



RELATIONSHIPS, SEX, AND HEALTH EDUCATION POLICY (RSHE)

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1. Definition

RSHE is about the emotional, social, and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity, and personal identity. RSHE is not about the promotion of sexual activity or any specific lifestyle or relationship choice; it helps to build the foundations of positive relationships of all kinds. RSHE involves a combination of sharing information and exploring issues and values in modern Britain as a way of developing students' self-esteem whilst providing them with the skills they require to manage relationships.

2. Aims

Our school's overarching aim is to provide students with the knowledge, understanding and skills required to lead safe and healthy lives with as much independence as possible.

The intended outcomes of our (RSHE) at Manor Green College are to:

- Provide a framework in which sensitive discussions can take place, using fact-based information.
- Prepare students for puberty, and give them an understanding of sexual development and the importance of health and hygiene.
- Help students develop feelings of self-respect, confidence, and empathy.

- Create a positive culture around issues of sexuality and relationships and develop skills relevant to effective management of relationships and sexual situations. Examples include communication with and empathy towards others, risk assessment, assertiveness, conflict management, decision making, seeking help, and helping others.
- Teach students the correct vocabulary to describe themselves, their feelings, and their bodies.
- To develop an understanding of 'private and public' and develop the capacity of students to make appropriate choices.

3. Statutory requirements

Current regulations and guidance from the Department for Education state that from September 2020, all schools must teach Relationships, Sex and Health Education. At Manor Green College, RSHE has continued to be delivered via timetabled Personal, social, health and economic (PSHE). RSHE remains in primary and secondary education, for aspects of sex education which are not part of the Science curriculum.

Documents that inform the school's RSHE policy include:

- [Education Act \(1996\)](#)
- [Mental Capacity Act \(2005\)](#)
- [Equality Act \(2010\)](#)
- [Children and Social Work Act \(2017\)](#)
- [Keeping children safe in education – Statutory safeguarding guidance \(2022\)](#)

At Manor Green College we teach RSHE as set out in this policy.

4. Policy Development

This policy has been initially developed by the Deputy Headteacher (Nick Pritchard) and Assistant Headteacher & PSHE Co-ordinator (Laura Keaney) in consultation with leadership staff. Following the initial consultation period, this policy continues to be regularly reviewed by all stakeholders; staff, parents/carers and students. Recommendations are considered and listened to, and questions invited to ensure that input from the wider college community is considered. Once all amendments are made, the policy is shared and approved by Governors.

The RSHE policy at Manor Green College is sensitive to the range of religious and cultural views about sexual behaviour and relationships whilst still ensuring that students have access to the learning they need to stay safe, healthy, and understand their rights as individuals.

5. Curriculum

The RSHE curriculum is planned at Manor Green College using a needs-based approach. Each curriculum pathway will teach the content differently according to the needs of the students. To support this, its design incorporates the Education for Safeguarding model provided by West Sussex, as well as using the PSHE Education SEND planning framework produced by the PSHE Association.

Our RSHE programme is an integral part of our PSHE education provision and aspects of RSHE are covered across the multiple topics we study, which follow the PSHE education Planning Framework for students with SEND. The programme of study is divided into 6 sections:

- Self-Awareness
- Self-Care, Support and Safety
- Managing Feelings
- Changing and Growing
- Healthy Lifestyles
- The World I Live In

Curriculum pathway groups have met and will continue to meet regularly to develop and review the provision of RSHE within the PSHE subject area. Within these meetings, student needs are considered to ensure that relevant content is prioritised and taught according to the ability and needs of students. If issues or content within the RSHE curriculum become a higher priority, teachers have the flexibility to adapt their teaching where these issues can be addressed at the time. Teaching staff have a collaborative approach in contributing to the RSHE/PSHE curriculum map in their pathway. The ongoing review of this curriculum map is reflected in any changes to medium and long-term planning documents.

The PSHE coordinator oversees the Medium-Term and Long-Term plans within the PSHE subject area. Staff must adapt planning where necessary to meet the needs of pupils at the time of delivery. The design of the RSHE curriculum builds in repetition throughout the curriculum pathway to cement the learning of important skills, knowledge, and content.

We have developed the curriculum in consultation with parents, pupils, and staff, considering the age, needs and feelings of pupils. At Manor Green College, we are committed to reviewing our curriculum on a continuous cycle and will continue to seek the input of all stakeholders. This will continue to shape our provision moving forward.

6. Delivery of RSHE

RSHE is not delivered in isolation, and aspects of its curriculum are firmly embedded in all areas of school life. At Manor Green College, RSHE is taught within the PSHE education curriculum. PSHE is given weekly timetabled subject time across all curriculum pathways. Biological aspects of RSHE are also taught within the Science curriculum, and other aspects are included in Religious Education (RE).

Our RSHE programme will be taught through a range of teaching methods and interactive activities, including discussion, appropriate videos, images and books, worksheets, games, puppets, and dolls. As a whole school, we also organise themed days/weeks to explore topics within the RSHE curriculum such as Anti-bullying, which are also enhanced by assemblies and school displays. Our weekly visits and the QUEST curriculum provide the opportunity for our students to extend and practice the knowledge and skills acquired within the RSHE curriculum out into the community.

We will ensure a safe learning environment by ensuring all teachers and students will agree ground rules when exploring sensitive content. Distancing techniques such as hypothetical stories and scenarios,

games and dolls/puppets are used to support confidentiality and ensure each student feels safe and is treated with respect and dignity.

RSHE focuses on giving students the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

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

If students ask questions outside the scope of this policy, teachers will respond in an appropriate and fact-based manner, so students can be fully informed and do not seek answers online.

The delivery of RSHE is sensitive to the diverse needs of individual students. The curriculum is taught in an accessible way for all students and tailored according to age and understanding. While some students benefit from a whole class or small group approach, others may benefit from more individualised programmes. The Partnerships Co-ordinator (Grahame Beattie) along with Pastoral Support Officer (Ladka Harangova / Jade Burling), will recommend students for outside intervention or tailored support in school where students have been identified as needing additional support.

Both formal and informal RSHE arising from students' questions are answered according to the age and maturity of the student concerned. Questions do not have to be answered directly and can be addressed individually later. The College believes that individual Teachers must use their skill and discretion in this area but should refer to Senior Teachers for advice if they are concerned.

7. Parents' right to withdraw

Parents have the right to withdraw their children from the non-statutory components of sex education within RSHE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this. Parents cannot withdraw their child (or children) from Health Education or the relationships aspect of RSHE.

Requests for withdrawal should be put in writing using the form found in Appendix 1 of this policy and addressed to the Headteacher.

A copy of any withdrawal request will be placed in the student's educational record. The Headteacher will discuss the request with the PSHE Co-ordinator (Laura Keaney) and parents and take appropriate action. The importance of a broad and balanced curriculum that develops students' capacity to be healthy and safe in their preparation for adult life, is strongly encouraged.

Alternative work will be given to students who are withdrawn from the non-statutory components of sex education.

Further Education and Mental Capacity

PSHE and RSHE underpin the Further Education curriculum as these subjects encourage and support our young people to be independent. Further Education is a big transition; as our students take the next step to becoming young adults living with additional needs, our aim is to bridge the gap to adulthood. We take a holistic approach, always with the students' best interest and safety as our focus.

If a parent/Carer of a young person in Further Education completes an Appendix 1 form to withdraw their child from the non-statutory components of sex education within RSHE, a discussion will need to take place between the parents/carers, the young person, and staff members responsible for the delivery of the RSHE curriculum. This is to put our young people at the centre of all decision making as guided by the Mental Capacity Act 2005.

8. Roles and Responsibilities

8.1 The Governing board

The Governing board will approve the RSHE policy and hold the Headteacher to account for its implementation.

8.2 The Headteacher

The Headteacher is responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw students from non-statutory components of RSHE (see section 7).

8.3 Staff

Staff are responsible for:

- Delivering RSHE in a sensitive way
- Modelling positive attitudes to RSHE
- Monitoring progress
- Responding to the needs of individual students
- Responding appropriately to students whose parents wish them to be withdrawn from the non-statutory components of RSHE

Any member of the teaching staff may be required to teach RSHE as the timetable and curriculum requires it. The values and aims of the RSHE curriculum at Manor Green College are taught and embedded across all areas of college life. The RSHE curriculum will be overseen by the PSHE Co-ordinator (Laura Keaney) and Deputy Headteacher (Nick Pritchard).

8.4 Students

Students are expected to engage fully in RSHE and, when discussing issues related to RSHE, treat others with respect and sensitivity. Students' needs will be respected.

9. Staff Support

Staff are aware that views around RSHE related issues are varied. However, while personal views are respected, all RSHE issues are taught without bias. Topics are presented using various views and beliefs so that all students can form their own, informed opinions but also respect others that may have a different opinion.

The Headteacher may also invite visitors from outside the college, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSHE.

10. Monitoring Arrangements

The delivery of RSHE is primarily monitored by the PSHE co-ordinator (Laura Keaney) and Deputy Headteacher (Nick Pritchard). In addition, its delivery is monitored through the College MERA (Monitoring, Evaluating, Review and Amendment Schedule), which sets out the College approach to lesson observations and monitoring of teaching and learning. These lesson drops-ins will be used to monitor delivery of RSHE content as well as pupil engagement towards it.

Curriculum Pathways meet as part of the curriculum development programme on an ongoing basis throughout the academic year. Medium-Term and Long-Term plans are reviewed and adjusted according to student need in this forum. Individual student progress and development is monitored and assessed through the college assessment system (see assessment policy) and communicated with parents at appropriate times. These include parental phone calls, class dojo, parent conversation evenings and Annual Reviews.

This policy will be reviewed annually by Nick Pritchard (Deputy Headteacher) and Laura Keaney (Assistant Headteacher and PSHE coordinator). At every review, the policy will be approved by the Governing body and Headteacher.

Review Date: Summer Term 2025 (Reviewed bi-annually).

This policy was formally agreed and ratified by the Governing Body on 04.07.2023

Signed: *John Drury*

Mr J Drury

Chair of Governors

Appendix 1: PARENT/CARER FORM: Withdrawal from sex education within RSHE

TO BE COMPLETED BY PARENTS/CARERS	
Student Name:	Class:
Parent/Carer Name:	Date:
Reason for withdrawing from sex education within relationships and sex education	
Any other information you would like the school to consider:	
Parent/Carer Signature:	
TO BE COMPLETED BY THE SCHOOL	
Actions agreed from discussions with parents	