

RELATIONSHIP & HEALTH EDUCATION

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Intent:

School Vision and Ethos

Through a child centred approach and exceptional educational experiences we will inspire excellence from all develop independence build confidence and secure readiness for tomorrow.

Aims

At Laneshaw Bridge, we endeavour to provide this by:

- ☐ Ensuring a safe learning environment
- ☐ Providing a high-quality, broad and balanced curriculum
- ☐ Upholding outstanding standards of behaviour
- ☐ Providing a family-feel nurturing and caring environment
- ☐ Develop self-belief, resilience and determination to succeed
- ☐ Creating opportunities for all abilities to try new things and make discoveries
- ☐ Embracing new technology
- ☐ Promoting logical and creative thinking skills
- ☐ Encouraging independence, democracy and responsibility
- ☐ Promoting curiosity and enthusiasm
- ☐ Encouraging mutual respect for others
- ☐ Working with and learning from others

All of this is achieved while working in collaboration to fully develop strong and positive partnerships with parents and the wider community.

Relationships and Sex Education Aims

The aims of relationships and sex education (RSE) at Laneshaw Bridge School are to ensure students learn about:

- ☐ different types of relationships, including friendships, family relationships, intimate relationships, dealing with strangers
- ☐ how to recognise, understand and build healthy relationships, including self-respect and respect for others, commitment, tolerance, boundaries and consent, and how to manage conflict, and also how to recognise unhealthy relationships;
- ☐ how relationships may affect health and wellbeing, including mental health;
- ☐ healthy relationships and safety online; and

The aims above are in line with the core expectations that we promote to all students: maintain a positive attitude, show respect for all and display high levels of commitment to being the best you can be.

Statutory Requirements

Under 'Policy statement: relationships education, relationships and sex education, and personal, social, health and economic education', RSE will become statutory in all schools from September 2020.

Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, health, diversity and personal identity.

RSE involves a combination of sharing information and exploring issues and values.

Role and Responsibilities

The Governing Body:

The governing board will approve the RSE policy and proactively monitor its implementation across the school.

Senior Leaders including the Head Teacher:

The senior leaders and headteacher are responsible for ensuring that RSE is taught consistently across the school. It is the role of the headteacher to manage requests to withdraw pupils from non-statutory components of RSE

Staff

Staff are responsible for:

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

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.

Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity. This response is in line with our core values of maintaining a positive attitude, respect for others at all times and displaying high levels of commitment.

Parents

Parents are expected to engage with the implementation and development of the RSE outcomes across the school.

Inclusion (Please see the SEND policy for more information)

- ☐ The successful inclusive provision at Laneshaw Bridge is seen as the responsibility of the whole school community, permeating all aspects of school life and applicable to all our pupils. It is in this way that we will turn the rhetoric into reality.
- ☐ Inclusive practice in RSE should enable all children to achieve their best possible standard; whatever their ability, and irrespective of gender, ethnic, social or cultural background, home language or any other aspect that could affect their participation in, or progress in their learning.

Implementation:

Delivery of RSE

RSE is taught within the school's personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum. Across both Key Stages, pupils will be supported by developing the following skills:

Families and people who care for me

Pupils should know:

- ☐ that families are important for children growing up because they can give love, security and stability
- ☐ the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives
- ☐ that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care
- ☐ that stable, caring relationships, which may be of different types, are at the heart of happy families and are important for children's security as they grow up
- ☐ that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong
- ☐ how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
- ☐ Marriage in England and Wales is available to both opposite-sex and same-sex couples. The Marriage (Same-Sex Couples) Act 2013 extended marriage to same-sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.

Caring friendships

Pupils should know:

- ☐ how important friendships are in making us feel happy and secure, and how people choose and make friends
- ☐ the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties
- ☐ that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded
- ☐ that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right
- ☐ how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

Respectful relationships

Pupils should know:

- ☐ the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs
- ☐ practical steps they can take in a range of different contexts to improve or support respectful relationships
- ☐ the conventions of courtesy and manners
- ☐ the importance of self-respect and how this links to their own happiness
- ☐ that in school and in wider society they can expect to be treated with respect by others, and that in turn, they should show due respect to others, including those in positions of authority
- ☐ about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help
- ☐ what a stereotype is, and how stereotypes can be unfair, negative or destructive
- ☐ the importance of permission-seeking and giving in relationships with friends, peers and adults

Online relationships

Pupils should know:

- ☐ that people sometimes behave differently online, including by pretending to be someone they are not
- ☐ that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous
- ☐ the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them
- ☐ how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met
- ☐ how information and data is shared and used online

Being safe

Pupils should know:

- ☐ what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
- ☐ about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe
- ☐ that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact
- ☐ how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know
- ☐ how to recognise and report feelings of being unsafe or feeling bad about any adult
- ☐ how to ask for advice or help for themselves or others, and to keep trying until they are heard,
- ☐ how to report concerns or abuse, and the vocabulary and confidence needed to do so
- ☐ where to get advice, for example, family, school or other sources.

Parents' Right to Withdraw

Parents' have the right to withdraw their children from the non-statutory components of RSE.

Requests for withdrawal should be put in writing and addressed to the headteacher. A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action.

Appropriate alternative work will be given to pupils who are withdrawn from RSE.

Impact

The impact of relationships and sex education (RSE) at Laneshaw Bridge School are to ensure that:

- ☐ Children have an understanding of the different types of relationships, including friendships, family relationships, intimate relationships, dealing with strangers
- ☐ Children know how to recognise, understand and build healthy relationships, including self-respect and respect for others, commitment, tolerance, boundaries and consent, and how to manage conflict, and also how to recognise unhealthy relationships;
- ☐ Children confidently understand how relationships may affect health and wellbeing, including mental health;
- ☐ Children have strong awareness of healthy relationships and safety online; and

The impact and aims of this policy are in line with the core expectations that we promote to all students: maintain a positive attitude, show respect for all and display high levels of commitment to being the best you can be.

Monitoring and Review

This policy will be reviewed by the Headteacher and governing body on a bi-annual basis, who will make any necessary changes and communicate this to all members of staff.

This policy will be made available for inspection and review by the chief inspector, upon request.