



Nethergate Academy

Relationships, Sex and Health Education Policy

19/03/2021

Y Cason – PSHE lead

S Wood – Curriculum Lead

Review date: March 2022

Rationale and Ethos

Nethergate academy core purpose;

To enable every individual to achieve a place of value in society through education and the promotion of equality

Our Values

- Compassion
- Aspiration
- Respect
- Equality
- Trust
- Kindness

We have a culture of unconditional positive regard for all of our pupils.

This policy covers Nethergate Academy's approach to Relationships, Sex Education and Health Education (RSHE). We believe that relationships, sex and health education is important for all of our pupils to enable them to fulfil safe and healthy and happy lives. It is the right of every person to access education which promotes safety, equality and the ability to make informed choices regarding their relationships and health.

What we choose to teach, how and when it is taught, is decided by statutory guidance and is sensitive to diversity, inclusion and the needs of individual pupils. This policy references the Greenwood Academies Trust RSE policy and is additionally informed by the views of Nethergate's academy community including parents, carers and pupils. It is reviewed and updated annually.

Roles and responsibilities

The principal along with the curriculum lead, is responsible for ensuring that RSHE is taught consistently across the academy, and for managing requests to withdraw pupils from non-statutory/non science components of Sex Education. The principal is responsible for ensuring policy and practice are adhered to and that all information is made accessible to all parents and carers and that the policy is published on the Academy website.

The RSHE policy is written and reviewed by the PSHE coordinator and the whole school curriculum lead. RSHE is taught by teachers and teaching assistants who are informed in what and how to deliver and are familiar adults for the pupils they teach. Staff will receive RSHE training as appropriate organised by the PSHE coordinator.

Legislation (statutory regulations and guidance)

Revised Department for Education statutory guidance states that from September 2020, all schools must deliver relationships education (in primary schools) and relationships and sex education (in secondary schools).

The parental right to withdraw pupils from RSHE remains for aspects of sex education which are not part of the Science curriculum.

The RSHE policy supports/complements the following policies:

- PSHE
- Science
- Equality and Diversity

Documents that inform the school's RSHE policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010),
- Supplementary Guidance SRE for the 21st century (2014)
- Keeping children safe in education – Statutory safeguarding guidance (2016)
- Children and Social Work Act (2017)

Curriculum Design

The four areas of curriculum intent at Nethergate.



Communication

“Never assume a person who has difficulty communicating has nothing to say.” Stacy Sekinger

Our priority is to enable every child, verbal or otherwise to develop their expressive and receptive language. Signs and symbols such as Makaton and PECS may be used along with sensory circuits and teaching approaches that support cognitive processing. The Zones of Regulation curriculum has been introduced across the academy to support communication and self regulation.

RSHE lessons will ensure pupils have the correct language and are taught subject specific vocabulary. We aim to give every child the tools they need to be able to express themselves regarding their health, their bodies and their choices. Lessons will be planned and resourced as appropriate for the individual. This may involve Makaton signs and symbols, role play, objects of reference, small group discussion etc. Creating a safe, supported environment will enable pupils to communicate more openly and feely within lessons and the use of question boxes will enable pupils to engage anonymously.



Safety

“If children feel safe, they can take risks, ask questions, make mistakes, learn to trust, share their feelings, and grow.” Alfie Kohn

RSHE places an emphasis on pupils making informed choices. Pupils with SEND are more vulnerable to exploitation. Our curriculum recognises that particular issues such as online safety, keeping safe in different environments, understanding the law and understanding their rights, are a priority for all of our students and so these are approached through discrete sessions as well as being revisited in school assemblies and within cross curricular opportunities. All staff are trained in safeguarding and can notice the signs of abuse and how to deal with any disclosure or safeguarding concerning. Educating young people about their bodies, emotional and sexual health is essential to enabling them to lead safe and healthy lives.



Wellbeing

“I am different but not less.” Temple Grandin

Children with learning disabilities have a much higher chance of also developing mental health difficulties. It is imperative that education enables our pupils to develop an understanding of themselves and to support their self esteem. PSHE at Nethergate happens across the curriculum and beyond the classroom. Enrichment opportunities, the arts, the international dimension and forest schools sessions allow children to express themselves and to engage with the world. Pupils can seek emotional support through 1:1 Bubble Talk Time, Baxter our therapy dog and our trained Emotional Literacy Support staff. We also employ a school counsellor and work closely with specialist agencies and parents and carers. Learning about relationships, sex and health reduces anxiety around bodily changes and relationships. It builds self awareness and self esteem and leads young people to make healthier transitions into adulthood.



Independence

“Disability only becomes a tragedy for me when society fails to provide the things we need to lead our lives.” Judith Heumann

The curriculum at Nethergate aims for every individual to reach their highest level of independence. This is achieved through a personalised provision, informed by the child’s Education Health and Care Plan (EHCP). Our curriculum is designed to teach the key skills required for a successful, healthy and happy adulthood. Independence cannot be achieved without gaining an understanding of yourself, your needs and those you share the world with. Relationships, sex and health education enables this through teaching facts, dispelling myths and signposting pupils to safe people and places for support and information after they leave Nethergate.

Safe and effective practice

We ensure a safe learning environment by grouping pupils sensitively in accordance with their needs and peers and selecting staff with the most appropriate experience who are familiar to the pupils. Ground rules are established collaboratively with the pupils and are agreed and revisited at each session. Question boxes are used to support pupils to feel able to ask about anything they are unsure of anonymously. Questions are welcomed and always handled with sensitivity and with clarity. Small group sizes and good parent/carer communication facilitates an honest open discussion.

Safeguarding

In line with academy safeguarding policy and practise pupils are aware that confidentiality will be respected unless an individual is at risk and then the information will be shared. Adults delivering RSHE are aware that relationships and sex education, due to the subject matter, may lead to a disclosure of a child protection issue. All adults receive safeguarding training annually with regular updates where appropriate and follow safeguarding procedures. When specialist visitors support RSHE lessons, we ensure they are safe and informed and that they adhere to all safeguarding practices.

Engaging stakeholders

The policy will be available on the academy website. As part of our whole school approach to RSHE, information regarding our resources and approaches will be shared as part of parent/carer information sessions. We notify parents and carers in advance of RSHE lessons via letter outlining what will be taught and who to contact if they require further information. Any parent/carer with specific questions may contact the PSHE coordinator or a member of the leadership team to discuss their concerns.

Monitoring, reporting and evaluation

The delivery of RSHE is monitored in academies by senior leaders through:

- The review of planning, pupil work and lesson visits.
- Progress data
- Feedback from pupils, parents and carers and other stakeholders.

RSHE policy review date: March 2022