



**The Dales School**  
*North Yorkshire*

# **Relationships, Sex and Health Education Policy**

**Person responsible:**

Headteacher

**Reviewed and approved by Full Governing  
Body:**

February 2022

**Next Review Date:**

February 2023

**Signed**.....

**Date:** .....

## The Dales School

### Relationships, Sex and Health Education Policy

Relationships and Sex education is a vital aspect of the curriculum for all pupils. Planning and implementation are sensitive and discrete, taking into the account the legislation in the 1996 Education Act and subsequent guidance including respect for different lifestyles encouraging the pupils to respect diversity, such as the Equality Act (2010). It also supports 'Keeping Children Safe in Education' (2021) and is a statutory teaching requirement for all schools.

The relationships and sex education programme at The Dales School is incorporated in the Personal and Social Health Education Programmes. It is closely aligned to EYFS PSD and Primary/Secondary My Care and Independence curriculum, and it incorporates the new PSHE curriculum framework (Sept 2020 implementation) and the PSHE Association's recommended SEND programme (July 2020). Elements include health and wellbeing, relationships, living in the wider world, self-awareness, social and emotional awareness, body awareness, moral education and family life. The relationships, sex and health education programme is sensitively structured so that it can be tailored to meet the individual needs of our pupils. This information is shared on the Dales School website.

Aims and Objectives of the School Relationships Sex and Health Education Policy.

Our aim is to provide a curriculum which is supportive of our whole school aims.

#### **Relationships, Sex and Health Education will:**

- Promote the spiritual, cultural, mental and social well-being of all pupils.
- Prepare pupils for adult life.
- Develop pupils' awareness and understanding about the importance of strong positive relationships and being able to differentiate between different types of relationships.
- Support pupils to develop skills for building positive, enjoyable, respectful and non-exploitative friendships, relationships and to stay safe.
- Support pupils to understand accurate information, develop skills and form positive beliefs, values and attitudes.
- Support pupils to understand each person's right to make informed choices, including giving and receiving consent, and have a voice that is respected and acknowledged.

### **Our objectives are:**

- To offer information that is personalised and conceptually appropriate to pupils' developmental needs.
- To present information in a sensitive, balanced and objective manner.
- To present information in an accessible, visual, practical and suitably differentiated way.
- To help pupils make well informed decisions as they develop physically, emotionally and socially.
- To promote and develop self-esteem.
- To encourage the development of appropriate behaviour within their family and society.
- To ensure the safety of our pupils.
- To encourage students to share and respect the views and lifestyle choices of others.
- To ensure that the teaching of these topics are relevant to the lives of the pupils' and assessed and adapted as their needs change.
- To recognise the importance of working in partnership with parents and carers, consulting them about the content of programmes.

### **The areas that may be covered are:**

- Changes from birth to adulthood
- Personal care skills
- Physical development and healthy diet and exercise
- E-Safety and IT usage
- Safety within our home and community
- Respectful relationships
- Families and people who care for me
- Caring friendships
- Decision and choice making
- Intimate and sexual relationships, including sexual health and consent
- Reproduction
- Contraception/Sexually transmitted diseases
- The law regarding sex and relationships
- Mental wellbeing
- Drugs, alcohol and tobacco
- Basic First Aid
- Emotional intelligence and empathy

### **Staff delivering RSHE lessons will:**

- treat every pupil as an individual, with dignity and respect
- relate language and behaviour to the chronological age of the pupil

- reinforce the concept of 'private' and 'privacy' in all relevant situations
- encourage age-appropriate behaviours

The teaching of relationships, sex and health education takes place in small groups according to age, maturity or gender as appropriate. Some pupils need individual support from a member of staff with whom they feel comfortable, and time is allocated to meet this need as and when necessary. Other professionals such as the health service may contribute to areas of the curriculum. Parents will be informed by the class teacher when sensitive aspects of the RSHE programme, such as sex education will be taught.

Children receive relationships, sex and health education from infancy, they learn such things as:

- Gender;
- Which toilets to use out of the home environment and the need for privacy;
- The importance of good personal hygiene

As pupils reach adolescence, they need to understand the changes that affect what is happening to their bodies and emotions. Their relationships and their sexual development need to be accompanied by the appropriate support to help them to make appropriate and safe judgements, choices and decisions. As pupils approach puberty they should be able to identify someone with whom they feel comfortable, is available to listen, help and advise them, including independent advocacy services. Parents are consulted about this area of the curriculum and are advised to their right to withdraw their child from this area of learning. Parents / carers have the right to withdraw their child / young person from sex education. Teachers will work together with parents and carers to develop appropriate terminology for sex and relationship issues, the aim being that this language is used consistently throughout the school and at home.

### **Specific issues statements**

#### **Contraceptive advice to pupils.**

Pupils will be taught, in the context of sexual intimacy and safer sex, that safe intercourse includes the use of contraception. Questions about forms of contraception will be answered accurately and honestly within each pupil's ability to understand. If pupils need further personal advice about contraceptive use, counselling and support will be sought from appropriate agencies.

#### **Confidentiality**

All sex education will be taught in a calm and supportive manner and in confidence. However, in line with Keeping Children Safe in Education 2021 and all other child protection / safeguarding guidance, school staff cannot offer or guarantee pupils unconditional confidentiality.

## **Sexual identity and Orientation**

### **Education and Inspections Act 2006**

Schools have a duty to promote the safety and wellbeing of all children and young people in their care, including lesbian, gay, bisexual and transgender pupils and those experiencing homophobic, biphobic and transphobic (HBT) bullying.

### **Equality Act 2010**

Schools are required to eliminate discrimination on the grounds of sexual orientation and gender reassignment. This includes tackling HBT bullying. Schools are also required to advance equality of opportunity and foster good relations. This means that schools should go beyond tackling HBT bullying and take proactive steps to promote respect and understanding of LGBT people and issues.

Within the programme of study for RSHE it is entirely appropriate to address issues of sexual identity and orientation with individuals and groups. At The Dales School, we will make positive and equal reference to a variety of (sexual) relationships.

Any issues relating to bullying will be referred directly to the Designated Safeguarding Leads. (See Behaviour, Discipline and Anti-Bullying Policy)

### **Gender Identity**

Within the programme of study for RSHE it is entirely appropriate to address issues of gender identity and orientation with individuals and groups. At The Dales School we will make positive and equal reference to how gender is identified and expressed. Any issues relating to bullying will be referred directly to the Designated Safeguarding Leads. (See Behaviour, Discipline and Anti-Bullying Policy)

### **Visitors to the school**

The teaching of aspects of the RSHE curriculum is enhanced by contributions from external providers, such as health care professionals, social workers, youth workers, etc. All stakeholders will be able to access our policies on the school website.

### **In partnership with families and other stakeholders:**

We place the utmost importance on sharing responsibility with parents for their child/young person's RSHE provision. We will do our best to find out from families any religious or cultural views that they may have which may affect the sex education they wish for their child/young person to receive. This consideration would also need to be aligned with our equal opportunities policy.

We are aware that some parents and carers find it hard to cope with their child / young person's sexual development and curiosity and are happy for school to take the lead on this aspect of their holistic learning.

We will notify parents and carers:

- By discussing each pupil's holistic needs in their EHCP review meeting
- By providing curriculum information on the school's website

- By inviting parents and carers to discuss any concerns with us as required
- By having individual conversations with parents and carers as required to support dynamic provision responses to each pupil's individual needs

#### Monitoring and Evaluation

The impact of the RSHE programme will be captured via the school's assessment and quality assurance schedules. Pupils will have MAPP Personalised Learning Intentions which will target their own Personal, Social Development and their progress will be robustly captured reviewed and evaluated as part of their personal learning journey. The quality assurance processes in school will evaluate the quality of education which supports pupil progress.

#### References:

[www.fpa.org.uk/professionals/factsheets](http://www.fpa.org.uk/professionals/factsheets)