



**HORRIS HILL
SCHOOL**

RE, RSE and Health Education Policy

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SCHOOL

Relationships Education (RE), Relationships and Sex Education (RSE) and Health Education Policy : 2022-2023

Horris Hill recognises its responsibility to promote positive relationships amongst its pupils, to help pupils understand the world in which they are growing up and to prepare pupils for the opportunities, responsibilities and experiences of adolescent and adult life. Horris Hill seeks to provide a safe and stimulating environment which will enable pupils to learn about spiritual, moral, cultural, mental, physical and emotional development.

RSE begins at a very early age and, while much of it is learnt from parents, it is also received from friends, books, magazines, television, internet, music, films and so on. Some of this information can be incorrect, confusing or frightening. RSE in school provides a secure framework and environment in which pupils can be given the facts using appropriate materials. It also allows them to develop necessary personal skills and a positive attitude to physical and emotional health and well-being and moral development.

The aim of RSE is to teach pupils the fundamental building blocks and characteristics of positive relationships with particular reference to friendships, family relationships and relationships with other children and with adults. The principles of positive relationships also apply in the online world.

The aim of RSE is also to provide pupils with age appropriate information, to explore attitudes and values and develop skills to empower them to make positive decisions about themselves. This will help pupils respect themselves and others and allow them to move with confidence from childhood through adolescence into adulthood by putting in place the building blocks needed for positive and safe relationships of all kinds, starting with family and friends, and moving out to other kinds of relationships, including online. We consider this aspect of RSE to be of particular importance given the nature and substance of testimonies on 'Everyone's

Invited' and the findings of the 2021 OFSTED review into those testimonies which concluded, amongst other findings, that children believed not enough education was being delivered in schools around the topics of consent, sexual harassment and sexual violence.

RSE should contribute to promoting the spiritual, moral, cultural, mental and physical development of pupils. It should stress the importance of relationships and family life, stable and loving interactions, respect, love and care and the teaching of sex, sexuality and sexual health. The personal beliefs and attitudes of teachers or other teaching staff will not influence the teaching of sex and relationship education in school. Teachers and all of those contributing to RSE are expected to work within an agreed values framework, which represents the values held in common by the whole school community.

Horris Hill will help pupils :

- Value and respect themselves
- Value and respect others for who they are
- Value healthy, stable and caring relationships based on mutual respect as the basis of a society in which people care for one another
- Value and respect difference in religion, culture, sexual orientation, physical and mental ability and social background
- Value and respect their own and others' rights as outlined in the Rights and Responsibilities published document
- Value discussion so that pupils can be active participants and gain confidence in talking about relationships, health and mental well-being

The Organisation of RSE

RSE is taught within the PSHE programme and Form Tutors are responsible for delivering the lessons. Biological aspects of RSE are taught within the Science curriculum and some moral aspects are taught within the TPR curriculum. In Year 8 additional aspects of sexual health and substance abuse are delivered by Health Centre staff within the Leavers' Programme together with practical demonstrations of First Aid. In the Lower school, RE is taught by Form Teachers.

Difficult Questions

Clear boundaries for questioning are established and ground rules set in place, determining what is appropriate and inappropriate. Where possible (and appropriate), teachers will endeavour to answer pupils' questions honestly and openly. However, if a pupil asks a question that a teacher is not comfortable with answering, then a provision will be made to ensure the needs of that pupil are met. If a pupil asks a question that raises a safeguarding concern, the

teacher will report this to the Designated Safeguarding Lead in line with the school's Safeguarding Policy.

Relationships and Sex Education (RSE) Years 7-8

Part 1 : Definition of Relationships, Sex and Health Education (Years 7 & 8)

Relationships and Sex Education (RSE) together with Health Education for Years 7 and 8 is learning about the emotional, social and physical aspects of growing up, relationships, sex, sexuality and sexual health in an age appropriate, factual and non-judgmental manner. Some aspects of RSE are delivered within the science curriculum, and others are delivered as part of PSHE or the wider curriculum. The delivery of RSE should therefore be set within the whole school context and complement and be supported by the wider academic curriculum, by the school's wider policies and documentation, through Form Tutor sessions, and in the sporting, musical, artistic and boarding environments.

The policy and its contents should equip pupils with the information, skills and positive values to have safe, fulfilling relationships and to take responsibility for their physical, mental and sexual health and well-being. Teachers have had training in the delivery of RSE. Health Centre paediatric trained staff will form part of the teaching team.

Part 2 : RSE Subject Content : Years 7-8

By the end of Year 8 pupils will have covered

- Families : different types of family units, marriage/civil partnerships and the law
- Families : Roles and responsibilities of parents/carers
- Respectful relationships : recognise healthy and unhealthy relationships
- Online, the media and being safe
- The law on Consent, what consent looks like, assumptions surrounding consent and recognising cues
- Sexual Harassment and Sexual Violence
- Sexual health, contraception, being safe and respect (delivered as part of the formal Year 8 Leavers' Programme by Health Centre staff)
- Stereotyping and discrimination including sexual orientation and gender identity including LGBTQ, with reference to the Equality Act 2010 and the Protected Characteristics
- Reproduction and how Puberty can affect emotions (delivered as part of the Science curriculum)

- Physical Health and mental well being : equal parts to healthy lifestyle
- Healthy routines and influences on health
- Aspirations, career choices and future goals
- The dangers of drugs, alcohol and tobacco abuse (delivered as part of the formal Year 8 Leavers' Programme by Health Centre staff)
- Basic First Aid including treatment for common injuries, how to administer CPR and the purpose of defibrillators (delivered as part of the formal Year 8 Leavers' Programme by Health Centre staff)

Relationships Education (RE) Years 3-6

Part 3 : Relationships and Health Education Subject Content : Years 3-6

By the end of Year 6 pupils will have covered

- Families and people who care : Healthy family life, marriage and civil partnerships
- Caring friendships : Respecting others, tolerance, trust and understanding
- Online relationships : Keeping safe online
- Being Safe : Respecting boundaries, appropriate and inappropriate behaviour, asking for advice and help
- National Curriculum KS2 content in Science regarding life cycles and physical and emotional changes that occur during adolescence
- Physical health and mental well being : Healthy physical lifestyle and healthy eating
- Basic First Aid and how to call for help to the emergency services if necessary
- Puberty : The changes that take place (Years 5 & 6 Science curriculum)

Part 4 : Delivery of the RSE and Health programme including delivery to SEND pupils

Relationships and Sex Education (RSE), together with Health Education must be accessible to all secondary age pupils. The programme should also be mindful that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND.

Delivery of the programme as outlined in the contents will be via classroom teaching in a range of curriculum areas such as PSHE, Science, PE and Religious Studies, through assemblies, chapel readings, lectures, pupil boarding and food committees, the awarding of pupil responsibilities and via displays around the school. The framework used for the programme of study and its delivery is a model from the PSHE Association.

Any use of visitors will be used to enhance the teaching of a member of staff and not be used as a replacement for it.

Part 5 : Working with Parents

The role of parents in the development of their children's understanding about relationships is vital. The school will work with parents with regard to the RSE and Health Education programme and ensure parents know what will be taught. As such, the policy will be available on the school's website and on hard copy upon request.

Part 6 : Parental Request for child to be excused/withdrawn from sex education

Whilst parents will not be able to withdraw their child from relationships education, parents will be able to request withdrawal of their child from sex education. The Headmaster will automatically grant a request to withdraw a pupil from any sex education delivered at the primary age range other than as part of the science curriculum which may include content on human development and features of life cycles which are common to all animals. Before granting any request for withdrawal in the secondary age range ie Years 7 and 8, other than as part of the science curriculum which may include content on human development, including reproduction, it would be good practice for the Headmaster to discuss the request with the parent. Once those discussions have taken place, outlining the benefits of receiving this important aspect of the RSE programme, unless there are exceptional circumstances, the school should respect the parental request. For those pupils alternative provision will be made.

Part 7 : Complementary school policies, practices and documentation

This policy can be read in conjunction with the School's PHSE Programme of Study and Curriculum Policy. Other policies and procedures that inform this RSE Policy are listed below.

- The Safeguarding and Child Protection Policy
- The Bullying Policy
- The Good Behaviour and Sanctions Policy
- The Online Safety Policy
- The Boarding Aims and Principles Statement
- The Rights and Responsibilities Document
- The Online Safety Booklet

- Digital Parenting Guide to Parents
- Safeguarding Briefings to Parents
- Safeguarding Briefings to Staff
- The PSHE Programme of Study
- The PSHE Policy
- The Monitors Guide
- The Boarding Council
- The Food Committee
- Form Tutor sessions & assemblies

Part 8 : PSHE/RSE Programme outline Years 7 & 8

The programme outline below makes use of the model from the PSHE Association. It divides the content into three sections, Relationships, Living in the Wider World and Health and Wellbeing. Within this framework pupils will have the opportunity to discuss areas of particular relevance to them, whether within the area of school life or the wider world, in a non-threatening environment. Content will also be customised through taking into account the school’s aims and ethos. Children will be encouraged to take responsibility for themselves and each other and the promotion of personal qualities that allows them to get the best from each other and their surroundings will form a crucial part of the learning experience.

	Autumn 1 Health & wellbeing	Autumn 2 Living in the wider world	Spring 1 Relationships	Spring 2 Health & wellbeing	Summer 1 Relationships	Summer 2 Living in the wider world
Year 7	Transition and safety Transition to secondary school and personal safety in and outside school, including first aid	Developing skills and aspirations Careers, teamwork and enterprise skills, and raising aspirations	Diversity Diversity, prejudice, and bullying	Health and puberty Healthy routines, influences on health, puberty, unwanted contact, and FGM	Building relationships Self-worth, romance and friendships (including online) and relationship boundaries	Financial decision making Saving, borrowing, budgeting and making financial choices
Year 8	Drugs and alcohol Alcohol and drug misuse and pressures relating to drug use	Community and careers Equality of opportunity in careers and life choices, and different types and patterns of work	Discrimination Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia	Emotional wellbeing Mental health and emotional wellbeing, including body image and coping strategies	Identity and relationships Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception	Digital literacy Online safety, digital literacy, media reliability, and gambling hooks