

STORMONT HOUSE SCHOOL - RHSE Policy

Relationships, Health and Sex Education (RHSE) Policy

Aims and Objectives

Relationships, Health, and Sex Education programme at Stormont House School incorporates the statutory guidance of both the "Keeping Children Safe in Education" (2019) and the Equality Act 2010, underpinned by the PSHE Association guidance.

Relationships, Health, and Sex Education (RHSE) is learning about the emotional, social and physical aspects of growing up, relationships, sex, sexuality, and health including sexual health. It should support students gain accurate information, develop skills and form positive beliefs, values and attitudes. It also gives students essential skills for building positive, enjoyable, respectful, loving and non- exploitative friendships and relationships, staying safe both on and offline. This enables them to take responsibility for their body, relationships, reproduction, sexual health and wellbeing.

At Stormont House School, the Governors and Staff strive to create an atmosphere where every member of the school community feels respected and valued, where self-esteem is nurtured and where principles of tolerance and equal opportunities are seen in action, that the teaching of how to build good relationships is a natural part of every day school life. We wish to help our students develop an understanding of how they can protect themselves, and to give them the confidence to seek help and support when they need it.

At Stormont House School:

- RHSE an identifiable part of our curriculum delivered through Personal & Social Development (PSD) lessons, and is supported by our Personal, Social, Health and Economic (PSHE) education curriculum, which has planned, timetabled lessons across all the Key Stages
- Is taught by staff regularly trained in RHSE and PSHE (with expert visitors invited in to enhance and supplement the programme where appropriate; these visitors are not the sole providers)

- Works in partnership with parents and carers, informing them about what their children will be learning and about how they can contribute at home
- Delivers lessons where students feel safe and encourages participation by using a variety of teaching approaches with opportunities to develop critical thinking and relationship skills
- Is based on reliable sources of information, including about the law and legal rights, and distinguishes between fact and opinion
- Promotes safe, equal, caring and enjoyable relationships and discusses real-life issues appropriate to the age and stage of students, including friendships, families, consent, relationship abuse, sexual exploitation and safe relationships online
- Gives a positive view of human sexuality, with honest and medically accurate information, so that students can learn about their bodies, health and sexual and reproductive health in ways that are appropriate to their age and maturity
- Gives students opportunities to reflect on values and influences (such as from peers, media, faith and culture) that may shape their attitudes to relationships and sex, and nurtures respect for different views
- Includes learning about how to get help and treatment from sources such as the school nurse and other health and advice services, including reliable information online
- Fosters gender equality and LGBT+ (lesbian, gay, bisexual, trans) equality and challenges all forms of discrimination in RHSE lessons and in every-day school life
- Meets the needs of all students with their diverse experiences, specific needs and disabilities
- Seeks students' views (as well as those of their parents and carers) about RHSE so that teaching can be made relevant to their real lives and assessed and adapted as their needs change

Delivery of RHSE and the Curriculum

RHSE is a planned programme delivered using resources for Key Stage 1-4 as appropriate, delivered by a small number of experienced class teachers and the PSD Lead, Angela McKell. It is delivered in line with the National Curriculum for

Science, the national framework for PSHE, and guidance from the PSHE Association, the Sex Education Forum, and the NSPCC.

LONGTERM RHSE OVERVIEW

KS3	Autumn Term 1: Self-Awareness	Spring Term 1: Relationships: Managing Feelings	Summer Term 1: Healthy Lifestyles
Yr 7	<p>‘Transition, Making Friends & Aiming High’:</p> <ul style="list-style-type: none"> . Transition to Year 7 . Dealing with changes . Understanding feelings (what it feels like to be unwelcome) . Making Friends . Aiming High . Working with others . Problem solving in relationships . Taking responsibility . Making sensible choices 	<p>‘Positivity is the Key’:</p> <ul style="list-style-type: none"> . Feeling good . Understanding feelings (what it feels like to be unwelcome) . Managing difficult feelings . Managing strong emotions . Recognising facial expressions and body language . Working with others . Problem solving in relationships 	<p>‘Healthy Bodies, Healthy Minds’:</p> <ul style="list-style-type: none"> . Physically activity and exercise . Food choices . Making sensible choices . Sleep . Exercise . Knowing how to say ‘no’
	<p>Autumn Term 2: Self-Care, Support, Safety</p>	<p>Spring Term 2: Relationships: Changing & Growing</p>	<p>Summer Term 2: The World I Live In</p>
	<p>‘It’s My Body’:</p> <ul style="list-style-type: none"> . Keeping myself safe . Knowing how to say ‘no’ . Unwanted physical contact; . Coping strategies; . Getting help; . First Aid . Online safety . Fireworks safety . Knife crime 	<p>‘New Horizons’:</p> <ul style="list-style-type: none"> . New opportunities and responsibilities . Naming male and female body parts . Body confidence; . Changes as we grow . Dealing with changes positive qualities . Sharing feelings or worries . Finding support 	<p>‘Global Citizens’:</p> <ul style="list-style-type: none"> . Different people, different families; . Rights and responsibilities; . An enterprise project Develop and maintaining a positive learning environment . Taking responsibility . Making sensible choices

			<ul style="list-style-type: none"> . Managing money within a budget . Saving money . Benefits of spending and saving money
Ks3	Autumn Term 1: Self-Awareness	Spring Term 1: Relationships: Managing Feelings	Summer Term 1: Healthy Lifestyles
Yr 8	‘Respecting Others’: <ul style="list-style-type: none"> . Discrimination . Different jobs: family, friends, community 	‘Getting On and Falling Out’: <ul style="list-style-type: none"> . Friendships, relationships . Recognising others' feelings 	‘Creative Images’: <ul style="list-style-type: none"> . Media representations . Our feelings, and reactions . Mental health & mindfulness . Sleep
	Autumn Term 2: Self-Care, Support, Safety	Spring Term 2: Relationships: Changing & Growing	Summer Term 2: The World I Live In
	‘Risky Business’: <ul style="list-style-type: none"> . Risky behaviours . Consent: sharing photos, information on social media . Trusted adults, and . Keeping safe online . Peer pressure . Knife crime. 	‘VIPs’: <ul style="list-style-type: none"> . Strong emotions, intimate relationships . Consent . Correct vocabulary 	‘Fake News’: <ul style="list-style-type: none"> . Trusted online sites, real versus ‘fake news’ . An enterprise project.
Ks3	Autumn Term 1: Self-Awareness	Spring Term 1: Relationships: Managing Feelings	Summer Term 1: Healthy Lifestyles
Yr 9	‘Under Pressure’: <ul style="list-style-type: none"> . Teasing, hurtful and bullying behaviour 	‘Being Yourself’: <ul style="list-style-type: none"> . Identifying feelings 	‘Lifestyle Choices’: <ul style="list-style-type: none"> . Healthy Lifestyles: Diet, exercise, lifestyle

	<ul style="list-style-type: none"> . Risky behaviour, peer pressure offline and online . Challenging the pressure <p>'Setting Goals':</p> <ul style="list-style-type: none"> . Learning strengths, career options and goal setting as part of entering Ks4 	<ul style="list-style-type: none"> . Bodily sensations, and our behaviours . Consent <p>'Respectful Relationships':</p> <ul style="list-style-type: none"> . Families and parenting, healthy relationships, conflict resolution . Relationship changes 	<ul style="list-style-type: none"> balance, sleep and healthy choices . First Aid . 'Over the counter' medicines . Prescribed drugs . Illicit drugs . The laws re: tobacco, alcohol and drugs
	Autumn Term 2: Self-Care, Support, Safety	Spring Term 2: Relationships: Changing & Growing	Summer Term 2: The World I Live In
	<p>'Safety First':</p> <ul style="list-style-type: none"> . Feeling well/ unwell . Germs and hygiene . Safety procedures . Getting help when something goes wrong/ in an emergency <p>'Peers':</p> <ul style="list-style-type: none"> . Influence, substance use and gangs, knife crime . Healthy and unhealthy friendships . Assertiveness, substance misuse, and . Gang exploitation 	<p>'Love and Loss':</p> <ul style="list-style-type: none"> . Unions, the choices some adults make . Ending relationships, and losing important people from our lives. <p>'Intimate Relationships':</p> <ul style="list-style-type: none"> . Relationships and sex education including consent, contraception, . The risks of STIs . Attitudes to pornography 	<p>'Money Matters':</p> <ul style="list-style-type: none"> . Acquiring money . Keeping money safe . 'Spending' and 'earning' . An enterprise project <p>'Employability':</p> <ul style="list-style-type: none"> . Skills . Employability . Online presence
Yr 10	Autumn Term: Health and Wellbeing	Spring Term: Relationships	Summer Term: Living in the Wider World
	<ul style="list-style-type: none"> . Personal Safety . Social Anxiety . Binge Drinking . Online Gambling . Privilege . Risk Taking 	<ul style="list-style-type: none"> . Body Shaming . Role Models . Relationship types . Managing Conflict . Grief and Bereavement 	<ul style="list-style-type: none"> . Anti-Social Behaviour . Criminal Justice System . Digital Footprint . Hate Crimes . Homelessness

	. Screen time . Social Media and Self Esteem		. Money Laundering
Yr 11	Health and Wellbeing	Living in the Wider World	Relationships
	. Positivity & happiness . Healthy relationships . Racism . Terrorism . Harassment & stalking	. Gender & equality . Consent . Break Ups	. Fake news . Dark web

Assessing, monitoring, evaluating and reviewing RHSE

Assessment of RHSE:

- Is planned from the beginning as an integral part of teaching and learning
- Provides regular opportunities for students to give and receive feedback on their progress and achievements, helping them to identify what they should do next
- Involves students in discussion about learning objectives and desired outcomes
- Includes students as 'partners' in the assessment process e.g. through self-assessment and peer-assessment
- Enables students to identify and gather evidence of their progress in developing knowledge, skills, understanding and attitudes
- Reflects the principles of inclusion and the range of our students' learning styles enabling all to demonstrate their achievement.

Our school's PSD Lead is responsible for monitoring the provision of RHSE and for reporting the results to the Senior Leadership Team, and via the Headteacher to the Governors. The PSD Lead is responsible for evaluating the programme of work, reporting the findings on an annual basis, and for making recommendations for changes to the programme.

Monitoring and Evaluation

The RSE programme is regularly monitored and evaluated. The views of pupils, parents/carers and teachers are used to make changes and improvements to the programme on an ongoing basis. The policy will be formally reviewed every two years for the following purposes:

- To review and plan the content and delivery of the Programme of Learning (PoL) for Relationships, Health and Sex Education
- To review resources and renew as appropriate
- To update training in line with current guidance and the identified needs of staff

To ensure consistency and continuity throughout the school, RHSE education will be monitored by the PSD Lead as well as the class teachers and Inclusion Lead. There will be opportunities for discussion with the staff who are delivering the curriculum, lesson observations, samples of students' work, evaluations from external agencies and the students themselves (who will be given the opportunity to share their feelings and opinions in class) through questionnaires and Form Group Class Meetings.

Safeguarding and Confidentiality

RHSE can be a sensitive issue. To protect privacy and engender respect for all, teachers develop ground rules in consultation with students at the onset of work. Students are informed about our safeguarding duty and that teachers cannot offer or guarantee unconditional confidentiality in matters of safeguarding.

If students ask particularly sensitive questions that appear to be inappropriate in the circumstances, teachers will deal with this sensitively (sometimes outside the classroom) on a one-to one basis. If the teacher judges it necessary the student could be advised to speak to the school nurse/ outside agency, provided with information about where to get further help or, if the matter is considered a potential Child Protection issue, the Designated Safeguarding Lead (DSL) should be notified.

It is the responsibility of the school to support its students and to carry out its functions with a view to safeguarding and promoting student welfare. In fulfilling this duty Staff must have regard to guidance around safeguarding. Whilst students have the same rights to confidentiality as adults no student should be

guaranteed absolute confidentiality. Staff will report any information or disclosure which raises concern that a child or children may be at risk of significant harm to the school's senior member of staff, with designated responsibility for Child Protection. The Designated Safeguarding Lead will then, in line with the School's Child Protection policy, take action as appropriate. Students will be made aware of the law relating to sexual offences and of those circumstances where confidentiality cannot be maintained.

Roles and Responsibilities

The PSD Lead teacher

The school has a PSD Lead teacher for PSD and PSHE, Angela McKell, who is responsible for all aspects of the subject including RHSE. In respect of RHSE, responsibilities are to:

- Ensure the implementation and quality of long term and medium term RHSE schemes of work
- Ensure that all staff are confident in the skills to teach and discuss RHSE issues
- Consider the varied needs of all students
- Consult with students (Form Tutors, parents and carers) to inform RHSE provision
- Access appropriate training
- Monitor and advise on RHSE organisation, planning and resourcing issues across the school
- Ensure procedures for assessment, monitoring and evaluation are included
- Liaise with the named governor for RHSE
- Liaise with any service provision to support aspects of health, including sexual health
- Review/ update the policy on a two year cycle, or sooner if necessary.

The Headteacher

The Headteacher has responsibility for the day-to-day management of all aspects of the school's work, including teaching and learning. The Headteacher's responsibilities in respect of RHSE are to:

- Liaise with the PSD Teachers
- Keep the governing body fully informed of provision, issues and progress in RHSE
- Act upon any concerns which may arise from student disclosure during RHSE sessions

The Governing Body

The governing body has responsibility to ensure a school has an up-to-date RHSE policy that describes the content and organisation of RHSE outside of the national curriculum science. The policy should also clearly reference any on site health, including sexual health services. The governing body, in co-operation with the Headteacher, is expected to involve families, students, health and other professionals to ensure that RHSE addresses the needs of students, local issues and trends. The governing body needs to ensure students are protected from teaching and materials which are inappropriate, having regard to the age, maturity, religious and cultural background of the students. (As is good practice we have identified a link governor for RHSE, Hannah Lilley.) The governing body will continue involvement through regular evaluation of provision and policy.

Parents and Carers

The school aims to work in active partnership with families, value their views and keep them informed of the RHSE provision. If a parent or carer has any concerns about the RHSE provision then time will be taken to address the concerns. Families are invited to review the resources and can contact the PSD Lead with any queries or concerns.

The Parental Right to withdraw their child from RHSE lessons

Parents have the right to withdraw their child from the sex education aspect of a lesson up until three terms before their child's 16th birthday, after which the young person has the right to catch up on any aspects of the lessons previously missed. If a child is withdrawn they will be provided with alternative work for the duration of the lessons.

Parents cannot withdraw from Relationships, Health and Sex Education (which includes puberty learning outcomes) from September 2020.

Parents wanting to exercise this right are invited to see the PSD Lead teacher who will explore their concerns, and refer to the Headteacher if necessary.

External agencies

Whilst the responsibility for organising and delivering most, if not all, of the RHSE programme rests with the school, there may be times when an external contributor can add value and bring to the classroom additional experience, skills or knowledge. Occasionally, appropriate and suitably-experienced and/ or knowledgeable visitors from outside the school may be invited to contribute to the delivery of RHSE in our school. Our school has a code of practice for using visitors to support the delivery of PSD or PSHE:

Visitors are invited into school because of the particular expertise or contribution they are able to make.

All visitors are familiar with and understand the school's RHSE policy and work within it.

All input into PSD and PSHE lessons is part of a planned programme and negotiated and agreed with staff in advance.

All visitors are supervised/supported by a member of staff at all times.

The input of visitors is monitored and evaluated by staff and pupils. This evaluation informs future planning.

Support Services

For further advice or information with regard to the topics covered and the teaching of RHSE, or students' safety and wellbeing, links are available on the school website and social media pages.

At Stormont House School we offer the following support services:

- Multi-Disciplinary Team
- Young Hackney
- Brook Advisory
- Anna Freud Centre: Mental Health & Wellbeing support programmes;
- Specialised Counselling Support programmes;
- School Nurse 'Student Consultations'
- 'Parent & Carer Consultations' with the School Nurse
- Speech & Language Communication & Interaction intervention groups
- Local PCSO team
- Specialist Careers Advisor, supporting our young people during their transition to post-16 pathways

This policy is linked to:

- Safeguarding
- PSHE
- Teaching & Learning
- Equalities
- Anti-bullying