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Relationships, Health and Sex Education Policy

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| Signed by: | | | |
| E.A.Johnson | Headteacher | Date: | 18.1.24 |
| Sharon Redhead | Chair of governors | Date: | 18.1.24 |

Updated January 2024

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**Statement of intent**

At Dryden School, we understand the importance of educating pupils about sex and relationships. Teaching about building positive relationships with others is an extremely important part of everyday life at school and is done both through specific teaching and learning in lessons and reinforced continually at lunchtimes, breaktimes and assemblies etc. We aim to instil self-esteem, confidence and to give all our pupils a voice and to equip them with an appropriate level of knowledge to allow them to approach the challenges they will face with confidence. Our policy and curriculum will support them to make responsible and well-informed decisions in their lives as well as empowering them to make good and safe choices. We understand that safeguarding is particularly important for our pupils who are potentially more vulnerable to exploitation and bullying because of their SEND need.

Furthermore, Relationships Education and RSE can also be particularly important subjects for some pupils; for example those with Social, Emotional and Mental Health needs or learning disabilities. Such factors should be taken into consideration in designing and teaching these subjects. There may be a need to tailor content and teaching to meet the specific needs of pupils at different developmental stages. As with all teaching for these subjects, staff will ensure that their teaching is sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law.

The DfE’s guidance, ‘Relationship and Sex Education Guidance’, defines this programme as: “Learning about physical, moral and emotional development; understanding the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and health.”

The programme will be taught objectively and does not intend to promote any form of sexual orientation.

**Aims and Objectives**

The sex education and relationship programme is an opportunity for pupils to:

· Develop an understanding of sex, sexuality and relationships.

· Develop a range of appropriate personal skills.

The aims will be achieved through developing an understanding of:

· A range of values and moral issues including the importance of family life.

· The biological facts related to human growth and development, including reproduction.

· The importance of healthy relationships.

# Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

* Section 80A of the Education Act 2002
* Equality Act 2010
* Children and Social Work Act 2017
* The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
* DfE (2013) ‘Science programmes of study: key stages 1 and 2’
* DfE (2019) ‘Relationships Education, Relationships and Sex Education (RSE) and Health Education’
* DfE (2021) ‘Teaching about relationships, sex and health’
* DfE (2023) ‘Keeping children safe in education 2023’
* This policy has been developed using guidance from the Department for Education issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996 and Relationships Education, Relationships and Sex Education (RSE) and Health Education 2020 paper.
* The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education.
* This guidance also sets out both the rights of parents/carers to withdraw pupils from sex education (but not Relationships or Health Education) and the process that head teachers should follow in considering a request from a parent. Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.
* At Dryden School the religious background of pupils is taken into account when planning and teaching, so that the topics that are included in the core content in this guidance are appropriately handled and complies with the relevant provisions of the Equality Act 2010, under which religion or belief are amongst the protected characteristics.

This policy operates in conjunction with the following school policies:

* Child Protection and Safeguarding Policy
* Behaviour Policy
* SEND Policy
* Inclusion Policy
* Pupil Equality, Equity, Diversity and Inclusion Policy
* Staff Equality, Equity, Diversity and Inclusion Policy
* Child-on-child Abuse Policy
* Pupil Confidentiality Policy
* Anti-bullying Policy
* Social, Emotional and Mental Health (SEMH) Policy
* Online Safety Policy
* Visitor Policy
* School Improvement Plan (SIP)

# Roles and responsibilities

The governing board is responsible for:

* Playing an active role in monitoring, developing and reviewing the policy and its implementation in school.
* Appointing a link governor for RHE/PHSE who supports the school and monitors any aspects of RHE included within the SIP
* Strategically overseeing that the curriculum is well led, effectively managed and well planned.
* Through conversations with SLT and observation, evaluating the quality of provision through regular and effective self-evaluation.
* Through conversations with SLT and observation, ensuring teaching is delivered in ways that are accessible to all pupils with SEND.
* Ensuring the Head Teacher provides clear information for parents on subject content and their rights to request that their children are withdrawn.
* Creating and keeping up-to-date a separate written statement of this policy and ensuring the statement is published on the school’s website and provided free of charge to anyone who requests it.
* Assured by Head Teacher that all staff receive ongoing training on issues relating to PSHE and RHE and how to deliver lessons on such issues.
* Assured by Head Teacher that all staff are up to date with policy changes, and familiar with school policy and guidance relating to RHE.

The Head Teacher is responsible for:

* The overall implementation of this policy.
* Ensuring adequate time on school timetable to deliver RHE as a statutory curriculum subject.
* Providing support to staff members who feel uncomfortable or ill-equipped to deal with the delivery of RHE to pupils; for example, if staff do not feel that their training has been adequate or that aspects of the curriculum conflict with their religious beliefs.
* Ensuring that parents are fully informed of this policy and the RHE resources are available to parents beforehand.
* Reviewing requests from parents to withdraw their children from the subjects.
* Discussing requests for withdrawal with parents.
* Organising alternative education for pupils, where necessary, that is appropriate and purposeful.
* Reporting to the governing board on the effectiveness of this policy.
* Reviewing this policy on an annual basis.

The RHE subject leader is responsible for:

* Overseeing the delivery of the subjects.
* Ensuring that staff values and attitudes will not prevent them from providing a balanced RHE in school.
* Providing the agreed vocabulary to be used during the lessons to ensure a consistent approach.
* Ensuring the subjects are age-appropriate and high-quality and up-to-date.
* Ensuring teachers are provided with adequate resources to support teaching of the subjects.
* Ensuring the school meets its statutory requirements in relation to the relationships, and health curriculum.
* Ensuring the relationships and health curriculum is inclusive and accessible for all pupils.
* Liaising and working in partnership with parents and carers to support further conversations at home and to share the resources ahead of teaching upon request.
* Monitoring and evaluating the effectiveness of the subjects and providing reports to the Head Teacher

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| **Name** | **Job title** |
| Elizabeth Johnson | Head Teacher |
| Claire Lapworth | Deputy/SENCO |
| Jenni Arrowsmith | PHSE Lead |

The SENCO is responsible for:

* Advising teaching staff how best to identify and support pupils’ individual needs.
* Advising staff on the use of TAs in order to meet pupils’ individual needs.
* Ensuring that the needs of all groups of pupils are taken into consideration in designing and teaching these subjects.

The appropriate teachers are responsible for:

* Delivering a high-quality relationships and health curriculum for pupils with SEND in line with statutory requirements.
* Using a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils.
* Ensuring they do not express personal views or beliefs when delivering the programme.
* Modelling positive attitudes to relationships, sex and health.
* Responding to any safeguarding concerns in line with the Child Protection and Safeguarding Policy.
* Liaising with the SENCO to identify and respond to individual needs of pupils with SEND.
* Working with the RHE subject leader to evaluate the quality of provision.

In line with the responsibilities outlined in the list above, teachers who will be delivering RHE

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| **Name** | **Job title** |
| Melanie Fryer | Teacher/TLR |
| Jenni Arrowsmith | Teacher/TLR |
| Alex McGregor | Teacher |
| Amy Richardson | Teacher/TLR |
| Liam Robson | Teacher/TLR |
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Parents are responsible for:

* Enabling their children to grow and mature and to form healthy relationships.
* Supporting their children through their personal development and the emotional and physical aspects of growing up.
* Ensuring that they are aware of aspects of the curriculum, including when it is going to be delivered and the content.
* Supporting their children’s personal, social and emotional development, by working with the school to create an open home environment where pupils can engage, discuss and continue to learn about matters that have been raised through school PSHE.
* Seeking additional support in this from the school where they feel it is needed.

# Organisation of the curriculum

Every school is required to deliver statutory relationships education and health education. The delivery of the relationships education and of health education coincide with one another and will be delivered as part of the school’s PSHE curriculum.

The school will consult with parents, pupils and staff in the following ways:

* **Questionnaires and surveys**
* **Newsletters and letters**

Any parent, teacher or pupil wishing to provide feedback about the curriculum can do so at any time during the academic year by:

* **Organising a meeting with the Head Teacher.**
* **Emailing drydenschool@gateshead.gov.uk.**
* **Submitting written feedback into the suggestions box in the school office.**

# Consultation with parents

The school understands the important role parents play in enhancing their children’s understanding of relationships and health and how important parents’ views are in shaping the curriculum. The school will provide parents with frequent opportunities to understand and ask questions about the school’s approach to RHE.

The school will consult closely with parents when reviewing the content of the school’s RHE curriculum and will give them regular opportunities to voice their opinions. The school will use the views of parents to inform decisions made about the curriculum content and delivery; however, parents will not be granted a ‘veto’ on curriculum content, and all final decisions will be made by school. The school will permit parents access to all curriculum materials and the school will not enter into contracts with outside providers that seek to prevent parents from seeing materials.

Parents will be provided with the following information:

* The content of the relationships and health curriculum
* The delivery of the relationships and health curriculum, including what is taught in each year group
* The legalities surrounding withdrawing their child from the subjects
* The resources that will be used to support the curriculum

The school aims to build positive relationships with parents by inviting them into school to discuss what will be taught, address any concerns, and help parents in managing conversations with their children on the issues covered by the curriculum. Parents will also be consulted in the review of this policy and encouraged to provide their views at any time.

**Right to be excused from Sex Education (commonly referred to as the right to withdraw)**

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Before granting any such request, a member of SLT should meet to discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. Dryden School will document this process to ensure a record is kept using CPOMS. It is to include the staff discussing with parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers’ version of what was said in the classes, rather than what was directly said by the teacher.

Once those discussions have taken place, except in exceptional circumstances, Dryden School will respect the parents’ request to withdraw the child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those terms. However there may be exceptional circumstances where the senior leadership team would want to take a pupil’s specific needs arising from their SEND into account when making this decision. The approach outlined above should be reflected in the school’s policy on RSE. There is no right to withdraw from Relationships Education or Health Education.

Working with external agencies

Working with external organisations can enhance delivery of subjects, bringing in specialist knowledge and different ways of engaging with young people. As with any visitor, schools are responsible for ensuring that they check the visitor or visiting organisation’s credentials. Schools should also ensure that the teaching delivered by the visitor fits with their planned programme and their published policy. It is important that schools discuss the detail of how the visitor will deliver their sessions and ensure that the content is age-appropriate and accessible for the pupils. Schools should ask to see the materials visitors will use as well as a lesson plan in advance, so that they can ensure it meets the full range of pupils’ needs (e.g. special educational needs, sensory needs etc). It is important to agree how confidentiality will work in any lesson and that the visitor understands how safeguarding reports should be dealt with in line with school policy. Use of visitors should be to enhance teaching by an appropriate member of the teaching staff, rather than as a replacement for teaching by those staff.

# Delivery of the curriculum

The relationships and health curriculum will be delivered as part of our PSHE curriculum (some elements of biology will be part of Science Curriculum).

The school will ensure that keeping children safe and preventative education remain at the heart of PSHE subjects.

Relationship and Sex Education

The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It will enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It will also cover developing intimate relationships and resisting pressure to have sex (and not applying pressure). It will teach what acceptable and unacceptable behaviour in relationships is (including friendship relationships and relationships with family members). This will help pupils understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed. The teacher will make decisions about what is appropriate and what isn’t for different students. RSE does not encourage early sexual experimentation. It will teach young people to understand human sexuality (where appropriate) and to respect themselves and others.

Knowledge about safer sex, sexual relationships and sexual health remains important to ensure that young people are equipped to make safe, informed and healthy choices as they progress through adult life. This will be delivered in a non-judgemental, factual way and allow scope for young people to ask questions in a safe environment.

RSE will provide clear progression from what is taught in primary school in Relationships Education. Teachers should build on the foundation of Relationships Education and, as pupils grow up, at the appropriate time extend teaching to include intimate relationships. Alongside being taught about intimate relationships, pupils will also be taught about family relationships, friendships and other kinds of relationships that are an equally important part of becoming a successful and happy adult. This teaching will enable pupils to distinguish between content and experiences that exemplify healthy relationships and those that are distorted or harmful.

Pupils will understand the benefits of healthy relationships to their mental wellbeing and self-respect. Through gaining the knowledge of what a healthy relationship is like, they can be empowered to identify when relationships are unhealthy. They should be taught that unhealthy relationships can have a lasting, negative impact on mental wellbeing.

RSE is underpinned by a wider, deliberate cultivation and practice of resilience and character in the individual. These should include character traits such as belief in achieving goals and persevering with tasks, as well as personal attributes such as honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice, underpinned by an understanding of the importance of self-respect and self-worth.

Pupils will be taught the facts and the law about sex, sexuality, sexual health and gender identity in an age-appropriate and inclusive way. All pupils should feel that the content is relevant to them and their developing sexuality. Sexual orientation and gender identity will be explored at a timely point and in a clear, sensitive and respectful manner. When teaching about these topics, it must be recognised that young people may be discovering or understanding their sexual orientation or gender identity. There will be an equal opportunity to explore the features of stable and healthy same-sex relationships. This will be integrated appropriately into the RSE programme, rather than addressed separately or in only one lesson.

Grooming, sexual exploitation and domestic abuse, including coercive and controlling behaviour, will also be addressed sensitively and clearly and at a level suitable for the students in the group. Pupils may also need support to recognise when relationships (including family relationships) are unhealthy or abusive (including the unacceptability of neglect, emotional, sexual and physical abuse and violence, including honour-based violence and forced marriage) and strategies to manage this or access support for oneself or others at risk. Dryden School is aware that for pupils who are or have experienced unhealthy or unsafe relationships at home or socially, the school has a particularly important role in being a place of consistency and safety where they can easily speak to trusted adults, report problems and find support. Regular planning meetings are to take place with CPOMS, staff and outside agencies to support and assist sensitive situations. The lead teacher will work closely with colleagues in related curriculum areas to ensure Relationships Education, RSE and Health Education programmes complement, and do not duplicate, content covered in national curriculum subjects such as citizenship, science, computing and PE. Included in our 5 year PSHE rolling programme are units focussing on domestic violence and domestic abuse. These have been designed with the support of Northumbria Police and the Encompass Scheme.

Internet safety will also be addressed. Pupils will be taught the rules and principles for keeping safe online. This will include how to recognise risks, harmful content and contact, and how and to whom to report issues. Pupils will have a strong understanding of how data is generated, collected, shared and used online, for example, how personal data is captured on social media or understanding the way that businesses may exploit the data available to them.

Some pupils are also exposed to harmful behaviours online, and via other forms of media, which may normalise violent sexual behaviours. A focus on healthy relationships and broader Relationships Education can help young people understand acceptable behaviours in relationships.

Families

Pupils should know:

* that there are different types of committed, stable relationships.
* how these relationships might contribute to human happiness and their importance for bringing up children.
* what marriage is.
* why marriage is an important relationship choice for many couples and why it must be freely entered into.
* the characteristics and legal status of other types of long-term relationships.
* the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.
* how to determine whether other children, adults or sources of information are trustworthy, judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others’ relationships), how to seek help or advice, including reporting concerns about others, if needed.

Respectful relationships, including friendships

Pupils should know:

* the characteristics of positive and healthy friendships, in all contexts including online, such as: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict
* reconciliation and ending relationships, this includes different (non-sexual) types of relationship
* practical steps they can take in a range of different contexts to improve or support respectful relationships
* how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (for example, how they might normalise non-consensual behaviour or encourage prejudice)
* 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 people in positions of authority and due tolerance of other people’s beliefs
* about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help
* what constitutes sexual harassment and sexual violence and why these are always unacceptable
* the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal

Online and media

Pupils should know:

* their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online
* about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online
* not to provide material to others that they would not want shared further and not to share personal material which is sent to them
* what to do and where to get support to report material or manage issues online
* the impact of viewing harmful content
* that specifically sexually explicit material, for example pornography, presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners
* that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail
* how information and data is generated, collected, shared and used online
* not everyone online is who they say they are

Safeguarding, reports of abuse and confidentiality

Good practice allows children an open forum to discuss potentially sensitive issues. Such discussions can lead to increased safeguarding reports. Children should be made aware of how to raise their concerns or make a report and how any report will be handled. This should include processes when they have a concern about a friend or peer.

Good practice would be to involve the Designated Safeguarding Lead (or a deputy) in anything that is safeguarding-related in the context of these subjects.

Safegaurding

The safeguarding policy will be followed at all times.

Staff know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the Designated Safeguarding Lead (or deputy) and children’s social care. Staff should never promise a child that they will not tell anyone about a report of abuse, as this may ultimately not be in the best interests of the child. Where an external agencies is asked to support delivery of these subjects, they must agree in advance of the session how a safeguarding report should be dealt with by the external visitor. It is important that children understand how confidentiality will be handled in a lesson and what might happen if they choose to make a report.

If teachers have concerns about a specific pupil in relation to self-harm or suicidal ideation or attempts, they must follow safeguarding procedures.

Personal Health Education

Mental wellbeing

Pupils should know:

* How to talk about their emotions accurately and sensitively, using appropriate vocabulary
* That happiness is linked to being connected to others
* How to recognise the early signs of mental wellbeing concerns
* Common types of mental ill health (e.g. anxiety and depression)
* How to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others’ mental health
* The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness

Internet safety and harms

Pupils should know:

* The similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image or how people may curate a specific image of their life online); over-reliance on online relationships including social media; the risks related to online gambling including the accumulation of debt; how advertising and information is targeted at them; and how to be a discerning consumer of information online
* How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours

Physical health and fitness

Pupils should know:

* The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress
* The characteristics and evidence of what constitutes a healthy lifestyle and maintaining a healthy weight (including the links between an inactive lifestyle and ill health, such as cancer and cardio-vascular ill health)
* About the science relating to blood, organ and stem cell donation

Healthy eating

Pupils should know:

* How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer

Drugs, alcohol and tobacco

Pupils should know:

* The facts about legal and illegal drugs and their associated risks, including the link to serious mental health conditions
* The law relating to the supply and possession of illegal substances
* The physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood
* The physical and psychological consequences of addiction, including alcohol dependency
* Awareness of the dangers of drugs which are prescribed but still present serious health risks
* The facts about the harms from smoking tobacco (particularly the risk to lung cancer), the benefits of quitting and how to access support to do so

Health and prevention

Pupils should know:

* About personal hygiene, germs (including bacteria and viruses e.g. colds, coronovirus), how they are spread, treatment and prevention of infection, and about antibiotics
* About dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist
* In late secondary, the benefits of regular self-examination and screening
* The facts and science relating to immunisation and vaccination
* The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn

Basic first aid

Pupils should know:

* Basic treatment for common injuries
* How to call the emergency services
* How to put someone in the recovery position

Changing adolescent bodies

* Key facts about puberty, the changing adolescent body and menstrual wellbeing
* The main changes which take place in males and females, and the implications for emotional and physical health

# Equality and accessibility

The school understands its responsibilities in relation to the Equality Act 2010; specifically, that it must not unlawfully discriminate against any pupil based on their protected characteristics.

The school is committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum. The school will ensure that RHE programme is inclusive, and caters to the needs, of pupils with SEND or other support needs, such as those with SEMH needs.

Provisions under the Equality Act 2010 allow our school to take positive action, where it can be evidenced to be proportionate, to respond to particular disadvantages affecting a group because of a protected characteristic. For example, we could consider taking positive action

In order to foster healthy and respectful peer-to-peer communication and behaviour between all pupils, the school implements a robust Behaviour Policy, as well as a Child Protection and Safeguarding Policy, which sets out expectations of pupils.

The school understands that RHE may include topics which are triggers for teaching staff, and could relate to historic, recent, or current trauma. If this is the case, the school encourages staff to approach their line manager or the wellbeing lead to discuss this.

# Curriculum links

The school seeks opportunities to draw links between RHE and other curriculum subjects wherever possible to enhance pupils’ learning. RHE will be linked to the following subjects in particular:

* **Science** – pupils learn about the main external parts of the body and changes to the body as it grows from birth to old age, including puberty.
* **Computing and ICT** – pupils learn about e-safety, including how to use technology safely, responsibly, respectfully and securely, how to keep personal information private and how to access help and support.
* **PE** – pupils explore various physical activities, are physically active for sustained periods of time, engage in competitive sport and understand how exercise can lead to healthier lifestyles.
* **Citizenship** – pupils learn about the requirements of the law, their responsibilities and the possible consequences of their actions.
* **PSHE** – pupils learn about respect and difference, values and characteristics of individuals.

# Behaviour

The school aims to foster a culture based on mutual respect and understanding for one another, and as such, has a zero-tolerance approach to bullying. Any bullying incidents caused as a result of the RHE programme, such as those relating to sexual orientation, will be dealt with as seriously as other bullying incidents within the school.

# Staff training

All staff members at the school will undergo training to ensure they are up-to-date with the RHE programme and associated issues..

Training of staff will also be scheduled around any updated guidance on the programme and any new developments, such as ‘sexting’, which may need to be addressed in relation to the programme.

# Confidentiality

The school will aim to provide a safe and supportive school community where pupils feel comfortable seeking help and guidance on anything that may be concerning them about life either at school or at home. Training around confidentiality will be provided to all teachers.

It may be the case that discussion around what is acceptable and not acceptable in relationships may lead to the disclosure of a child protection issue. If this is the case, the school’s Child Protection and Safeguarding Policy should be followed.

Pupils will be informed prior to delivery of RHE lessons that confidentiality will remain unless school staff feel that a child is at risk of harm. This information will need to be passed on to the DSL and the pupils will be informed of the procedure. Staff who breach the right to a child’s privacy by disclosing or sharing confidential information with no reason to do so will be dealt with under the school’s Disciplinary Policy and Procedure.

# Quality of education

The RHE subject leader is responsible for monitoring the quality of teaching and learning for the subjects which will include a mixture of the following:

* Self-evaluations
* Lesson observations
* Topic feedback forms
* Learning walks
* Work scrutiny

The RHE subject leader will create annual subject reports for the headteacher and governing board to report on the quality of the subjects. They will also work regularly and consistently with the headteacher and RHE link governor, e.g. through review meetings, to evaluate the effectiveness of the subjects and implement any changes.

# Monitoring and review

The governing board is responsible for approving this policy.

This policy will be reviewed on a regular basis by the RHE subject leader and headteacher. The next scheduled review date for this policy is Spring 2025. This policy will also be reviewed in light of any changes to statutory guidance; feedback from parents, staff or pupils; and issues in the school or local area that may need addressing.

Any changes made to this policy will be communicated to all staff, parents and, where necessary, pupils.