



ABBOT'S WAY SCHOOL

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“Inspirational learning with a difference”

RSHE POLICY

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What is the aim of this policy?

To provide clear guidance for Abbot's Way School Staff, Governors and Parents on how the Relationships Education curriculum for KS2, and the Relationships and Sex Education curriculum for KS2, 3 and 4 will be devised, delivered, monitored and reviewed. It will identify the importance of lifelong learning, statutory compliance, parental engagement, our curriculum and the SEND awareness required for our students.

Statutory compliance

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

Abbot's Way School policy has been written in line with that guidance and has been supported in its development through the following guidance and legislation:

- Education Act (1996).
- Learning and Skills Act (2000).
- Education and Inspections Act (2006).
- Equality Act (2010).
- Supplementary Guidance SRE for the 21st century (2014).
- Sex & relationship education (SRE) for the 21st Century (PSHE Assoc. 2014).
- Keeping children safe in education – Statutory safeguarding guidance (2023).
- Children and Social Work Act (2017).
- Relationships education, relationships and sex education (RSE) and health education (2019).

Rationale for RSHE at Abbot's Way School

Relationships Sex and Health Education (identified as RSHE throughout this document), is delivered as an important part of Abbot's Way School's PSHE (Learning for Life) curriculum that encompasses the students' needs for healthy living and safe working in the modern world.

Abbot's Way School exists to provide a nurturing environment in which students with specific learning difficulties can develop their self-esteem and aspire to be

independent young adults who value the rights, responsibilities and rules that exist to promote and support their future welfare.

Abbot's Way School recognises that parents and carers carry the expectation as prime educators for children on many of the areas covered in the Relationship and Sex Education curriculum and that we exist to compliment and reinforce our student knowledge. However, we also recognise the neutral forum that a classroom can provide for our students to ask the questions that they need to have answered, and will promote the inclusion of all our students in those crucial conversations, where possible.

Our RSHE curriculum is delivered in an age and developmentally appropriate manner, being sensitive to the individual students' needs and backgrounds, (both culturally and religiously), whilst maintaining our legal obligation to provide the facts our students need.

The RSHE curriculum is taught through a thematic model with 4 areas; My Future, Our World, Wellbeing, Social Skills

See curriculum planning for details of how each area is broken down into a programme which builds sequentially to layer knowledge and understanding through our learning phases KS2-4

RSHE is distributed throughout the academic year at an age appropriate level to the year group; covering managing relationships, emotions, puberty and menstruation, and body image in year 7. Supporting diversity, addressing prejudice, understanding consent, LGBTQ+ inclusivity/identity and sexting for year 8. Identifying healthy/unhealthy relationships, consent, contraception, sex and relationships in the media and STI's for year 9.

Across years 10 and 11 we address the impact of pornography on young people, identifying and managing abuse and harassment, online relationships, forced marriages, good sexual health practice, sexual health services and discussions around fertility, adoption and abortion. We aim to provide them with the confidence they need to safely navigate the post-16 social space.

Where relevant / appropriate (specifically in KS4) we provide opportunities for single sex classes taught by a teacher of that gender, but also aim to bring students together regularly to discuss gender perspectives and attitudes on the topics discussed.

Monitoring, reporting and evaluating RSHE provision

There will be an ongoing reflection on delivery of RSHE with specific cohorts in mind, tailoring the curriculum to ensure that topics are sensitively approached and discussed

As building students' self-esteem is central to our pedagogy, pupils will have opportunities to review and reflect on their learning during lessons via guided class discussions, group work and formalised debate.

Safe and Effective RSHE Practice

We will ensure a safe learning environment through fostering classrooms built on trust and positive reinforcement, providing the students with a 'safe space' from which they can explore and investigate the topics they need to understand with confidence and support.

Teachers and pupils agree ground rules at the start of every area, ensuring that every child's voice is heard

Wider world techniques such as roleplay, media review/checks and buzz groups can help reduce the impact of personal perspectives and make the responses more

considered and balanced which in turn helps produce more academic reflections.

Pupils will be able to raise questions anonymously through a question box, where students can anonymously post questions or statements they want addressed.

Training for effective RSHE teaching will be supported through regular INSET, either from within the staff body or through external facilitators, keeping up to date with current best practice and any changes in legislation or guidance.

We will ensure that parents are a part of our safe and effective practice, informing them when Relationships and Sex education is intended to be delivered

Safeguarding

Teachers are made aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. As such, any staff who are expected to deliver RSE as part of the PSHE curriculum will be confident in current **Safeguarding** procedures, as delivered in training through INSET.

In the event of a disclosure from a child, staff members will consult with the designated safeguarding lead and in their absence their deputy, who will follow safeguarding procedures. For further details please see our Safeguarding policy.

Visitors/external agencies which support the delivery of RSE will be required to provide DBS checks before attending the site, will be partnered with a member of teaching staff and will follow visitor protocol while on school grounds.

Parental right to withdraw (Spirit, Flair and Charisma)

"Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSHE." (*Relationships education, relationships and sex education (RSHE) and health education - 2019*)

Parents do not have to give a reason, but in such circumstances the school will invite parents to indicate their reasons for requesting their child's non-participation, as feedback and so that any misunderstandings about the nature of the programme can be resolved.

As Abbot's Way is a specialist educational establishment the Headteachers will reserve the right, as protected under legislation (*Right to be excused from sex education (commonly referred to as the right to withdraw), point 48, Relationships education, relationships and sex education (RSHE) and health education – 2019*), to take a pupil's

specific needs arising from their SEND into account when making this decision.

In the event of a student's withdrawal from RSHE, alternative academic arrangements will be made to support them, and a copy of the topic work they have been withdrawn from will be sent home to help support the parents.

As sex education is not part of our Spirit Relationships curriculum, students will be able to participate in all sections of the planned curriculum. Should it feel appropriate, we may think about contacting parents to highlight where questions around sex and sexuality have appeared and agree a route forward.