerns

and help support them in managing conversations with their children on these issues

- encourage parents/carers to create an open home environment where pupils can engage, discuss and continue to learn about matters that have been raised through RSHE
- will reach out to all parents, including those who are hard to engage, recognising that a range of approaches may be needed for doing so

### **15. Staff Support & CPD**

It is important that all staff feel comfortable to deliver RSE lessons. The school provides regular professional development training in how to deliver RSE. Staff, including non-teaching staff, CPD needs are identified and met through the following ways:

- an audit of staff CPD needs will be completed each year or at appropriate times throughout the year
- training and support is organised by *PSHE Leads* who may choose to liaise with the *CPD co-ordinator*.
- staff will be offered generic RSE training which includes sessions on *confidentiality, creating a ground rules, handling sensitive issues, handling questions, introduction to the rationale of why teaching RSHE is so important, current law and guidance, learning outcomes and school policy*
- staff involved in the delivery of issues seen as potentially more sensitive will be offered appropriate training to encourage confidence in dealing with matters of confidentiality, child protection, sensitive issues, and potentially difficult questions

### **16. The right to withdraw**

Parents/carers have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSHE. Before granting any such request the head teacher will discuss the request with parents/carers and, as appropriate, with the student to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum content. The school will document this process to ensure a record is kept.

The Headteacher will discuss with parents/carers the benefits of receiving this important education and any detrimental effects that withdrawal might have on the student. This could include any social and emotional effects of being excluded, as well as the likelihood of the student hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher (although the detrimental effects may be mitigated if the parents/carers propose to deliver sex education to their child at home instead).

Once these discussions have taken place, except in exceptional circumstances, the school will respect the parents' /carers request to withdraw the student, up to and until three terms before the child turns 16. After that point, if the student wishes to receive sex education rather than be withdrawn, the school will make arrangements to provide the student with sex education during one of those terms.

This process is the same for students with SEND. However, there may be exceptional circumstances where the head teacher may want to take a

student's specific needs arising from their SEND into account when making this decision.

If a student is excused from sex education, the school will ensure that the student receives appropriate, purposeful education during the period of withdrawal. There is no right to withdraw from Relationships Education or Health Education.

### **17. Inclusion, equality, and diversity**

We are required by law to comply with relevant requirements of the Equality Act 2010. All students are entitled to quality RSHE that helps them build confidence and a positive sense of self, and to stay healthy. We include all students regardless of their age, sex, race, disability, religion or belief, gender reassignment, or sexual orientation.

All classes include students with different abilities and aptitudes, experiences, religious/cultural backgrounds, gender, and sexual identities. To encourage students to participate in lessons, teachers will ensure content, approach, and use of inclusive language reflects the diversity of the school community and helps each and every pupil to feel valued and included in the classroom.

We promote the needs and interest of all students. The school's approaches to teaching and learning take into account all needs of the students to ensure all can access the full RSE provision. We promote social learning and expect our students to show a high regard for the needs of others. RSE is an important vehicle for addressing controversial and sensitive issues and ensuring equal opportunities for all.

#### **Responding to student's needs:**

Considerations will be made for:

- diverse race of pupils
  - religious and cultural diversity of pupils
- different gender stereotypes including those of gender reassignment
  - diverse sexuality of students
  - homophobic/transphobic/biphobic bullying and behaviour
  - student's age and physical and emotional maturity and developmental level
  - students who are new to English
- students who may be pregnant
- students from a range of diverse home backgrounds/ families

#### **Ethnicity, religion and cultural diversity:**

Our policy values the different backgrounds of all the students in school and, in acknowledging and exploring different views and beliefs, seeks to promote respect and understanding. We encourage respect for all religions and cultures. We do not ask students to represent the views of a particular religious or cultural group to their peers, unless they choose to do so.

#### **Single gender groups:**

Our policy is sensitive to the needs of different ethnic groups. For some students, it may be more appropriate for them to be taught particular topics in single gender groups. We will consult parents/carers and students both on what is

included, and on how it is delivered. This will help students and their families to establish what is appropriate and acceptable for them. Working in single gender groups can considerably ease concerns about RSHE and help to ensure that students receive the RSE to which they are entitled. Single gender groups can also help boys and girls to feel safer and less embarrassed about airing issues and discussing relationships. Where single gender groups are used for students, they will always be given time after the sessions to come together in a controlled environment to share and discuss what they have learnt, before leaving the classroom to ensure students learn about RSE in relation to all genders.

### **Lesbian, Gay, Bisexual, Questioning and Plus (LGBQ+):**

We have a clear duty under the Equality Act 2010 to ensure that our teaching is accessible to all students, including those who are lesbian, gay, bisexual, transgender or + (LGBQ+). Inclusive RSE will foster good relations between students, tackle all types of prejudice, including homophobia, and promote understanding and respect, enabling us to meet the requirements, and live the intended spirit, of the Equality Act 2010.

We will deal sensitively and honestly with issues of sexual orientation and identity, answer appropriate questions, and offer support. Students, whatever their developing sexuality or identity, need to feel that RSE is relevant to them. Teachers will never assume that all intimate relationships are between opposite sexes. Information will be inclusive and will include LGBQ+ people in stories, scenarios, and role-plays. We will ensure all students can explore topics from a different gender's point of view, and a variety of activities, including practical tasks, discussions, group activities and competitions. We will also ensure that our teaching is sensitive and age appropriate in approach and content. At the point we feel it is developmentally/ age appropriate to teach LGBQ+ will be fully integrated into their programme of study.

### **Students who are new to English**

The school will take into account the language skills of individual students, ensuring that all students have equal access to the RSE provision and resources this may include translated resources and/or the support of a translator.

## **18. Assessment, recording and reporting in RSE**

We assess students' learning in RSE in line with approaches used in the rest of the curriculum. We have the same high expectations of the quality of pupils' work in RSE lessons as we do in any other curriculum subject.

Assessment methods:

- baseline or pre-assessment (essential for needs led RSE)
- needs assessment is used to identify existing knowledge and skills of students.
- assessment is built into the RSE programme to inform planning and next steps
- summative assessment takes place at the end of each unit
- during assessment pupils who needs additional support will be identified and interventions will be planned for these pupils to ensure understanding.
- pupils of differing abilities will be suitably challenged.
- student self-assessment is used where appropriate
- assessment focuses on knowledge as well as skill development and attitudes

- teachers will keep a note of students who have missed some or the entire module due to absence from school and will provide additional support to cover this.
- students' achievement in RSE is celebrated and shared within the school and with parents/carers.
- links are made with the Safeguarding team and PSHE lead to ensure pupils are provided with interventions based on personal circumstances.

## **19. Monitoring and evaluation**

### **Monitoring activities:**

- effective PSHE leadership with a system of lesson observations and peer support
- a system for regular review of the RSE policy and programme
- student and staff interviews/questionnaires
- student/staff/parent surveys
- samples of staff planning
- samples of students' work
- Learning walks

### **Evaluation activities:**

- teacher and students' evaluation of lessons, units and the overall RSE programme
- teacher and students' evaluation of resources
- evidence from lesson observations
- evaluation of contributions of external partners
- feedback and evaluation by students
- scrutiny of assessment records
- sampling students' work and portfolios
- questionnaires to staff regarding RSE teaching

## **20. Development process (Involvement of parents, pupils and staff)**

In developing our policy and curriculum we have given due regard to the Government's statutory guidance for RSHE issued under Section 80A of the Education Act 2002 and Section 403 of the Education Act 1996.

The three key stages of policy development:

<b>INFORM</b>	Share the facts about the new guidance, including the statutory content.
<b>CONSULT</b>	We have begun to gather the views of parents, staff and governors. Students' views have been gathered through a questionnaire. Gather stakeholder views (children, staff, parents and Governors)
<b>SUPPORT</b>	Share the policy, resources and activities. Help parents complement the teaching in school

The RSHE policy at Ravenshall, has been developed following consultation with the whole school community. The process of policy development involved the following steps:

- The PSHE co-ordinator reviewed the current provision.
- DfE guidance and information about RSHE was shared with stakeholders (children, staff, parents, and governors).
- Knowledge of the local school context helped us to understand the needs and priorities of our school community.
- Stakeholder engagement sessions were held so everyone could understand what matters to the children, young people, and adults in our school community.
- A draft policy was shared with stakeholders for comments. These comments were considered by the Governing Board.
- The policy was ratified (adopted) by the Governing Board.
- The policy was shared with parents and is available on the school website.

We are committed to the ongoing development of RSHE in our school. We will use the following indicators to monitor and evaluate our progress:

- a coordinated and consistent approach to curriculum delivery has been adopted
- the RSE curriculum is flexible and responsive to students' differing needs.
- students are receiving an entitlement curriculum for RSE in line with national and local guidance
- there are clearly identified learning objectives for all RSE activities and students' learning is assessed using both formative and summative approaches
- opportunities for cross-curricular approaches are being used where appropriate
- the impact of training for staff and governors on practice is evaluated
- policy and practice are revised regularly and involves staff, governors and, where appropriate, students
- opportunities are provided for parents, carers, and members of our community to consider the purpose and nature of our RSE.
- a variety of methods is employed to communicate the key points of the policy and curriculum to the community

## **21. Location and dissemination**

This policy document is freely available on request to the whole school community. A copy of the policy can be found on the school website. A physical copy of the policy is available free of charge from the school office.

## **22. Policy relationship to other policies**

This policy supports/complements the following policies:

- Anti-bullying
- Assessment, Recording and Reporting
- Attendance (in particular in relation to FGM)
- Behaviour
- Child Protection/Safeguarding Children (including FGM)
- Continued Professional Development

- Drug Education
- Equal Opportunities
- E-safety/IT
- Health & Safety
- Science

Documents that inform the school's RSE Policy include:

- Education Act (1996)
  - Learning and Skills Act (2000)
  - Education and Inspections Act (2006)
  - Equality Act (2010)
  - Supplementary Guidance SRE for the 21st Century (2014)
  - Children and Social Work Act (2017)
  - DfE: Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers (2019)
  - Keeping children safe in education – statutory safeguarding guidance (2025)
  - United Nations Convention on the Rights of the Child
- **RSHE:** Relationships, Sex and Health Education.
  - **Health education:** Physical health and mental wellbeing.
  - **Relationships education:** The physical, social, legal and emotional aspects of human relationships including friendships, family life and relationships with other children and adults.
  - **Sex education:** covers topics related to sex and sexuality.
  - **RSE:** Relationships and Sex Education.
  - **PSHE:** Personal, Social, Health and Economic (PSHE) education this is the overarching subject with RSHE taught within this.

For 2025/26, schools remain under the statutory RSE guidance:

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

### **23. Safeguarding and Child Protection**

Through RSE, we will teach students the knowledge they need to recognise and to report abuse, including emotional, physical, and sexual abuse we play a vital role in preventative education for our pupils.

Students are taught how to report concerns and seek advice when they suspect or know that something is wrong both inside and outside of school. At all stages it is important to balance teaching students about making sensible decisions to stay safe (including online) whilst being clear it is never the fault of a student who is abused and why victim blaming is always wrong.

When teaching any sensitive issue young people may give cause for concern. All adults are aware of our safeguarding arrangements and procedures. If the school has any reason to believe a pupil is at risk, advice from the Safeguarding/ Child Protection Team will be sought.

### **24. Confidentiality in the context of RSE lessons**

The nature of RSE means that students may disclose personal information that staff

will respond to appropriately. The classroom is never a confidential place to talk, and that remains true in RSE. Students will be reminded that lessons are not a place to discuss their personal experiences and issues, or to ask others to do so, through the establishment of ground rules. Pupils will be reminded they can always come and speak to adults in school at another time with any issues but to do this away from the rest of the class. Any visitor to the classroom will be bound by the school's policy on confidentiality, regardless of whether they have, or their organisation has, a different policy. We will make sure visitors are aware of this, and make sure there are enough opportunities for students to access confidential support after the lesson if they need it.

Any information disclosed to a staff member or other responsible adult, which causes concern about the student's safety, will be communicated to the designated person within 15 minutes, in line with our safeguarding and child protection policy.

If a student tells a health professional, such as the school nurse something personal on a one-to-one basis outside of the classroom, our school's confidentiality policy will help us to decide whether that person can keep that information confidential, or whether they need to seek help, advice, or refer to someone else. We will also signpost students and their families, where appropriate, to on and offline community, health and counselling services so students know where to go for confidential help and advice.

Techniques used in school to minimise the chance of students making a disclosure in an RSE lesson include:

- depersonalising discussion
- appropriate DVDs and TV extracts
- case studies with invented characters
- visits to/from outside agencies

## **Appendix 1: Kirklees Charter for Relationships Education, Relationships and Sex Education and Health Education (RSHE)**

### **Background**

- We want all children and young people in Kirklees to have their wellbeing, safety and emotional/mental health enriched and supported by their experience at school.
- This Kirklees Charter sets out the values and principles that we believe underpin an effective RSHE curriculum.
- The charter was developed in partnership between the local authority, teachers in Kirklees and other groups including our local SACRE (Standing Advisory Council for Religious Education) and representatives from the health care system including Public Health.
- We invite schools to use this charter to inform and evaluate their RSHE provision and practice.

### **Our values and principles**

1. RSHE should be delivered as part of a wider Personal, Social, Health and Economic education (PSHE ed) programme. The curriculum should be planned and timetabled across all key stages. RSHE needs to be given

enough curriculum time to cover the breadth of issues in relationships, sex and health education - as outlined in the content pages of the statutory guidance *Relationships education, relationships and sex education (RSE) and health education* (DfE, 2019).

2. RSHE will be embedded within the whole school curriculum (e.g. aspects of relationships education could be covered in other subjects, assemblies and during special events/ weeks such as anti-bullying week/health week/online safety week).
3. School will hold conversations (engagement activity) with a range of stakeholders including staff, children, governors and parents before drafting their RSHE policy. School leaders will decide how engagement can be best conducted to encourage and enable maximum participation.
4. School leaders will actively seek pupils' views about RSHE (what they want to know, the age at which they want to learn about specific content and their thoughts on how the subject should be delivered e.g: the curriculum model; the amount of RSHE time; resources; the use of external experts/visitors). Their views should be taken in account when monitoring the effectiveness of provision and the impact of the subject on their personal development.
5. School leaders will work in partnership with parents and carers, informing them in advance about what their children will be learning in RSHE. Their views should be considered when planning RSHE. Parents will be encouraged and supported to complement the teaching at home, in the same way that parents are asked to complement the teaching of other subjects.
6. School leaders are encouraged to work with local faith and other community groups, so they can be informed about, and complement, the RSHE curriculum in schools. This engagement will also help staff to understand a range of views and perspectives on RSHE.
7. Schools must develop a RSHE policy (including clear objectives and an overview of the content) which is shared with parents and is available on the school website. There is no requirement to write or share detailed lesson plans, although a school may choose to do this.
8. RSHE policy and planning will be informed by: national guidance and evidence-based research about PSHE ed; information about the law/ legal rights including the Equality Act 2010; relevant health and other data (both local and national); nationally recognised/quality assured resources (e.g. PSHE Association, Barnardo's, NSPCC, Sex Education Forum, National Children Bureau, Stonewall, The Children's Society).
9. School leaders will decide the content of the RSHE curriculum, including when topics are taught. They will develop content that is age appropriate (or developmentally appropriate) based on what pupils are likely to need to know (including any safeguarding considerations) and what they are likely to be able to understand.
10. The RSHE curriculum will include the acquisition of knowledge and understanding, the development of skills and the development of respectful attitudes.
11. All teachers of RSHE should have access to high quality professional development (training) in RSHE.

12. RSHE will be delivered in a safe, supportive learning environment so that young people feel able to express their views and ask questions.
13. RSHE will give a positive view of human sexuality with honest and medically accurate information so that pupils can learn about their bodies and relationships in ways that are appropriate to their age and maturity.
14. RSHE teaching will promote equality and challenge all forms of prejudice and discrimination.
15. RSHE lessons will promote safe, caring, healthy, positive and respectful relationships.
16. RSHE lessons will encourage participation by using a variety of teaching approaches.
17. RSHE teaching will be inclusive, so it meets the needs of all pupils: in particular those with special education needs/disabilities; those from a range of faith backgrounds; and LGBT pupils. This means a teacher will refer to different viewpoints and beliefs on a range of RSHE issues.
18. Pupils will be given the opportunity to: reflect on the values, beliefs and influences (such as from parents, peers, media, faith and culture) that may shape their own attitudes to relationships and sex; develop critical thinking skills; nurture their tolerance/respect for different views.
19. Information and resources used in RSHE should be up to date, based on best practice, and subject to on-going evaluation.
20. Expert visitors can enhance and supplement the RSHE curriculum. They are a powerful and useful way to bring expertise, resources, and experience to RSHE. Schools will need to follow appropriate guidance (e.g. PSHE Association *Selecting and working with visitors and speakers: guidance for schools*) and/or their own guidance on the vetting and checking of any visitor before inviting them into school, in line with standard practice.

**Appendix 2: The statutory content: relationships education and health education (DfE) Relationships education overview (para 62, p.g. 20)**

**Families and people who care for me.**

**By the end of primary mainstream school, pupils will know:**

- That families are important for them growing up because they can give love, security and stability.
- The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
- That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

**Caring friendships**

**By the end of primary mainstream school, pupils will know:**

- How important friendships are in making us feel happy and secure, and how people choose and make friends.
- The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.
- That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- That most friendships have ups and downs, but that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- How to recognise who to trust and who not to trust.
- How to judge when a friendship is making them feel unhappy or uncomfortable.
- How to manage conflict.
- How to manage different situations and how to seek help from others if needed.

### **Respectful relationships**

#### **By the end of primary mainstream school, pupils will know:**

- The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), make different choices, or have different preferences or beliefs.
- Which practical steps they can take in a range of different contexts to improve or support respectful relationships.
- The conventions of courtesy and manners.
- The importance of self-respect and how this links to their own happiness.
- That in school and wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- About the different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying to an adult, and how to seek help.
- What a stereotype is, and how they can be unfair, negative or destructive.
- The importance of permission-seeking and giving in relationships with friends, peers and adults.

### **Online relationships**

#### **By the end of primary mainstream school, pupils will know:**

- That people sometimes behave differently online, including pretending to be someone they are not.
- That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online, even when we are anonymous.
- The rules and principles for keeping safe online.
- How to recognise harmful content and contact online, and how to report these.
- How to critically consider their online friendships and sources of information.
- The risks associated with people they have never met.
- How information and data is shared and used online.

### **Being safe**

#### **By the end of primary mainstream school, pupils will know:**

- What sorts of boundaries are appropriate in friendships with peers and others – including in a digital context.

- About the concept of privacy and the implications of it for both children and adults.
- That it is not always right to keep secrets if they relate to being safe.
- That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- How to respond safely and appropriately to adults they may encounter (in all contexts, including online) who they do not know.
- How to recognise and report feelings of being unsafe or feeling bad about any adult.
- How to ask for advice or help for themselves and others, and to keep trying until they are heard.
- How to report concerns or abuse, and the vocabulary and confidence needed to do so.
- Where to seek advice, for example, from their family, their school and other sources.

**Health education overview: the focus at primary level is teaching the characteristics of good physical health and mental wellbeing (Dfe, para 96, pg 32)**

**Mental wellbeing**

**By the end of primary mainstream school pupils will know:**

- That mental wellbeing is a normal part of daily life, in the same way as physical health.
- That there is a normal range of emotions, e.g. happiness, sadness, anger, fear, surprise and nervousness.
- The scale of emotions that humans experience in response to different experiences and situations.
- How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- The benefits of physical exercise, time outdoors, community participation, and voluntary and service-based activity on mental wellbeing and happiness.
- Simple self-care techniques, including the importance of rest, time spent with friends and family, and the benefits of hobbies and interests.
- How isolation and loneliness can affect children and that it is very important they discuss their feelings with an adult and seek support.
- That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
- Where and how to seek support (including recognising the triggers for seeking support), extending to who in school they should speak to if they are worried about themselves or others.
- That it is common to experience mental ill health and, for the many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
- Internet safety and harms
- By the end of primary school, pupils will know:
  - That for most people, the internet is an integral part of life and has many benefits.
  - About the benefits of rationing time spent online.
  - The risks of excessive time spent on electronic devices.

- The impact of positive and negative content online on their own and others' mental and physical wellbeing.
- How to consider the effect of their online actions on others.
- How to recognise and display respectful behaviour online.
- The importance of keeping personal information private.
- Why social media, some computer games and online gaming, for example, are age restricted.
- That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
- How to be a discerning consumer of information online, including understanding that information (inclusive of that from search engines) is ranked, selected and targeted.
- Where and how to report concerns and get support with issues online.

### **Physical health and fitness**

#### **By the end of primary mainstream school, pupils will know:**

- The characteristics and mental and physical benefits of an active lifestyle.
- The importance of building regular exercise into daily and weekly routines and how to achieve this, for example by walking or cycling to school, a daily active mile, or other forms of regular, vigorous exercise.
- The risks associated with an inactive lifestyle, including obesity.
- How and when to seek support, including which adults to speak to in school if they are worried about their health.
- Healthy eating
- By the end of primary school, pupils will know:
- What constitutes a healthy diet, including an understanding of calories and other nutritional content.
- The principles of planning and preparing a range of healthy meals.
- The characteristics of a poor diet and risks associated with unhealthy eating, including obesity, and other behaviours, e.g. the impact of alcohol on diet or health.
- Drugs alcohol and tobacco
- By the end of primary school, pupils will know:
- The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
- Health and prevention
- By the end of primary school, pupils will know:
- How to recognise early signs of physical illness, such as weight loss or unexplained changes to the body.
- About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
- The importance of sufficient good-quality sleep for good health, and that a lack of sleep can affect weight, mood and ability to learn.
- About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
- About personal hygiene and germs including bacteria and viruses, how they are spread and treated, and the importance of hand washing.
- The facts and science relating to immunisation and vaccination.

### **Basic first aid**

**By the end of primary mainstream school, pupils will know:**

- How to make a clear and efficient call to emergency services if necessary.
- Concepts of basic first aid, for example dealing with common injuries, including head injuries.
- Changing adolescent body
- By the end of primary school, pupils will know:
- Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
- About menstrual wellbeing and key facts relating to the menstrual cycle.

**Appendix 3:**

By the end of **mainstream** Secondary, students should know:

**Families**

- That there are different types of committed, stable relationships
  - How these relationships might contribute to human happiness and their importance for bringing up children
  - What marriage is, including its legal status (e.g., that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony)
  - Why marriage is an important relationship choice for many couples and why it must be freely entered into
  - The characteristics and legal status of other types of long-term relationships
  - The roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting
  - How to: Determine whether other children, adults or sources of information are trustworthy ● Judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships)
- Seek help or advice, including reporting concerns about others if needed

**Respectful relationships, including friendships.**

- The characteristics of positive and healthy friendships (in all contexts, including online), including trust, respect, honesty, kindness, generosity, boundaries, privacy, consent, the management of conflict and reconciliation and ending relationships. This includes different (non-sexual) types of relationship.
  - Practical steps they can take in a range of different contexts to improve or support respectful relationships
  - How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g., how they might normalise non-consensual behaviour or encourage prejudice)

- That in school and in wider society they can expect to be treated with respect by others and that, in turn, they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs
- About different types of bullying (including cyber-bullying), the impact of bullying, responsibilities of bystanders to report bullying and where to get help
- That some types of behaviour within relationships are criminal, including violent behaviour and coercive control
- What constitutes sexual harassment and sexual violence and why these are always unacceptable
- The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal

### **Online and media**

- Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online
- About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online
  - Not to provide material to others that they wouldn't want shared further, and not to share personal material which is sent to them
- What to do and where to get support to report material or manage issues online
- The impact of viewing harmful content
  - That specifically sexually explicit material (e.g. pornography) presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners
    - That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail
- How information and data is generated, collected, shared and used online

### **Being safe**

- The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and female genital mutilation, and how these can affect current and future relationships
  - How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online) Intimate and sexual relationships, including sexual health

- How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship
- That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively (e.g. physical, emotional, mental, sexual and reproductive health and wellbeing)
- The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women, and menopause
- That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others
- That they have a choice to delay sex or enjoy intimacy without sex
- The facts about the full range of contraceptive choices, efficacy and options available
- The facts around pregnancy, including miscarriage
- That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help)
- How the different sexually transmitted infections, including HIV/AIDs are transmitted, how risk can be reduced through safer sex (including condom use) and the importance of and facts about testing
- About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment
- How the use of alcohol and drugs can lead to risky sexual behaviour
- How to get further advice, including how and where to access confidential sexual and reproductive health and advice and treatment

Source: These expectations are set out in the Department for Education's guidance for schools on relationships education, RSE and health education

#### **Appendix 4: Ravenshall school programme of study (the content of RSHE/PSHE)**

- The Department for Education's statutory guidance for Relationships Education, Relationships and Sex Education (RSE), and Health Education sets out what schools must cover in primary mainstream schools from September 2020.
- The PSHE Education Planning Framework for Pupils with SEND from the PSHE Association is regularly signposted to by the Department for Education for schools to use. Ravenshall School has adopted this programme of study and adapted this for our pupils.
- It has three core themes: Health and Wellbeing; Relationships; and Living in the Wider World.

- This programme of study provides a comprehensive programme for each key stage, that fully covers but is not limited to the statutory requirements.

### Key Stage 1 & 2 Curriculum map subject to change

	Autumn 1 Health and Wellbeing	Autumn 2 Living in the Wider World	Spring 1 Relationships	Spring 2 Health and Wellbeing	Summer 1 Relationships	Summer 2 Living in the Wider World
Year 1	<u>Drugs</u> HL3-Keeping Well	<u>Save our planet</u> WIL14- Taking care of the <u>environment</u>	<u>Families</u> SA4-People who are special to <u>us</u>	<u>Personal Hygiene</u> SSS1-Taking care of ourselves	<u>Puberty</u> CG1- Baby to adult CG2- Changes at puberty	<u>Money</u> WIL16-Money
Year 2	<u>First Aid</u> HL2-Taking care of physical health	<u>Work</u> SA1- Things we are good at WIL12-Jobs people do	<u>Being Safe</u> SSS5- public and private CG3- Dealing with <u>touch</u>	<u>Keeping Healthy</u> HL1- Healthy Eating	<u>Respectful Relationships</u> CG4- Different types of relationships	<u>Community</u> WIL11- Respecting difference between people WIL15- Belonging to a community
Year 3	<u>Health and Prevention</u> SSS4- Keeping safe <u>online</u>	<u>Rules</u> SA2- Kind and unkind behaviours WIL13- Rules and Laws	<u>Respect</u> SA5- Getting on with <u>others</u>	<u>Keeping Safe</u> SSS2- Keeping Safe SSS3- Trust	<u>Friendships</u> SA3- Playing and working together	<u>Mental Health</u> MF1- Identifying and expressing <u>feelings</u> MF2- Managing strong feelings

### Key Stage 3 & 4 Curriculum map subject to change

	Autumn 1 Health and Wellbeing	Autumn 2 Living in the Wider World	Spring 1 Relationships	Spring 2 Health and Wellbeing	Summer 1 Relationships	Summer 2 Living in the Wider World
Year 1	<u>Drugs</u> HL6- Medicinal drugs HL7- Medicinal drugs, drugs, alcohol & tobacco	<u>Environment</u> WIL13- Taking care of the environment	<u>Families, Marriage, civil relationships</u> CG5- Long term relationships and parenthood	<u>Personal Identity</u> SA1- Personal Strengths SA2- Skills for learning	<u>Puberty</u> CG1- Puberty	<u>Careers</u> WIL14 - Preparing for <u>adulthood</u>
Year 2	<u>Managing feelings</u> MF2 - Strong feelings MF1 - Self-esteem & unkind comments HL5- body image	<u>Human Rights - British values and Citizenship</u> WIL11 - Diversity, <u>rights</u> and responsibilities SA3- Prejudice and discrimination	<u>Keeping Safe</u> SSS6 - Public and Private SSS2- feeling frightened/ <u>worried</u>	<u>Healthy Lifestyle</u> HL1 - Elements of a healthy lifestyle SSS1- Feeling <u>unwell</u>	<u>Healthy and Unhealthy relationships</u> CG2 - Friendship CG3 - Healthy/ Unhealthy Relationship behaviours	<u>Money</u> WIL15- Managing Finances SSS7- Gambling
Year 3	<u>Keeping Healthy</u> HL4- Healthy Eating HL3- Physical activities	<u>Peer influence, substance use and gangs</u> SA4- Managing Pressure	<u>Respectful Relationships</u> MF3- Romantic feelings and sexual attraction CG4- Intimate relationships, consent & contraception	<u>Mental Health</u> HL2- Mental Wellbeing	<u>Online safety</u> SSS4- Keeping safe <u>online</u> WIL12- Manging online information	<u>Personal Safety</u> SSS3- Accidents and Risks SSS5 - Emergency Situations

## **Appendix 5: Example of a letter to parents/carers (engagement)**

Dear families,

As part of our PSHE (Personal, Social, Health, Economic Education) next half term we will be looking at RSE (Relationships and Sex Education).

As a school we are keen to ensure all pupils access this as we believe that age-appropriate relationships and sex education helps pupils to be safe, happy and healthy in their interactions with others (now and in the future). In lessons, teachers are always careful to ensure that pupils learn about growing up in a way that respects different religious and cultural views and reflects the values and ethos of the school.

Please refer to the RSHE policy on our school website if you require further information.

Thank you for your continued support.

Yours sincerely

PSnowden

PSHE Subject Lead

**This is systematically sent out by Head of PSHE prior to any RSE content being delivered on an annual basis.**

## **Appendix 6:**

Visitors' Code of Conduct

We encourage partnerships with our parents and work hard to maintain mutual respect and recognition of shared responsibility for the children. The code of conduct for visitors to school is that of mutual respect for school staff and children to all visitors. Included in this is respect for school property, other visitors and children.

**The school expects parents and carers to respect the caring ethos of the school.**

- Respect the caring ethos of the school
- Understand that parents and teachers need to work together for the benefit of children
- Demonstrate in their own behaviour that all members of the school community should be treated with respect
- Seek to clarify a child's version of events with the school's view in order to bring about a peaceful solution to any issue
- Correct their own child's behaviour, especially where it could lead to conflict
- Approach school staff to help resolve issues

- Avoid using staff as threats to admonish children

**In order to support a peaceful and safe school environment the school does not tolerate:**

- Disruptive behaviour which interferes or threatens to interfere with the operation of a classroom, office or other area of school grounds
- Loud or offensive language, swearing, cursing or displaying temper
- Threatening to do actual bodily harm to a member of school staff, governor, visitor, parent/carer or pupil
- Damaging or destroying school property • Sending abusive or threatening emails, text/voicemail/phone messages or other written communication
- The inappropriate use of cameras/mobiles for recording purposes • Defamatory, offensive or derogatory comments regarding the school or any of the pupils/parents/staff at the school on Facebook or other social media sites
- The use of physical aggression towards another adult or child. This includes physically punishing your own child on school premises - the school does not tolerate the use of physical aggression towards another adult or child.
- Chastising someone else's child
- Smoking, or consuming alcohol or drugs whilst on school property

**We thank our visitors for observing this.**

Abusive or aggressive behaviour towards staff, other parents or visitors will not be tolerated. All members of the school community have a right to expect that their school is a safe place. If the parent's behaviour is unreasonable, permission for them to be on the school premises may be withdrawn.

**Appendix 7:**

Agreed list of vocabulary used in school:

Breasts

Nipples

Penis

Sex

Sexual intercourse

Ejaculation

Vagina

Vulva

Sperm

Circumcision

Testicles

Pubic hair

Bottom

Puberty

Clitoris

Period

Menstruation

Contraception

Erection

Foreskin

Masturbation

Orgasm

Genitals

Condom

Bisexual

Asexual

Gay

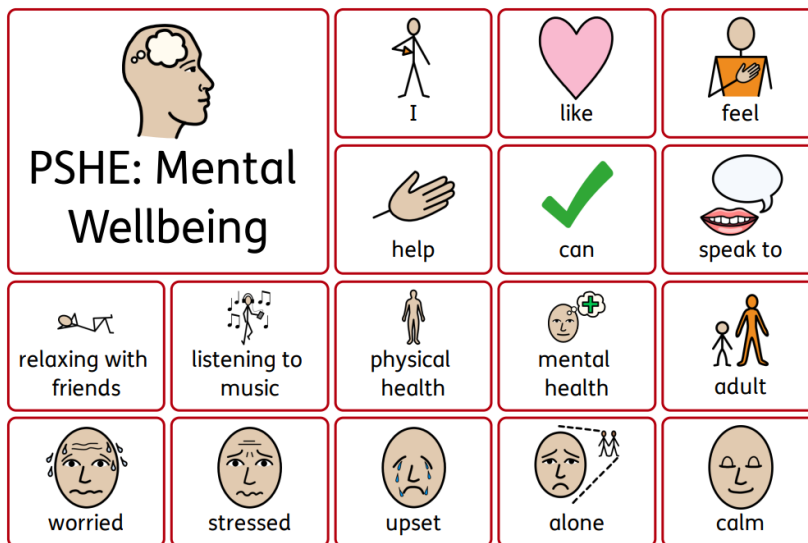
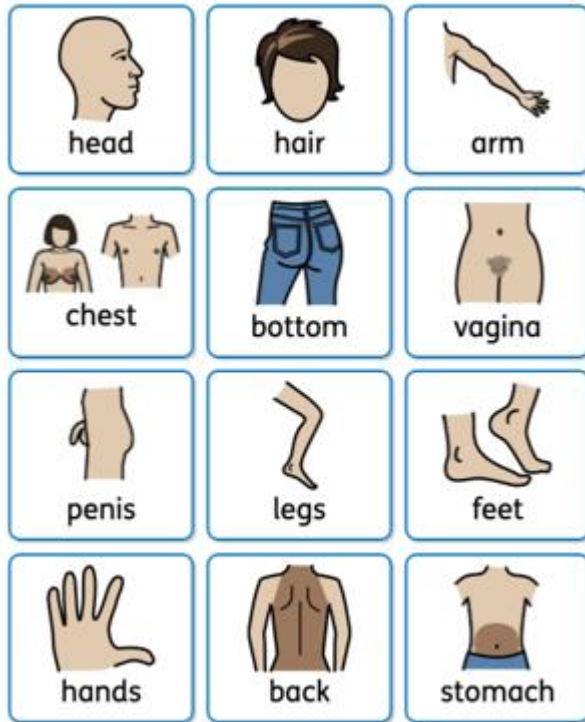
Heterosexual

Lesbian

Questioning

STD- Sexually Transmitted Diseases

As part of our whole school communication approach, we support the teaching of key vocabulary through pictorial, signing, alternative and augmented technology and non-verbal communication. Here is an example of our widgit (communication, language and learning) programme:



**Appendix 8:**

Resources include:

PSHE Association- Website

NSPCC- Website

Expect respect KS1-4

Barnados 'Real Love Rocks'

Mencap

Carry My Story

UNICEF

Books Beyond Words

Santander- Financial Education

Charley Heritage Association

My Happy Mind

## **Appendix 9**

### **Wider curriculum**

This table shows an audit of Ravenshall Schools PSHE curriculum across the wider school, it is not limited to just these areas, and many other activities occur in school on a daily basis to promote elements of PSHE and RSE.

<b>Autumn 1 Health and Wellbeing</b>	<b>Autumn 2 Living in the Wider World</b>	<b>Spring 1 Relationships</b>
<p><u>Topic links</u> Law and order All about me Help is at hand. Unity in the community Global warming</p> <p><u>Wider curriculum links</u> - Personal hygiene interventions - Personal Care Assistants interventions - Puberty support groups - The NEST - Draw and Talk - ELSA - Wonderful Wednesdays - FOCUS Group - Mental Health Practitioner visits - Singing and Signing - School Ambassadors - Sports Leaders - Dojo/ school rules - School culture - HMP NOT4ME - Home visits - Family support officer - Weekly soft play visits - PE lessons - Science lessons - Independence support groups - Bike ability - Weekly gym visits</p>	<p><u>Topic links</u> Global warming Come fly with me. Going wild Under the sea Unity in the community Law and order Help is at hand.</p> <p><u>Wider curriculum links</u> - Recycling team - Assemblies - Drop down days - Forest school - Work experience - Wonderful Wednesdays - Geography curriculum - ASDAN- environmental awareness - PCo visits - ICT lessons - ICT online safe gaming - THRIVE Time - Satellite Provision Headfield School - Travel training - LGBTQ+ support group - Life Skills awards - Regulation Support Plans - Year 6 weekly visits to Explorers Phase - Maths lessons - Finance training - Ravenshall job shop - Ravenshall Charity Shop</p>	<p><u>Topic links</u> All about me Superheros Help is at hand. Unity in the community Under the sea</p> <p><u>Wider curriculum links</u> - Class dojo - Family assemblies - Holiday fun days - Social stories - LAC Interventions - R.E Interventions - Puberty support groups - Girls club - Planned social communication sessions - EHCP preparation for adulthood targets - Science curriculum - Turn taking interventions - Semi formal- play and leisure sessions - Organised team games break/ lunchtimes - Sports coach at lunchtimes - Zones of Regulation - Restorative sessions - Thrive Time - Lunchtime clubs - ICT curriculum - Assemblies - Drop Down Days - Reading buddies</p>

<ul style="list-style-type: none"> <li>- Weekly swimming lessons</li> <li>- Fruit of the week</li> <li>- Links with Huddersfield Giants</li> <li>- Visits to Batley Bull Dogs</li> <li>- ASDAN</li> <li>- OCR life and living skills</li> <li>- Food Technology lessons</li> <li>- Café visits</li> <li>- Assemblies</li> <li>- Weekly supermarket shop</li> <li>- EHCP Healthy Living Target (year 9 onwards)</li> <li>- Lunchtime sports clubs</li> <li>- Lunchtime sports coach</li> <li>- THRIVE Time</li> <li>- Visits from PCo</li> <li>- Sulian room for regulation</li> <li>- Sensory OT in school</li> <li>- Brunswick Centre visits</li> <li>- LGBTQ support group</li> <li>- 'Open door' chat sessions (lunchtime)</li> <li>- Brain Breaks in lessons</li> <li>- Forest School</li> <li>- Drop Down Days</li> <li>- After school clubs</li> <li>- Walking group</li> <li>- Emotion coaching</li> <li>- School nurse on site</li> <li>- NCFE award topics</li> <li>- On Site Therapy Dog</li> </ul>	<ul style="list-style-type: none"> <li>- Ravens Retreat Café</li> <li>- School Ambassadors</li> <li>- Reading buddies</li> <li>- Sports leaders</li> <li>- Community visits</li> <li>- Links with Walker Street</li> <li>- Links with Dewsbury Library</li> <li>- Links with Little Deer Wood</li> <li>- Oakwell Hall Community Projects</li> <li>- FOCUS Group</li> <li>- Newspaper reading sessions</li> <li>- Ravenshall Newsround</li> <li>- Animal care</li> <li>- On site Therapy Dog</li> <li>- Dojos</li> <li>- Dojo Shop</li> <li>- ICT Skills unit award- Managing Money</li> <li>- Enterprise Employability</li> <li>- PFA Employability skills</li> <li>- Arts Award</li> <li>- Drop Down Days</li> </ul>	<ul style="list-style-type: none"> <li>- Travel Training</li> <li>- Drama- social games</li> <li>- Drama role play</li> <li>- LGBTQ+ support group</li> <li>- ICT online safe gaming</li> <li>- After school clubs</li> <li>- Classes from different phases buddies</li> <li>- Walking buddies</li> <li>- On site Therapy Dog</li> <li>- Football team matches</li> <li>- PE team games</li> <li>- Engagement for learning</li> </ul>
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