



Hill House School Policy

Relationships and Sex Education RSE

Hill House School is committed to supporting students' personal and social development by helping them to develop the skills and understanding they need to live confident, safe, healthy and independent lives. Underpinning the PSHE/RSE curriculum is the school's ethos which gives a high priority to positive relationships between all members of the community. Whilst our policy is to raise standards and expectations for all, the school treats all students as individuals, recognising and respecting individual needs, interests and abilities.

Legal Status/ Statutory Requirements

From September 2020 there has been a statutory obligation for schools to deliver Relationships and Sex Education.

DFE policy statement: Relationships Education, Relationships and Sex education, and Personal, Social, Health and Economic education March 2017

“Given the increasing concerns around child sexual abuse and exploitation and the growing risks associated with growing up in a digital world, there is a particularly compelling case to act in relation to student safety. That is why the amendment places a duty now on the Secretary of State to make Relationships Education and RSE statutory through regulations.”

In addition our PSHE/RSE curriculum;

- Complies with Part 2, paragraph 5 of the Education (Independent School Standards Compliance Record) (England) (Amendment) Regulations.
- section 34 of the Children and Social work act 2017.

Applies to

- The whole school inclusive of activities outside of the normal school hours;
- All staff (teaching and support staff), the proprietor and volunteers working in the school.

Related Documents

- The Teaching and Learning Policies, the Safe Guarding Policies; Child Protection, E-Safety and Anti-Bullying

- Spiritual Moral Social and Cultural Policy, Personal Social Health and Economic Education and Citizenship Programme
- Equality and Diversity Policy, Inclusion Policy, Special Educational Needs and Disability (SEND) Policy

Availability

This policy is made available online to parents, carers, staff, students and all stakeholders.

Background Information

Hill House is an 11-19 co-educational Independent School. This policy and curriculum approach has evolved through consultation involving students, parents, staff, and appropriate external stakeholders. All views were taken into account when developing this policy and any associated curricular input.

The young people in our school are more likely to have disrupted educational experiences and to have missed out on key aspects of the curriculum including relationship and sex education. This could mean that their access to sources of information may be limited through lack of knowledge. They may:

- Have missed out on school relationships and sex education due to frequent changes in educational placements;
- have limited guidance and support on relationships and sex from parents or family;
- have been exposed to sexual/physical abuse leading to low self-esteem or inappropriate behaviour;
- lack the necessary skills and confidence to negotiate and sustain positive relationships;
- have difficulty with communicating their thoughts and feelings about sex and relationship issues.

What is Relationships and Sex education?

RSE is defined as the emotional, social and cultural development of students, and involves learning about relationships including sex education, sexual health, sexuality, healthy lifestyles, issues relating to Child on Child harm, diversity and personal identity. It involves a combination of sharing information, and exploring issues and values. At Hill House School, RSE is not about the promotion of sexual activity but a greater understanding of the ways to stay safe in this area. It is taught as part of the broader PSHE curriculum.

RSE is part of lifelong learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. Relationships and Sex, within the PSHE curriculum, aims to give children and young people essential skills for building positive, enjoyable, respectful and non-exploitive relationships and the skills to stay safe both in the physical and online world. It enables the students to explore their own and others attitudes and values and builds their self-esteem and confidence to view their own and others relationships and sexuality positively. The RSE curriculum is intended to promote the students voice so they feel able to communicate positively about relationships and to be able to understand and express their feelings regarding issues around child on child harm.

RSE does involve teaching about sex, sexuality, and sexual health. It is not about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching. Effective RSE is crucial to developing and maintaining emotional and physical health and is essential if young people are to make responsible and well-informed decisions about their lives as they move from childhood through adolescence into adulthood.

Aims of the PSHE/RSE curriculum;

- To develop knowledge and understanding of positive and healthy relationships
- To promote the students voice so they feel able to communicate positively about relationships and to be able to understand and express their feelings regarding issues around child on child harm.
- Make students aware of their rights especially in relation to their bodies
- Enable the development of social and relationship skills and protective behaviours
- Prepare the students for the physical and emotional changes of puberty
- Develop understanding of reproduction and birth within the context of loving and caring relationships
- Explore a range of attitudes, values and faith perspectives around aspects of relationships and sex
- Support the students to use the internet safely and to recognise the benefits and risks that it brings
- Develop students' skills around assessing risk and keeping safe
- Enable the students to gain the skills and understanding to support the development of healthy bodies and minds
- Enable students to recognise and manage their emotions and to provide a toolkit for understanding and managing their emotions.
- Provide students with the knowledge and skills to access appropriate support
- Prepare students for the opportunities, responsibilities and experiences of later life
- Allow students to acknowledge and appreciate difference and diversity

- Create a positive culture around issues of sexuality and relationships
- Teach students the correct vocabulary to describe themselves and their bodies
- Promote the spiritual, moral, cultural, mental and physical development of all students.

Organisation

RSE is delivered as part of the wider PSHE curriculum but elements of RSE are embedded across curriculum areas, including Science. We recognise that some students will require further input and these will be delivered through smaller cross class/college groups. The school also recognise the individual levels both cognitively and developmentally and will address this individually through each young person having their own Relationship and Sex Education “RSE” plan. This individual RSE plan will be reviewed and updated on a termly basis.

Content

Students will learn at the appropriate level how good relationships can promote mental well-being, how to manage their feelings positively and how to manage changing relationships. They will learn about growing up and the benefits and challenges this life process presents. They will learn about their bodies and the changes that may take place and also how to deal with feelings and emotions relating to these changes. The students will learn about keeping safe both in the physical and online world. Importantly students will learn about and develop the skills to make more informed choices as part of their wider learning in preparation for adulthood.

Students will explore a wide range of topics relating to relationships and sex education through the PSHE curriculum and this will include;

Key Stage three;

PSHE KS3	Term 1	Term 2	Term 3	Term 4	Term 5
Year 1	Health and Wellbeing – My Changing Body	Relationships – Maintaining Respectful Relationships	Staying Safe – Cyberbullying	Law and Rights – Equality	PSHE – Making Choices and Democracy
Year 2	Health and Wellbeing – Healthy Eating	Relationships – Happiness	Staying Safe – Making Decisions and Finding Support	Law and Rights – Bullying	PSHE – Equality and Diversity
Year 3	Health and Wellbeing – Exercise and Physical Activity	Relationships – Boundaries and Conflict Management	Staying Safe – Giving and Withdrawing Consent	Law and Rights – Medication, Legal and Illegal Drugs	PSHE – My School and Helping Others

Key Stage four;

PSHE KS4	Term 1	Term 2	Term 3	Term 4	Term 5
Year 1	Health and Wellbeing – Keeping Our Bodies Healthy	Relationships – Tolerance and Kindness	Staying Safe – Managing Feelings	Law and Rights – Radicalisation and Criminal Behaviour	PSHE – Environmental and Global Issues
Year 2	Health and Wellbeing – Exercise and Anxiety	Relationships – Prejudice and Peer Pressure	Staying Safe – Making Decisions Online	Law and Rights – Bullying	PSHE – Fundraising and charity

Sixth Form;

PSHE 6 th Form	Term 1	Term 2	Term 3	Term 4	Term 5
Year 1	Health and Wellbeing – Reproductive Health and Risks	Relationships – Maintaining Positive Relationships	Staying Safe – Online	Law and Rights – Radicalisation	PSHE – Environment
Year 2	Health and Wellbeing – Health and Diet	Relationships – Recognising Unsafe Relationships	Staying Safe – Support Networks	Law and Rights – Digital Footprints	PSHE – Bank It, Save It
Year 3	Health and Wellbeing – Exercise and a Positive Mind	Relationships – Working Relationships and Community Living	Staying Safe – Drugs, Alcohol and Addiction	Law and Rights – Equality and Human Rights	PSHE – Living in Britain

Use of Materials

We will ensure that students are protected from teaching and materials, which are inappropriate, having regard to the age, emotional development, abilities and cultural background of the students concerned. We will also ensure that students are protected from accessing unsuitable materials on the Internet.

Specific Issues within RSE

The teaching of more specific areas such as ‘masturbation’, “menstruation” and ‘sex’ will be addressed on an individual need basis. A RSE referral will be made to the Senior Team in the first instance and this referral will be discussed in an MDT meeting. A written individual programme will be decided upon and drawn up in this meeting with parental and social worker input and agreement. The programme will include how the issue will be addressed what teaching and learning is needed and how this will be implemented and reviewed.

Withdrawal

Parents/Carers do not have the right to withdraw their children from relationships education provided at Hill House School except for those parts included in the non-statutory components of sex education within RSE.

Those parents/carers wishing to exercise this right are invited to contact the School to explore any concerns and discuss the impact that withdrawal from aspects of the PSHE/RSE curriculum may have on the child.

Individual plans referrals and subsequent plans for students are discussed in detail with the parents/carers, social worker and any other appropriate external partner and written or email consent is secured before any plan is carried out.

All parents/carers and social workers are informed of the purpose of RSE in the curriculum and are encouraged to give their responses.

(Example of message)

Dear Parents and Carers,

You will be aware that, as a part of your child’s educational experience at Hill House School, we aim to promote personal wellbeing and development through a comprehensive taught programme of Personal, Social and Health (PSHE) education that gives children and young people the knowledge, understanding, attitudes and practical skills to live healthy, safe, productive and fulfilled lives, both now and in the future.

As you may be aware, from September 2020 the Department for Education has made Relationships, Sex and Health Education (RSHE) compulsory in all schools. Along with other schools we have been implementing these changes including an ongoing review of the PSHE/RSE Curriculum.

What does the guidance around RSHE mean?

The guidance focuses on healthy relationships and keeping children safe in the modern world. It also covers a wide range of topics relating to physical and mental health, wellbeing, safeguarding and healthy relationships.

Learning about the emotional, social and physical aspects of growing up, it will give children and young people the information, skills and positive values to have safe, fulfilling relationships and will help them to have some understanding of the responsibility for their own well-being.

All of the sessions will be age-appropriate and will be suitably differentiated to meet the needs of all students in the class.

How will this be delivered?

This guidance will form part of our school's PSHE/RSHE education programme which is taught throughout the school in every year group and college and is monitored and reviewed by the Therapy and Senior Teams.

For more detail about our PSHE/RSHE curriculum offer, please visit the school's website: All teaching in PSHE/RSHE will take place in a safe learning environment and be underpinned by our school ethos and values. Using an inclusive communication approach we will encourage the students to ask questions to further their understanding and to find out more about what affects them personally.

What if I have questions?

As a school community, we are committed to working with parents. We welcome feedback and our very confident of your support for the relationships and sex education programme.

If you have any questions or would like to find out more about our PSHE/RSE curriculum please contact Greg Jagger greg.jagger@cambiagroup.com

Tel 01590672147

Yours sincerely,

Greg Jagger Deputy Head Education

Confidentiality and Child Protection

Teachers need to be aware that effective RSE education, which brings an understanding of what is and is not acceptable in a relationship, can lead to disclosure of a child protection issue.

If a member of the school's staff (teaching or non-teaching) suspects that a child is a victim of abuse or they have reason to believe that he/she is at risk of abuse, they must follow the Safeguarding Policy.

RSE lessons would encourage open dialogues at times and students should know, as far as possible, that staff cannot offer unconditional confidentiality if there is a suspected child protection issue.

When a member of staff who receives information where they believe there may be a child protection issue to be addressed, they should refer the case to the Designated Safeguarding Lead. They should also make clear to the student that they cannot guarantee confidentiality. The member of staff should ensure that the student understands that if confidentiality has to be broken they will be informed first.

Sexual Identity and Sexual Orientation

Hill House believes that RSE should meet the needs of all students regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support.

Child on child abuse and Harm

The RSE curriculum is intended to promote the students voice so they feel able to communicate positively about relationships and to be able to understand and express their feelings regarding issues around child on child harm.

Dissemination

This policy will be displayed on the School's website and training will be regularly delivered to staff on the policy content. The Principal facilitates the gathering of policy feedback from parents, staff and students on a regular basis.

Monitoring and Review

- This policy will be subject to continuous monitoring, refinement and audit by the Principal.

Principal of Hill House;
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November 2022

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