

RSHE Education Policy

This policy has been written in line with the following legislation and statutory guidance, but not limited to: -

- Equality Act 2010
- DfE (2023) 'Keeping children safe in education'
- DfE (2015) 'National curriculum in England: science programmes of study'
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Children and Social Work Act 2017

Policy written by:		
	Laura	Assistant
	Conway	Head Teacher
Policy ratified by:	Robbie Jones	Head Teacher
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Title: RSHE Policy

Applicable to: School staff and pupils

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1. Statement of Intent

At Sutherland House School, we understand the importance of educating pupils about sex, relationships, and their health, for them to make responsible and well informed decisions in their lives.

The teaching of Personal, Social, Health, Citizenship, and Economic Education (PSHCE) and Relationships and Sex Education () can help to prepare pupils for the opportunities, responsibilities, and experiences of adult life. It allows us to promote the spiritual, moral, social, cultural, mental, and physical development of pupils at school and in the wider society.

We have an obligation to provide pupils with high-quality, evidence and age-appropriate teaching of these subjects. This policy outlines how the school's RSHE (Relationships, Sex and Health Education) will be organised and delivered, to ensure it meets the needs of all pupils.

Sutherland House School is an education provision for pupils with a diagnosis of Autism Spectrum Condition (ASC). All pupils who attend Sutherland House School have an Education, Health, and Care Plan.

We understand the importance of teaching RSHE to pupils with autism and the need to differentiate learning to make it accessible to a range of levels of ability and learning styles. We are, therefore, committed to providing the best possible opportunities for our pupils to learn about Relationships and Sex Education and PSHCE in preparation for adulthood.

This policy is intended to be used in conjunction with the following school policies:

- Safeguarding Children and Young People and Child Protection Policy
- E-Safety Policy
- Privacy and Data Protection Policy

2. Roles and Responsibilities

The governing body is responsible for:

- Ensuring all pupils make progress in achieving the expected educational outcomes.
- Ensuring the RSHE curriculum is well-led, effectively managed, and wellplanned.
- Evaluating the quality of provision through regular and effective selfevaluation.

- Ensuring that teaching is delivered in ways that are accessible to all pupils considering their SEND strengths and needs and in line with their Education, Health, and Care Plans (EHCPs).
- Providing clear information to parents on the subject content and the right to request that their child is withdrawn.
- Ensuring RSHE is resourced, staffed, and timetabled in a way that ensures the school can fulfil its legal obligations.

The Head Teacher is responsible for:

- The overall implementation of this policy.
- Ensuring all staff are suitably trained to deliver the subjects.
- Ensuring parent are fully informed of this policy.
- Reviewing all requests to withdraw pupils from non-statutory elements of the RSHE curriculum.
- Discussing withdrawal requests with parents, and the child if appropriate, to
 ensure their wishes are understood and to clarify the nature and purpose of
 the curriculum, including the benefits of receiving the education.
- Ensuring withdrawn pupils receive appropriate, purposeful education during the period of withdrawal.
- Encouraging parents to be involved in consultations regarding the school's RSHE curriculum.
- Reviewing this policy on an annual basis.
- Reporting to the governing body on the effectiveness of this policy and the curriculum.

The Deputy Head Teacher with responsibility for Quality of Education is responsible for:

- Overseeing the delivery of RSHE.
- Ensuring the curriculum is age-appropriate, of high-quality and meets the needs of pupils considering their Autism Spectrum Condition (ASC) and SEND.
- Reviewing changes to the RSHE curriculum and advising on their implementation.
- Monitoring the learning and teaching of RSHE, providing support to staff where necessary.
- Ensuring the continuity and progression for each pupil considering their starting point.
- Helping to develop colleagues' expertise in the subject.
- Ensuring teachers are provided with adequate resources to support teaching of the curriculum.

- Ensuring the school meets its statutory requirements in relation to RSHE.
- Leading staff meetings and ensuring all members of staff involved in the curriculum have received the appropriate training.
- Organising, providing and monitoring CPD opportunities in the subject.
- Ensuring the correct standards are met for recording and assessing pupil performance.
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the Head Teacher.

Teachers are responsible for:

- Acting in accordance with, and promoting, this policy
- Delivering RSHE in a sensitive way and that is of a high quality and appropriate for each year group.
- Ensuring they do not express personal views or beliefs when delivering the curriculum.
- Planning lessons effectively, ensuring a range of appropriate teaching methods and resources are used to cover the content.
- Modelling positive attitudes to RSHE.
- Liaising with the Deputy Head Teacher with responsibility for Quality of Education and the Clinical Team about identifying and responding to the individual needs of pupils considering their Autism Spectrum Condition (ASC) and SEND.
- Monitoring pupil progress in RSHE from their starting points.
- Reporting any concerns regarding the teaching of RSHE to the Deputy Head Teacher with responsibility for Quality of Education or any other member of the Senior Leadership Team.
- Reporting any safeguarding concerns or disclosures that pupils may make because of the subject content to the Designated Safeguarding Lead.
- Responding appropriately to pupils whose parents have requested to withdraw them from the non-statutory components of RSHE, by providing them with alternative education opportunities.

Organisation of the RSE and Health Education Curriculum

All schools providing secondary education are required to deliver statutory RSHE and all state-funded schools are required to deliver health education.

For the purpose of this policy, "Relationships, Sex and Health Education" is defined as teaching pupils about developing healthy, nurturing relationships of all kinds, and helping them to understand human sexuality and to respect themselves and others.

Sutherland House School is a non-maintained school offering education for pupils aged 3 to 19 years. In line with the statutory guidance, all pupils in secondary education receive "relationships and sex education". Most aspects of "relationships and sex education" are covered through the RSHE Curriculum.

The school seeks opportunities to draw links between RSHE and other curriculum subjects wherever possible to enhance pupils' learning.

Relationships, Sex and Health Education are linked to the following subjects:

- Citizenship pupils are provided with the knowledge, skills and understanding to help prepare them to play a full and active part in society, including an understanding of how laws are made and upheld and how to make sensible decisions.
- **Science** pupils are taught about the main external parts of the body and changes to the human body as it grows, including puberty.
- ICT and Computing pupils are taught about how they can keep themselves safe online and the different risks that they may face online as they get older.
- **PE** pupils can develop competence to excel in a broad range of physical activities, are physically active for sustained periods of time, engage in competitive sport and lead healthy, active lives.

Teachers work closely together to ensure that the different subject areas complement each other and do not duplicate content.

The RSHE curriculum is developed in consultation with teachers, pupils and parents, and in accordance with DfE recommendations.

Parents receive a letter informing about the RSHE curriculum and are consulted regarding requests of withdrawal from some or all of sex education delivered as part of statutory.

Where applicable and relevant, pupils will be involved in giving their views about the RSHE curriculum at their level of ability.

Teachers, teaching staff, therapists and other relevant professionals will contribute with their views during training opportunities and other relevant means.

The curriculum has been developed in line with the DfE's 'Relationships Education, Relationships and Sex Education () and Health Education' guidance.

The school considers the context and views of the wider local community when developing the curriculum to ensure it is reflective of issues in the local area.

The school considers the religious background of all pupils when planning teaching, to ensure all topics included are appropriately handled.

The RSHE curriculum is informed by topical issues in the school and wider community, to ensure it is tailored to pupils' needs.

The school uses the SCARF Coram Life Education units as guidance, which allows us to tailor lessons in line with our person-centred approach.

4. Curriculum and Assessment

RSHE will be taught as a single topic and will cover both PSHE and as appropriate. Through effective organisation and delivery of the subject:

- Core knowledge is sectioned into units of a manageable size.
- The required content is communicated to pupils clearly, in a carefully sequenced way, within a planned scheme of work.
- The required content is appropriate and relevant to each pupil's specific needs taking into account their ASC and SEND.
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge so that this can be used confidently in reallife situations.

RSHE complement several national curriculum subjects. Where appropriate, the school will look for opportunities to make links between the subjects and integrate teaching.

The RSHE Curriculum will be delivered by appropriately trained members of staff.

The curriculum proactively addresses issues in a timely way in line with current evidence on pupil's physical, emotional and sexual development.

-are RSHE is delivered in a non-judgemental, age-appropriate, developmentally appropriate factual and inclusive way that allows pupils to ask questions in a safe environment.

Teaching of the curriculum reflects requirements set out in law, particularly in the Equality Act 2010, so that pupils understand what the law does and does not allow, and the wider legal implications of the decisions they make.

The school integrates LGBTQ+ content into the RSHE Curriculum where appropriate and relevant to each pupil. This content is taught as part of the overall curriculum, rather than a standalone topic or lesson. LGBTQ+ content will be approached in a sensitive, age-appropriate, developmentally appropriate, and factual way that allows pupils to explore the features of stable and healthy same-sex relationships.

All teaching and resources are appropriate for the age and maturity of pupils, are sensitive to their religious backgrounds and meet their ASC and SEND needs.

Classes may be split into various groupings dependent on their age, stage or any other factors.

Throughout every year group, appropriate diagrams, videos, books, games, discussion and practical activities are used to assist learning.

Inappropriate images, videos, etc. are not used, and resources will be selected with sensitivity given to the age, level of ability and understanding and cultural background of pupils.

Pupils are prevented from accessing inappropriate materials on the internet when using such to assist with their learning. The prevention measures taken to ensure this are outlined in the school's E-safety Policy.

Teachers establish what is appropriate for one-to-one and whole class settings and alter their teaching of the programmes accordingly.

Teachers ensure that pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers answer questions sensitively and honestly.

The curriculum is designed to focus on boys as much as girls all genders equally and activities are planned to ensure both are actively involved, matching their different level of ability, and understanding and learning styles.

Teachers focus on the importance of marriage and healthy relationships when teaching RSHE, though sensitivity will always be given as to not stigmatise pupils based on their home circumstances.

Teachers ensure lesson plans focus on challenging perceived views of pupils based on protected characteristics, through exploration of, and developing mutual respect for, those different to themselves.

In teaching the curriculum, teachers are aware that pupils may raise topics such as self-harm and suicide. When talking about these topics in lessons, teachers are aware of the risks of encouraging these behaviours and will avoid any resources or material that appear as instructive rather than preventative.

At all points of delivery of the curriculum, parents are consulted, and their views are valued. What will be taught and how, will be planned in conjunction with parents and other relevant stakeholders as part of the yearly review of EHCP outcomes.

Assessment plays an important part in helping the school to recognise each pupil's progress, understand their needs, plan activities, and assess the need for support.

Parents are kept up to date with their child's progress and development and play an important part in contributing to the yearly Education, Health, and Care Plan reviews.

The Deputy Head Teacher with responsibility for Quality of Education will discuss any cause for concern in pupils' progress from their starting point and in relation to the specific RSHE learning programme they are undertaking.

Formative assessments are used to assess how pupils are responding to the RSHE content. Staff members will observe pupils to understand their level of progress and learning styles. This in turn will inform further planning.

This information is then used at summative assessment points to review progress towards Education, Health, and Care Plan (EHCP) outcomes which inform the setting of Individual Education Plan (IEP) targets and to shape learning experiences for each pupil.

The school has the same high expectations of the quality of pupils' work in RSHE as for other curriculum areas.

Lessons are planned to provide suitable challenge to pupils of all abilities.

Assessments are used to identify where pupils need extra support or intervention.

There are no formal examinations for RSHE-; however, to assess pupil outcomes, the school will capture progress through specific assessment frameworks as part of RSHE, such as using a RAG rating system against learning objectives.

5. Safeguarding and Confidentiality

All pupils are taught about keeping themselves safe, including online, as part of a broad and balanced curriculum.

Confidentiality within the classroom is an important component of RSHE, and teachers are expected to respect the confidentiality of pupils as far as possible, providing that the information does not create a Safeguarding Concern.

Teachers must follow the Safeguarding Procedures if any information causes concern or, when in doubt, liaise with the Safeguarding Team for advice on how to proceed.

Teachers, however, understand that some aspects of RSHE may lead to a pupil raising a specific safeguarding concern and that if a disclosure is made the Designated Safeguarding Lead (DSL) must be alerted immediately.

Pupils are made aware of how to raise their concerns or make a complaint, and how their complaint will be handled. This includes the process for when they have a concern about a peer. Pupils might need support and guidance through trained staff in how to raise their concerns. This might involve support from Speech and Language and/or Psychology.

6. Staff Training

Training is provided to the relevant members of staff on a regular basis to ensure they are up to date with the RSHE curriculum.

Training is also scheduled around any updated guidance on the curriculum and any new developments which may need to be addressed in relation to the curriculum.

Where relevant, training on the Social Exclusion Report on Teenage Pregnancy, and the role of an effective curriculum in reducing the number of teenage conceptions.

Where relevant, appropriately trained staff will be able to give pupils information on where and how to obtain confidential advice, counselling, and treatment, as well as guidance on emergency contraception and their effectiveness.

7. Monitoring the Quality of Teaching and Learning

The Deputy Head Teacher with responsibility for Quality of Education is responsible for monitoring the quality of teaching and learning for the subject.

The Deputy Head Teacher with responsibility for Quality of Education will conduct subject assessments on a termly basis, which will include a mixture of the following:

- Observations of Teaching and Learning
- Learning walks
- Teacher's self-Evaluation
- Moderation through teachers' workshops
- Review of planning and resources
- Review of evidence of progress (formative and summative)
- Supervision documents specifying areas of strength and areas for development with well-defined and time-bound actions.

The Deputy Head Teacher with responsibility for Quality of Education will provide agreed reports to the Head Teacher and the governing body on the quality of teaching and learning for RSHE.

8. Parents/carers right to withdraw

Parents/carers have the right to request that their child be withdrawn from some or all of sex education delivered as part of the statutory. There is no right to withdraw from Relationships Education or Health Education up to three terms before their child turns 16.

- Primary aged pupils:
- Parents/carers <u>do have</u> the right to withdraw their children from the nonstatutory/non-science components of sex education within.
- Parents/carers <u>do not</u> have the right to withdraw their children from relationships education.
- Requests for withdrawal should be put in writing using the form in Appendix
 2 of this policy and addressed to the Headteacher.
- Alternative work will be provided for pupils who are withdraw from sex education.

- Secondary aged pupils:
- Parents/carers do have the right to withdraw their children from the nonstatutory/non-science components of sex education within, 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 should make arrangements to provide the child with sex education during one of those terms.
- Requests for withdrawal should be put in writing using the form in Appendix
 2 of this policy and addressed to the Headteacher.
- Alternative work will be given to pupils who are withdrawn from sex education.

Appendix 1 – Curriculum Map

Subject: RSE Key Stage: 3 Pathway: Blue & Orange Pathway Key Stage: 3 Autumn Rolf-term 1 Topic: Families Learning to: Different types of relationships; marriage; other types of long-term relationships; roles and responsibilities of parents raising children; determining whether others are trustworthy; recognise when someone is unsafe + how to seek help/advice PSHE Association framework: Changing and Growing - Friendship; Healthy and unhealthy relationships; hardwood Managing Feelings - Strong feelings Self-Care, Support and Safety - Feeling frightened/worried; Public and private Subject: RSE Autumn Rolf-term 2 Topic: Respectful Relationships including friendships Learning to: Identify characteristics of positive and healthy friendships (noline and offline); practical steps to improve/support respectful relationships; how stereotypes can cause dange; identify that in school and wider society they can expect to be treated with respect by others; show tolerance and respect to others and others' beliefs; different types of bullying (including cyberbullying); identify that in school and wider society they can expect to be treated with respect by others; show tolerance and respect to others and others' beliefs; different types of bullying (including cyberbullying); identify that in school and wider society they can expect to others and others' beliefs; different types of bullying (including cyberbullying); identify that in school and wider society they can expect to others and others' beliefs; different types of bullying (including cyberbullying); identify that in school and wider society that in school and wider society that in school of the school of

Key Stage: 3

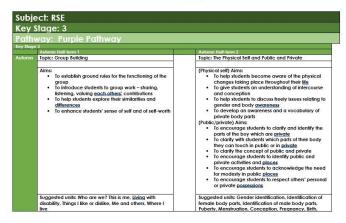
Pathway: Blue & Orange Pathway

	Spring Half-ferm 1	Spring Half-term 2
Spring	Topic: Online and Media	Topic: Being Safe
	Learning to: identify their rights, responsibilities and opportunities online including expectations of behaviour online; identify risks online; not provide material to others that they would not want shared further and not to share personal information; what to do and where to get support to report material or manage issues online; impact of viewing harmful content; that sexually explicit material offen presents distorted picture of sexual behaviours + can damage the way people see themselves; that sharing + viewing indecent images of children is a criminal offence; some understanding of how information is generated, collected, shared and used online	Learning to: understand the concepts of and laws relating to sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour based violence and FGM; how these issues can affect current and future relationships; how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts including online)
	PSHE Association framework: Self-Care, Support and Safety – Feeling frightened/worried; Accidents and risks; Keeping safe online; Public and <u>private</u> Changing and Growing – Intimate relationships, <u>sonsent</u> and contraception	PSHE Association framework: Self-Awareness – Prejudice and discrimination; Managing <u>pressure</u> Self-Care, Support and Safety – Feeling frightened/worried; Being safe <u>online</u> Changing and Growing – Intimate relationships, <u>consent</u> and contraception
	Summer Half-ferm 1	Summer Half-term 2
Summer	Topic: Intimate and sexual relationships including sexual health	Topic: Intimate and sexual relationships including sexual health
	Learning to: recognise the characteristics and positive aspects of healthy 1:1 intimate relationships including mutual respect, consent, loyalty, trust, shared interests,	Learning to: facts about the full range of contraceptive choices, efficacy and options available; that there are choices in relation to pregnancy (including keeping the

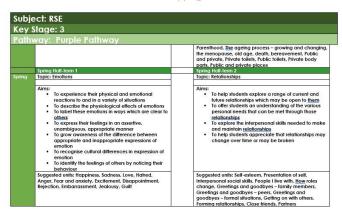
Sutherland House School: Curriculum Mapping-RSE

Key Stage: 3	
Pathway: Blue & Orange Pat	way
etc.; recognise that all aspects of health by choices they make in sex and relation or negatively); facts about reproductive he fertility and the potential impact of lifestylmen and woman; recognise that there are strategies for identifying and managing so including peer pressure, resisting pressure pressurising others; recognise that they he delay sex or to enjoy intimacy without sex	support); how different STIs are transmitted, how risk can be reduced through safer sex and the importance of and facts about testing; understanding the prevalence of range of some STIs, the impact they can have on those who all pressure to contract them and key facts about treatment; how the use of alcohol and drugs can lead to risky sexual
PSHE Association framework: Changing and Growing – Healthy and unl relationship behaviours; infimate relations and contraception; Long term relationship Healthy Lifestyles – Elements of a healthy! Self-Care, Support and Safety – Feeling fris Self-Awareness – Managing pressure	s, consent and contraception and contraception Healthy Lifestyles – Drugs, glookel and tobacco style

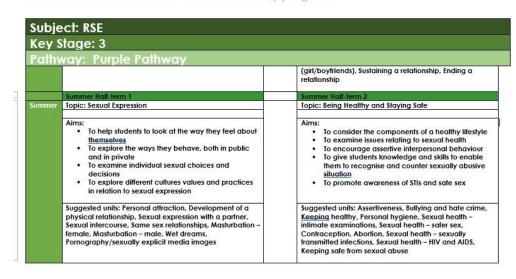
Sutherland House School: Curriculum Mapping- RSE



Sutherland House School: Curriculum Mapping- RSE



Sutherland House School: Curriculum Mapping-RSE



Appendix 2 – Right to Withdrawal Form

Withdrawal from Sex Education Form					
Name of Child: Class:					
Name of Date:					
Reason for withdrawing from sex education:					
Any other information you would like the school to consider:					
Parent Signature:					

To be completed by the school				
Agreed actions from discussion with parents/carers:				