**Green Lane School**

******Relationships, Sex, Health Education Policy**

Headteacher: Mrs Joanne Mullineux

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Reviewed in: May 2023

This policy will be available to parents/carers via the school website.

**Philosophy and aims**

The world in which children and young people grow up in is becoming increasingly complex which provides many opportunities but also risks and dangers. The purpose of RSHE is to provide the pupils of the school a growing understanding of how to be safe and healthy including how to manage their academic, personal and social lives in a positive way. At Green Lane School RSHE is planned as part of our Personal Social and Health Education (PSHE) as well as underpinning learning in other curriculum areas such as Science, computing, food technology and PE. In 2020 the RSHE curriculum became statutory for all children in schools and helps to provide opportunities for all pupils to learn and achieve; promotes pupils spiritual, moral, social and cultural development and prepares all pupils for the opportunities and responsibilities for life. The aim of the new statutory curriculum and our aim as a school is to help pupils to grow up healthy, happy, safe and able to manage the challenges and opportunities of Modern Britain. As a school our PSHE and RSHE curriculum will be flexible and deliver the statutory guidance in a way that is age and developmentally appropriate as well as being sensitive to the needs and religious backgrounds of all pupils.

Primary and Secondary aged children will cover:

**Health education including-**

Mental Wellbeing

Internet safety and Fitness

Health and Prevention (e.g. personal hygiene)

Healthy Eating

Drugs, Alcohol and Tobacco

Basic First Aid

Changing adolescent body (Puberty)

Then **Primary aged children** will cover:

**Relationships education including-**

Families and people who care for me

Caring friendships

Respectful relationships

Online relationships

Being safe

***Primary School aged children- staff may choose to teach sex education if appropriate (see guidance and legislation section of policy)***

**Secondary aged children** will cover:

**Relationships and sex education including-**

Families

Respectful relationships

Online and media

Being safe

Intimate and sexual relationships including sexual health

The Law.

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents and foster parents/carers, amongst other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children or young carers).

We will teach about these topics in a manner that:

* Considers how a diverse range of pupils will relate to them
* Is sensitive to all pupils’ experiences
* During lessons, makes pupils feel:
  + Safe and supported
  + Able to engage with the key messages

We will also:

* Make sure that pupils learn about these topics in an environment that’s appropriate for them, for example in:
  + A whole-class setting
  + Small groups or targeted sessions
  + 1-to-1 discussions
  + Digital formats

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

**Aims**

The aims of this policy are in compliance with the SRE Guidance (Relationships Education, Relationships and Sex Education (RSE) and Health Education 2019)

* To define RSHE
* To describe how RSHE is provided and who is responsible for providing it
* To say how RSHE is monitored and evaluated
* To include information for parents about the statutory elements
* To be reviewed regularly
* To be available for inspection and for parents

This policy covers the elements found within Relationships Education, Relationships and sex education and Health education, Green Lane has individual policies for PSHE which covers other elements of the curriculum that we teach at the school.

This policy has been produced in line with the updated statutory curriculum (DfE 2019) which came in to force in September 2020, it is adapted with flexibility to suit the needs of the pupils at Green Lane school. The policy will be reviewed and updated where appropriate and will always take into consideration the views of pupils, staff and parents.

**Definitions**

**Relationships Education (Primary)**

Taken from the DfE guidance on RSE (2019) the focus in primary school should be on the teaching of fundamental building blocks and characteristics of positive relationships focussing on friendships, family friendships, and relationships with other children and with adults.

**Relationships and Sex Education (Secondary)**

Taken from the DfE guidance on RSE (2019) Relationships and Sex education looks at nurturing relationships of all kinds including what a healthy relationship looks like, what makes a good friend and colleague and a successful marriage or other type of committed relationship. It also covers contraception, developing intimate relationships and resisting pressure to have sex. It covers acceptable and unacceptable behaviour in relationships and the effects on mental wellbeing.

**Health Education**

Taken from the DfE guidance on RSE (2019) physical health and mental wellbeing will give pupils information about when they need to make good decisions about their own health and wellbeing and recognising what is normal and what is an issue in themselves and others.

**Meeting the needs of all our pupils**

To ensure pupils are taught about the society in which they are growing up, we will cover subjects designed to foster respect for others and for difference and educate pupils about healthy relationships. We will ensure RSE is inclusive and meets the needs of all our students, so pupils feel that the content is relevant to them.

The subjects covered in the new RSHE Statutory Guidance are designed to help children from all backgrounds build positive and safe relationships, and to thrive in modern Britain. The religious background of pupils will be taken into account when planning teaching, so that topics are appropriately handled.

**RSHE and SEND**

Relationships Education, RSE and Health Education must be accessible for all pupils where high quality teaching is differentiated and personalised. As a school, Green Lane are aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. We also embrace that for the vast majority of our pupils Health Education and RSE can be particularly important subjects for example for pupils with Social, Emotional and Mental Health needs. According to legislation (DfE 2018) in special schools there may be a need to tailor content and teaching to meet the specific needs of pupils a different developmental stages, therefore Green Lane will endeavour to ensure that teaching is sensitive age appropriate, developmentally appropriate and delivered with reference to the law.

**SRE Guidance and Legislation**

The Relationships Education, Relationships and Sex Education and Health Education Regulations 2019 were made under sections 34 and 35 of the Children and Social Work Act of 2017 make Relationships Education compulsory for all pupils receiving Primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. They also make Health Education compulsory in all schools.

The Department for Education published the statutory guidance for Health Education, Relationships Education and RSE in June 2019.

The new statutory requirements do not extend to sex education at key stage 1 and key stage 2 (beyond the biological/reproductive aspects which schools are already required to cover in the National Curriculum Science.). However, the Department for Education ‘continues to recommend that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils.’

Schools are free to determine how to deliver the content in the context of a broad and balanced curriculum and teaching within school will allow for well-chosen opportunities and context for pupils to embed new knowledge so that it can be used in real life situations. This is set out by the most up to date DfE guidance on the RSHE curriculum. As a school we will take into account the individual needs of each pupil based on age, developmental stage and religious beliefs.

The SRE elements in the National Curriculum science programmes of study across all key stages are mandatory for all pupils of primary and secondary age. At primary age this includes teaching about the external parts of the body, changes in the human body as it grows from birth to old age including puberty. At secondary age, this includes, learning about reproduction in humans, the structure and function of the male and female reproductive systems, the menstrual cycles, gametes, fertilisation, gestation, HIV and Aids. There continues to be **NO** right to withdraw from any part of the Science National Curriculum.

**Legislation:**

Schools are required to teach relationships and sex education (RSE) under the following regulations and guidance documents:

* Education Act (1996)
* Learning and Skills Act (2000)
* Education and Inspections Act (2006)
* Equality Act (2010)
* Supplementary Guidance SRE for the 21st Century (2014)
* Keeping children safe in Education- Statutory safeguarding guidance (2022)
* Children and social work Act (2017)
* Statutory guidance for Health Education, Relationships Education and RSE (2019)
* The new Ofsted framework (2019)

**Delivering a broad and balanced curriculum**

Every state funded school including special schools must offer a curriculum that: ‘Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepares pupils at the school for the opportunities, responsibilities and experiences of later life’.

**Delivery of lessons:**

RSHE is taught within every year group in school by the class teacher via the PSHE and science curriculums, some areas are also covered in other subjects such as computing, food technology and PE. RSHE comes under the PSHE curriculum and is led by Sarah Van Rooy across the school. Sarah Delaney leads the current science curriculum.

**Managing Tricky Questions:**

Where pupils ask questions which go beyond what is set out in the guidance school based staff should answer these questions truthfully and can draw on resources if needed. Staff should be aware of pupils developmental age when answering. If staff are unsure how best to answer they should tell the pupil that they need to find out more information and seek advice from either the co-ordinator (Sarah Van Rooy) or a member of the safeguarding team if appropriate. Questions should always be acknowledged and answered.

**Cross Curricular Links**

PSHE is taught as a discrete subject at Green Lane School which includes all elements of the RSHE curriculum. PSHE/RSHE can be found in other subjects such as science, Religious Education, Computing, P.E. and DT. As well as being taught in other areas of the school day such as snack time, walking the track, good morning time, assemblies, lunch time etc.

**How is RSHE monitored and evaluated?**

Monitoring is the responsibility of Mrs Joanne Mullineux (Headteacher) and Mrs Van Rooy (PSHE co-ordinator across school).

The school will assess the effectiveness of the aims, content and methods in promoting students’ learning by lesson observation, book scrutiny (including Evidence for Learning), questionnaires to teachers and children and feedback from parents. The children are also assessed on a termly basis by the class teacher in line with the schools’ assessment systems.

All staff will be supported in the delivery of RSE including chances of additional CPD where appropriate and staff training when there are updates to the curriculum.

**Child Protection/Safeguarding:**

If any member of the school’s staff (teaching or non-teaching) suspects that a child is a victim of abuse or they have reason to believed that he/she is at risk of abuse, they will follow the standard child protection procedures.

For further information please see the statutory ‘Keeping Children safe in education guidance (2022)’ as well as the school safeguarding policy for schools and colleges on safeguarding children.

**Abuse and sexual exploitation**

Pupils may need support to recognise when relationships (including family relationships) are unhealthy or abusive (including the unacceptability of neglect, emotional, sexual and physical abuse and violence, including honour-based violence and forced marriage) and strategies to manage this or access support for oneself or others at risk. Our school will be mindful that for pupils who are or have experienced unhealthy or unsafe relationships at home or socially, the school may have a particularly important role in being a place of consistency and safety where they can easily speak to trusted adults, report problems and find support. Pupils are informed of where they can go for further information and support.

The RSE programme also covers internet safety with pupils being taught the rules and principles for keeping safe online. This will include how personal data is captured on social media, how to recognise risks, harmful content and contact, and how and to whom to report issues.

Our school will follow safeguarding procedures if there are any safeguarding concerns raised in lessons.

**Right to withdraw:**

Within the Secondary curriculum Parents/Carers have the right to withdraw their children from the sex elements of the curriculum, however they cannot be withdrawn from those elements which are within the science National Curriculum programmes of study. They also cannot be withdrawn from Relationships or health education. Once a pupils is 3 terms before they are 16 years of age they can choose to opt back in to sex education themselves. If a parent wishes to withdraw a child they are asked to discuss issues with Joanne Mullineux (headteacher) and be clear about the activities pupils will do if withdrawn.

Parents cannot withdraw primary aged pupils from any part of the RSHE curriculum (Relationships education or health education). They can still withdraw from sex education if school deem it appropriate to be teaching at primary school age.

**Engaging with Parents**

Our school will maintain an open dialogue between parents and teachers; as we value and welcome any questions about our school’s approach to the RSHE curriculum.

**The Department for Education** has published the following **guidance for parents:** [a useful list of FAQs for parents](https://www.gov.uk/government/news/relationships-education-relationships-and-sex-education-rse-and-health-education-faqs?utm_source=2b45920e-083a-44ad-9c3f-16fed9168d3f&utm_medium=email&utm_campaign=govuk-notifications&utm_content=immediate) on the new RSE/Relationships Education requirements, and guides for parents on Relationships Education, RSE and Health Education.

**Statutory Expectations**

As per the government statutory requirements the expectations by the end of primary and secondary are set out below. These expectations take into consideration the developmental needs of pupils at Green Lane School.

By the end of Primary School

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| Families and people who care for me | Pupils should know  • that families are important for children 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 | Pupils should 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, and 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, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. |
| Respectful relationships | Pupils should know  • the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.  • 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 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 those in positions of authority.  •about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.  • what a stereotype is, and how stereotypes can be unfair, negative or destructive.  • the importance of permission-seeking and giving in relationships with friends, peers and adults. |
| Online Relationships | Pupils should know  • that people sometimes behave differently online, including by 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 including when we are anonymous.  • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.  • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • how information and data is shared and used online. |
| Being safe | Pupils should 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; including 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) whom 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 or 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 get advice e.g. family, school and/or other sources. |

By the end of secondary school:

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| Families | Pupils should know  • 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 their 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 of 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); and, how to seek help or advice, including reporting concerns about others, if needed. |
| Respectful relationships including friendships | Pupils should know  • the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, 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 cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how 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 | Pupils should know  • 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 would not 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 | Pupils should know  • the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, 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 | Pupils should know  • 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 to 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 (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through 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 advice and treatment |