

# BANKS HOUSE SCHOOL RELATIONSHIPS, HEALTH AND SEX EDUCATION (RSHE) POLICY

**Enable.**  
*(...not label)*



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## CONTENTS PAGE

Important roles and named people	3
Department for Education: Statutory guidance for School Advisory Boards, Proprietors, Headteachers, Principals, Senior leadership Teams and Teachers	3
Definition according to DfE guidance is:	3
Subject Content:	3
Objectives:	4
Equality	6
Useful Websites	6

## Important roles and named people

Throughout this policy, the following roles may be mentioned. It is important to know who these people are;

- Head of school
  - Dawn Wale ([Dawn.wale@cascade-care.com](mailto:Dawn.wale@cascade-care.com))
- The Registered Manager
  - Helen Baker ([helenbaker@cascade-care.com](mailto:helenbaker@cascade-care.com))

## Department for Education: Statutory guidance for School Advisory Boards, Proprietors, Headteachers, Principals, Senior leadership Teams and Teachers

Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.

The Relationships, Sex & Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships, Sex & Health Education (RSHE) compulsory for all students receiving secondary education. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in Independent Schools.

## Definition according to DfE guidance is:

*'...lifelong learning about physical, moral and emotional development. It is about the understanding of stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health.'*

Relationship, Sex & Health Education is designed to equip our students with the information, skills and values to have safe, fulfilling and enjoyable relationships and to take responsibility for their sexual health and well-being.

Persons responsible for setting out some of the subject matter are *Carol Ryan (Director of Adult Education)*, and *Helen Vanson (Health & Well Being Lead)* who are also trained specialists in this area. All teaching staff will deliver this curriculum which will be at an appropriate level to the pupils needs and age appropriate.

Members of Group have received specific RSHE training delivered by Sue Sharples - Director of the U-Night Group; a user-led organisation specialising in relationships and sexuality training and a founder of 'Supported Loving' which is a national, human rights-based networking organisation supporting disabled people with issues around sex and relationships.. This training is being rolled out with as many staff as possible.

Banks House School will follow a programme of study (incorporating the EQUALS scheme of work: Relationships and Sex Education), , as a resource for teaching staff to support students in exploring their own identity and needs, to ensure that they know the appropriate boundaries, consent and social rules around sexual intimacy and to build their knowledge and abilities to keep their bodies healthy. *Please note that not all of the resources will be appropriate for everyone, and that the content may be differentiated for students of varying ages and ability.*

## Subject Content:

### **Section 1: Knowing My Body**

Body parts, gender, private body parts

Human Life Cycle - puberty, emotional & sexual feelings

Menstruation

Masturbation: private spaces

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Hygiene

## **Section 2: Knowing me**

likes and dislikes

Developing a positive image and high self esteem

## **Section 3: Private and Public**

Where on body is private and where on my body is not private

Appropriate and inappropriate touches

Public and private spaces

## **Section 4: Touching and Allowing other to touch me**

Intimate and sexual relationships including Sexual Health - consent & non-consent

Sexual Harassment

Pornography and media

Online relationships and being safe

## **Section 5: Forming Relationships** Defining relationships; what is a friend? Different types of relationships

Boyfriend/Girlfriend Relationships - Love, Diversity, Sexual Attraction and trust

Exploitation in a relationship: empathy, kindness, care

Communication in a relationship & body language

Same sex relationships

Families - relationships, roles and responsibilities

## **Section 6: Sexual Intimacy with another person**

### **The sexual act**

Safe Sex practices - contraception, STDs & health support groups

Pregnancy and the impact of having a child

Keeping healthy - knowing your own body & checking for abnormalities

The above can be taught in an order to suit the needs of each individual or groups of students, when appropriate.

A wide range of teaching methods are used that will enable students to actively participate in their own learning. This will include case studies, role play, video/DVD, group discussion, social stories, guest speakers, quizzes, leaflets, appropriate websites and Q & A sessions.

## **Objectives:**

The Relationships, Sex & Health Education (RSHE) guidance suggests that RSHE should have the following main elements:

1. Knowledge and understanding including students faith backgrounds
2. Learning and understanding physical development at appropriate stages
3. Understanding human sexuality, sexual health, emotions and relationships
4. Learning about contraception and a range of local and national sexual health advice and support services
5. Pregnancy and birth of a child; roles and responsibilities
6. Love and relationships and friendships; internet safety

7. Sexual violence and sexual harassment; exploitation and bullying including cyber-
8. LGBTQ+ understanding and needs met
9. Facts and the law

## **Assessment/Impact:**

Pupils' progress in RSHE is assessed as part of Personal Development in conjunction with the Scheme of Work My Physical Wellbeing. Pupil's knowledge and understanding is recorded throughout a session using the Evidence For Learning assessment system.

The delivery of PSHE/RSHE is overseen by *Carol Ryan (Director of Adult Education)*. Formal pupil progress is recorded through EFL and also the pupil's Personal Learning Goals (PLG) which are their short term targets based on their EHCP targets. This data is accessible to the Coordinator at all times. Scrutiny will be through data and EFL evidence. The moderation of learning during a RAP and MAPP gives an oversight of curriculum coverage, ensuring that education staff are capturing evidence, setting aspirational targets with next steps where appropriate and that progress can be seen over time. Ultimately, the impact we are striving for is for all our pupils to be as independent as possible and to be empowered to communicate their choices and desires as they progress into adulthood.

## **Planning and Resourcing**

RSHE involves a range of activities that relate to family lifestyles, personal identity, behaviour and values as discussed. Due to the sensitive nature of such topics it is therefore essential to help students feel safe and comfortable with their environment and within the RSHE/PSHE lessons. To do this, all teaching staff involved in delivering RSHE/PSHE strive to ensure that the following procedures and actions are embedded within every lesson:

- Use age/ level appropriate resources
- Use a range of different activities in consideration of different learning styles;
- Pay consideration to groupings;
- Give students the opportunity to speak, take part in discussions, time to think and an opportunity to choose not to speak if they do not wish to;
- Use a question box at appropriate times and within appropriate lessons.

These actions are highlighted and enforced with students through setting 'ground rules'. These are a set of expectations which are established with the group, (both staff and students) to help the students not only feel safe but also enable students to get the most from their learning. Examples of the expectations are as follows:

1. Be willing to work as a team;
2. Respect each other's views, opinions and beliefs;
3. Always listen to each other;
4. Don't be afraid to say, 'I don't know';
5. Use the correct terminology.
6. Confidentiality - be aware that some things might not be suitable to share. (In addition, students are made aware that if they share something that may mean they are at risk or harm, the Designated Safeguarding Lead or Deputy Safeguarding Lead must be informed by staff).
7. Put your hand up if you want to speak to make sure we don't speak over each other;
8. Have fun and learn from each other!

These expectations are adapted to suit the needs and ability of each group. Teaching staff will endeavor to make sure that their own personal views are not imposed on students. They will also try to present the facts to students so that they are able to make informed choices.

Although the law states there is no parental right to withdraw from relationships and health education at primary or secondary. Parents have the right to excuse their child from sex education at both primary and secondary, but a student can opt in from the age of 16 years. Staff are open to discuss any concerns parents and carers may have in relation to RSHE and the needs of their child. Banks House School aims to work in partnership with parents and carers, informing them about what their children will be learning and about how they can contribute if applicable. The law required that, from September 2019, relationships, sex & health education (RSHE) is taught in all secondary schools in England. In addition, National Curriculum Science\* (\*which is taught in maintained schools) includes some elements of sex education.

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## Equality

At Banks House School, RSHE is taught in a way that does not subject students to discrimination and is mindful of individuals' religious, spiritual and moral beliefs. Schools have a duty under the Equality Act, (2010) to ensure that teaching is accessible to all students, including those who are lesbian, gay, bisexual and transgender (LGBT+). RSHE will foster good relations between students, tackle all types of prejudice – including homophobia – and promote understanding, respect and diversity, (in-line with Banks House School's Anti-Bullying and Child Protection policies).

Students, parents and carers will be actively consulted about RSHE needs and their views and needs will be central to developing the provision. A member of The School's Advisory Board will support staff, parents and carers in ensuring that the RSE curriculum meets the needs and abilities of Banks House School. Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSHE but only up to and until three terms before the child turns sixteen. Banks House School will ensure that if this occurs the request is documented and recorded. Key aspects of Relationships, Sex & Health Education, (RSHE) are in scope for Ofsted inspection; for example, through inspectors' consideration of student's personal development, behaviour and welfare and student's spiritual, moral, social and cultural development.

## Useful Websites

[www.mencap.org.uk](http://www.mencap.org.uk); [www.ncb.org.uk](http://www.ncb.org.uk); [www.sexeducationforum.org.uk](http://www.sexeducationforum.org.uk);  
[www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education](http://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education);  
[www.sexeducationforum.org.uk/resources/advice-guidance/rse-pupils-send-short-guide](http://www.sexeducationforum.org.uk/resources/advice-guidance/rse-pupils-send-short-guide)

*The Headteacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the School Advisory Board on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.*

*This policy has been assessed for its impact on those with "protected characteristics" (Equality Act, 2010), as part of our commitment to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations. It is our opinion that this policy is fair and does not prioritise or disadvantage any student or staff member.*