



This review:	October 2021
Next review:	October 2022

Relationships and Sex Education and Health Education Policy

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1. Statement of Intent and Aims

At SENDAT we appreciate that students need to be provided with opportunities to learn about the required knowledge and skills to help them navigate the risks, responsibilities and experiences of adult life. To this end, we appreciate that Relationships and Sex Education and Health Education is of paramount importance as part of both our curriculum, and as part of our approach to general school life.

Relationships and Sex Education and Health Education provides our students with the skills they need to safeguard their mental and physical wellbeing and to help them develop into well rounded individuals.

At SENDAT we appreciate that the development of these necessary knowledge and skills are of particular importance to our cohort of students, who require extra support to help them navigate life's challenges. Many of our students require support for SEND, many require support for SEMH, and all require support with emotional literacy. This is why we prioritise RSE and Health Education, ensuring that it is deemed a core subject that is embedded across the curriculum, and is conveyed in all areas of school life.

All pupils are expected to engage in all areas of our RSE and Health Education programs. They will also engage with Health and Sex education in science, whilst RSE and Health Education will also be granted a focus in all other curriculum areas.

We have liaised with a variety of stakeholders (pupils, parents, staff, Local Academy Boards). This is to ensure that our RSE and Health Education curriculum and trust approach reflect the needs of children and parents. This ensures that RSE and Health Education is relevant to them, and that it prepares our students and their families for the challenges that life may present to them. We have ensured that staff understand their responsibilities and are ready to provide a high quality RSE and Health Education curriculum.

We understand our duty to provide a high-quality and appropriate RSE and Health Education curriculum for our students. This policy provides the framework for our each school's individual RSE and Health Education curriculum.

2. Statutory requirements and legal framework

As a special school academy trust with students that span from Key Stage 1-5 we must provide Relationships and Health Education to all primary aged students and Relationships, Sex and Health Education to all secondary aged students as per section 34 of the [Children and Social work act 2017](#). We do not have to follow the National Curriculum but we are expected to offer all students a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum. We ensure that our curricula respond to the immediate needs of our students in a way that is accessible for them.

Commented [MT1]: Students or students?

Commented [MT2R1]: Consult: Ref to new policy in newsletter, available on website as draft, welcome comments from parents, share with staff at same time. Set for twoweeks then close.



In teaching RSE and Health Education, we are required by our funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#). See [website](#) for more information regarding Funding Agreement.

This policy, and the approach to RSE and Health Education at SENDAT has due regard to legislation and statutory guidance including, but not limited to, the following:

- Section 80A of the Education Act 2002
- Children and Social Work Act 2017
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Equality Act 2010
- DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2013) 'Science Programmes of Study: Key Stages 1 and 2'
- DfE (2020) 'Teaching about Relationships, Sex and Health'

3. Policy development

This trust policy has been developed in consultation with the RSE and Health Education leads at the trust's flagship schools (Priory Academy, Stone Lodge Academy and Chalk Hill Academy). Each school has carried out its own consultations to an extent that it felt was necessary. These consultations included one with staff, students and parents. The consultation and policy development process involved the following steps:

1. Review – The subject lead pulled together all relevant information including relevant national and local guidance. Within their individual school teams, the PSHE leads then developed a draft policy appendix, curriculum map and approaches to teaching.
2. Parent/stakeholder consultation – parents were notified about the policy and the new curriculum. They were given opportunities to feedback and make suggestions for the implementation of RSE and Health Education. The Local Academy Board were also consulted at some schools.
3. Student consultation – we investigated what exactly students want from the curriculum and used their suggestions to help inform the policy and curriculum development.
4. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.



5. Ratification – once amendments were made, the policy was shared with the trust leadership group and ratified.

4. Definition

Relationships and Health Education for primary aged students:

- Is about putting in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts including online. This will sit alongside the essential understanding of how to be healthy.

Relationships and Sex Education and Health Education for secondary aged students:

- Builds on the knowledge acquired in primary, is taught sensitively, is age appropriate and reflects the needs and level of understanding in our students.
- Is about the emotional, social and cultural development of students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.
- Involves a combination of sharing information, and exploring issues and values.

Relationships and Sex Education and Health Education is not about the promotion of a particular point of view, nor is it a promotion of sexual activity. Instead, it encourages tolerance, respect and safety, and it promotes the fundamental British Values, as set out in Promoting Fundamental British Values as part of SMSC in Schools (November 2014). (Thank you!☺)

Teaching about mental wellbeing is central to these subjects including providing students with some understanding of how to make good decisions about their own health and wellbeing and where they can seek support.

5. Curriculum

Each school within the trust follows a distinct curriculum which is relevant for and catered to the cohort within that school. Please see the relevant school's appendix for more information.

6. Delivery of RSE and Sex Education

Each school within the trust delivers RSE and Health Education in a way which is appropriate to that school's cohort. Please see the relevant school's appendix for more information. This includes information about a whole school approach.

7. Roles and responsibilities

Governance



The Local advisory Board (LAB) approve the changes to policy documents and hold the headteacher to account for its implementation.

Headteacher

The headteacher is responsible for ensuring that RSE and Health Education is taught consistently across the school, and for managing requests to withdraw students from non-statutory/non-science components of RSE (see section 8).

Staff

Staff are responsible for:

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

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher or member of staff who is responsible for the subject.

Students

Students are expected to engage fully in RSE and Health Education and, when discussing related issues, treat others with respect and sensitivity.

8. Parents' right to withdraw

Parents do not have the right to withdraw their children from RSE and Health Education. RSE and Health Education is a vital part of the curriculum and ensures that students understand the fundamental British Values of tolerance, respect, inclusivity and freedom of expression.

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE and Health Education 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.

Requests for withdrawal should be put in writing and addressed to the headteacher.

A copy of the withdrawal letter will be placed in the student's educational record. The head of school/headteacher or representative will discuss the request with parents and take appropriate action.

Alternative work will be given to students who are withdrawn from sex education.



9. Training

Staff training is available on request for this specific aspect of RHSE or tutor responsibilities.

Staff invite visitors from outside the school, such as school nurses, mental health charities or sexual health professionals, to provide support and training to staff teaching RHSE.

10. Monitoring arrangements

Each school in the trust has its own monitoring arrangements for RSE and Health Education. Please the relevant school's appendix for more information.

11. Related Policies

- Curriculum Policy
- Marking Policy
- Anti-Bullying Policy
- Drug Education Policy
- Online Safety Policy
- Confidentiality Policy
- Safeguarding Policy

12. Review of Policy

The RSE and Health Education policy will be reviewed on a yearly basis. This will include a period of consultation with parents. The new policy will be reviewed by the RSE and Health Education working group and ratified by the Trust Leadership group.

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Governors:	This document needs to be referred to the governing body following major changes.



SENDAT
 Special Educational Needs & Disabilities
 Academies Trust

Withdrawal from Sex Education within RSE and Health Education Request Form

TO BE COMPLETED BY PARENT OR GUARDIAN			
Name of child		Class	
Name of parent		Date	
Reason for request			
Any other information you would like the school to consider			
Parent signature			



TO BE COMPLETED BY THE HEADTEACHER	
Agreed actions from discussion with parents	
Headteacher signature	