



**Castle Hill School**

**RELATIONSHIP AND HEALTH  
EDUCATION POLICY**

**(Including Sex Education)  
Part of the PSHE Curriculum**

<b>Policy Created</b>	<b>2018</b>
<b>Last review</b>	<b>2018</b>
<b>Frequency</b>	<b>2 years</b>
<b>Date to be reviewed</b>	<b>2020</b>

## **General Policy Statement**

At Castle Hill School we intend to provide a safe, secure, caring environment where everyone is valued and respected equally. We aim to provide an inclusive education where children develop independent learning skills and are taught according to need whatever their age, gender, background, beliefs or abilities.

National legislation regarding equality and Special Educational Needs and Disabilities (SEND) underpin this policy, which has also taken into consideration national, local and school policies on SEND, Equal Opportunities and Health and Safety.

## **General Curriculum Philosophy**

The fundamental principle behind curriculum design at Castle Hill School is personalisation. The curriculum is designed to stimulate our students to acquire knowledge and develop skills; it is balanced, broad and flexible. The learning needs of each pupil are rigorously assessed on entry to the school and on a regular basis through their school career to identify priority areas for personalisation.

The Castle Hill curriculum allows us to take appropriate programmes of study from a wide variety of sources to ensure learning programs are bespoke and child centred. Linear or horizontal continuity and progression is defined by these programmes of study and by the topic themed curriculum. Pupils' achievements are celebrated regularly and we hope that they feel proud of their learning. We try to allow our students to be as independent as possible in order for them to develop social skills and feel confident in all that they do.

For more information please refer to the Curriculum Overview (a separate policy).

## **Relationship Education and Health Education Philosophy**

Relationship Education and Health Education, which includes Sex Education, encourages pupils to make healthy decisions. This will cover the values and virtues related to establishing and maintaining positive relationships, and includes elements of Personal, Social and Health Education (PSHE) and Spiritual, Moral, Social and Cultural (SMSC) education. Relationship Education and Health Education also includes links to fundamental British Values and the UN Convention of the Rights of the Child.

## **Sex Education, families, equality and faith**

Sex Education is not compulsory in the Early Years and Primary phases, but it is compulsory to offer it during Secondary. The purpose of this is to help pupils to make healthy, informed decisions.

Parents', carers' and, where possible, the individual's consent will be sought prior to specific Sex Education which may take the form of group activities relating to general aspects of Sex Education or individual sessions addressing individual issues.

Families have the right to withdraw their child from Sex Education, but this should be used as an opportunity to engage the families in discussion about the school curriculum and the importance of learning about this important area in a sensible, measured manner, rather than through experimentation. Families can be invited in to school to look at resources and the curriculum. Although families have the right to withdraw their child from Sex Education, the child can opt back in themselves any time during the three terms before they turn 16.

With regard to faith based issues, entitlement should be balanced when teaching this topic, however the Equality Act 2010 means the subject should be delivered to all and this overrides some faith based beliefs. LGBTQ issues and the concept of equality should be woven in as a normal part of life.

## **Practice**

All people working with pupils at the school should be aware of the policy, discuss issues and receive training. The school's policy aims to take account of the individual needs of each child and particularly recognizes the need of protection for those who are unable to communicate their own wishes. When working with emotionally literate groups, appropriate training, such as distancing techniques, is recommended, and there should be the awareness that Safeguarding issues could arise. The wellbeing of pupils and staff must be considered in the delivery of the lessons, which can include using timeouts.

The school recognizes the need to work with parents/carers to balance rights and duties, and to share information. The pupil's wellbeing should be our mutual priority.

With the curriculum we include:

- encouragement of development and exploration of values and moral issues
- consideration of personal relationships and appropriate behaviour
- the development of communication and decision-making skills, the fostering of self-esteem, self-awareness, and a sense of moral responsibility

The practice has three fundamental dimensions:

- knowledge
- social skills
- attitudes and values

## **Curriculum Delivery**

Curriculum delivery will be through the termly Curriculum Guides which include guidance and activities with a termly topic (for that term's topic) These topics are differentiated by phase and ones which are particularly relevant are listed in the Age Differentiation section below.

In Relationship Education pupils are to be taught about establishing positive relationships. This should include the building blocks and values of friendships and relationships: sharing, manners, responsibilities, forgiveness, resilience, and virtues. Where appropriate, online relationships and bullying can also be covered. Sex Education is not compulsory in Primary, whereas Secondary pupils have the right to Sex Education. Please see the section above 'Sex Education, families, equality, and faith' for further information.

In Health Education pupils can learn about changing bodies, exercise, nutrition and sleep, emotions, healthy emotions, importance of hobbies, managing online time, and harmful substances.

## **Age Differentiation for Relationship Education and Health Education**

### Early Years

Children in the Early Years follow the Early Years Foundation Stage curriculum. Areas of relationship and Health Education can be delivered through topic work, especially to 'My World', 'Fantastic Food', 'Our Bodies' and 'Ready, Steady...' e.g. self-awareness and our relationship to others, healthy eating, early self-care skills, and physical development.

### Primary

Areas of relationship and Health Education can be delivered through topic work, especially to 'People Who Help Us', 'What's Cooking?', 'All About Me' and 'Get Set Go!' e.g. the role of doctors, dentists and nurses, healthy eating, early self-care skills, and physical development. Please see the Curriculum Guides for guidance and activities.

### Secondary

Areas of relationship and Health Education can be delivered through topic work, especially to '999 Emergency', 'Living Things', 'The Café Society' and

'Health and Hygiene' e.g. the role of doctors, dentists and nurses, life cycles, healthy eating, self-care skills and physical development.

### Sixth Form

In The Sixth Form pupils will address healthy living, personal care, self-awareness, family and friends, emotions, and relationships as part of their curriculum, and as appropriate to the individual.

This could include the following ASDAN Personal Progress units:

- Developing self-awareness: All about me
- Engaging with the world around you: People
- Engaging with the world around you: Therapies
- Developing communication skills
- Developing skills for the workplace: Health and safety

For pupils working with a higher level of independence, this could include the following ASDAN Personal and Social Development units:

- Healthy living
- Parenting awareness
- Making the most of leisure time

### **UNICEF & the UN Convention on the Rights of the Child**

The UN Convention on the Rights of the Child set out a series of 'Articles' that list the child's rights. We respect all of these rights. These Articles and rights are aligned with our fundamental British values. During each month the following Articles are a focus for class groups to reflect upon, many of which have relevance for Relationship Education and Health Education:

- September – Article 31 (leisure, play and culture) – The right to to relax, play and take part in cultural and artistic activities
- October – Article 29 (goals of education) – education must develop every child's personality, talents and abilities to the full
- November – Article 14 (freedom of thought and belief) – The right to think and believe what they choose and also to practice their religion
- December – Article 13 (freedom of expression) – Every child must be free to express their thoughts and opinions
- January – Article 24 (health) – The right to the best possible health
- February – Article 19 (safeguarding) – Protection from all forms of violence, abuse, neglect and bad treatment
- March – Article 15 (freedom of association) – The right to meet other children and join groups and associations
- April – Article 30 (minority groups) – The right to learn and use the language, customs and religion of their family

- May – Article 12 (respect for views) – The right to express their views, feelings and wishes in all matters affecting them
- June – Article 3 (best interests) – The best interests of the child must be a top priority in all actions and decisions that affect children

The teaching of Relationships Education and Health Education is linked to further fundamental rights of the child, not limited to, but including:

- Article 33 (drug abuse) – Governments must protect children from the illegal use of drugs.
- Article 34 (sexual exploitation) – Governments must protect children from all forms of sexual abuse and exploitation.

### **Guidelines for staff**

To supplement this policy the staff working with the pupils will be aware of the following areas:

- the role of the School Nurse
- changing and toileting
- voluntary helpers
- age appropriate behaviour
- medical issues eg rectal valium
- therapies - bodily contact
- in service training and self awareness of policy

Staff members need to recognise and understand:

- that as staff they are entitled to support, supervision, training and advice in relation to working with the pupils' personal and sexual needs and should have information about where they can get this from

The School is responsible for ensuring that:

- the beliefs of the pupils are acknowledged and respected, social and emotional development is fundamental to a good quality of life
- the obligation to protect vulnerable children from inappropriate sexual harassment and /or abuse by other people is recognised
- that beliefs and values of parents/carers do not override those of the pupils
- effective monitoring takes place through regular monitoring ensuring best practice

### **Resources**

Relationships Education, Relationships and Sex Education (RSE) and Health Education, Draft Guidance, DfE July 2018

