



Sunningdale School

Relationships Education and Health Education Policy

Introduction, Definition and Legal Requirements

In the Relationships Education, Relationships and Sex Education, and Health Education in England paper (2019), The DfE states that 'Relationships Education, Relationships Education and Health Education must be accessible for all pupils' and that ALL pupils are entitled to "high quality teaching that is differentiated and personalised'. Mainstream schools and special schools have a duty to ensure that children with SEND are properly included in Relationships Education saying that good quality Relationships Education:

'Is an entitlement for ALL young people regardless of gender, sexuality, religion, faith and those with physical, learning or emotional difficulties.'

(Children and Social Work Act 2017)

- Relationships Education is now compulsory in all primary schools in England. Relationships and Sex Education (RSE) is compulsory in all secondary schools. Health Education and Personal, Social, Health Education is also now a statutory subject.
- Throughout this policy we shall refer to the above as Relationships and Health Education.
- This policy also addresses the requirements and strategies set out in the Education Act 1996.

Rationale for Relationships Education at Sunningdale School

- We want all our pupils at Sunningdale school to be independent, safe and to be able to lead happy, healthy, and successful lives. We know that Relationships Education is crucial to safeguarding our children. Good quality Relationships Education aims to equip children and young people with the information, skills, and values they need to have safe, fulfilling, and enjoyable relationships. It teaches them to take responsibility for their health and well-being. By teaching Relationships Education within the safe and nurturing environment of school, our pupils get the opportunity to explore who they are, the values that they have, their relationships and their future decisions.
- As a primary setting pupils at Sunningdale are taught the fundamental building blocks and characteristics of positive relationships. At this stage a particular focus is made to friendships, family relationships and relationships with others.
- Relationships education is additionally taught through self-care and the core area of physical development, health and well-being.
- Our guiding principles are led by the DFE guidance, stating that all content must be age appropriate and more importantly, developmentally appropriate. All PSHE and Relationships Education that is delivered through our curriculum pathways uses tailored content and teaching methods to suit the individual children. We ensure that teaching is sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law.

Management and organisation of Relationships Education

- The Governing Body has the responsibility to review and approve the Relationships Education Policy and curriculum that sits within the wider PSHE programme of study across school.
- The Headteacher and Senior Leaders offer supervision and support to the curriculum lead responsible for Relationships Education and acts on all Safeguarding concerns across school.
- The Relationships Education curriculum lead is responsible for all Relationships Education delivered within the wider curriculum of each pathway.
- The Relationships Education curriculum lead will also identify and meet any training needs amongst staff and ensure that all staff are kept up to date with developments and good practice.

- In some instances RSE may be used interchangeably with Relationships Education but Sunningdale School is aware that RSE is only compulsory in secondary schools. Relationships Education is offered to all pupils at Sunningdale School with the provision that RSE may be taught on an individual basis where necessary and agreed with parents/ carers and the senior leadership team.

Delivery of the Relationships Education programme

- At Sunningdale school Relationships Education is taught using class based, teacher led learning.
- Relationships Education is taught in a safe, non-judgmental environment where adults and children are confident that they will be kept safe and their views respected.
- Class teachers teach elements of Relationships Education as part of the delivery of the curriculum within their pathway. The Relationships Education curriculum is delivered as part of pupil's normal classroom access to the curriculum to ensure that pupils feel comfortable, safe, and able to participate and learn.
- Most of the curriculum is delivered in mixed gender groups but this is supplemented with single sex sessions throughout the year when appropriate.
- Staff have access to a wide range of subject specific and SEND appropriate resources.
- Ground rules are used in the delivery of all the Relationships Education curriculum and the issue of confidentiality is revisited to ensure understanding.
- Correct medical vocabulary will be used throughout the Relationships Education and PSHE curriculum.
- Relationships Education is delivered through a varied range of activities and resources that ensure the curriculum is accessible to ALL our pupils. These include: Circle time, drama, themed discussions / debates, role play/scenarios, creative tasks, sand trays, approved media, and sensory curriculum tools.

Content of the Relationships Education programme

- All Relationships Education at Sunningdale School is taught within the wider curriculum pathway that pupils are in. The curriculum is tailor made to each pupil and their developmental stage. The curriculum is carefully designed to safeguard and support all pupils, whilst building their knowledge and life skills. The aim is that over time we prepare pupils for issues they will face as they grow up.

The curriculum helps to equip our young people to:

- Develop moral understanding
 - Encourage pupils to feel positive about themselves, develop confidence and self esteem
 - Develop respect for self and others
 - Learn the value of respect, care, and love
 - Encourage pupils to make positive choices
 - Help pupils to develop healthy relationships within a moral framework
 - Help pupils understand how relationships are formed, maintained, and managed
 - Prepare pupils for change, physically and emotionally
 - Teach pupils about appropriate / inappropriate behaviour, public and private spaces
 - Encourage assertiveness
 - Help pupils stay safe
 - Help pupils to understand emotions and feelings
 - Develop an awareness of family life and the responsibilities of parenthood
 - Acceptance of same sex unions as also offering stable, loving, and committed relationships to nurture children
 - Develop an understanding and acceptance of diversity
 - Understand diversity regarding religion, gender, culture, and sexual orientation in line with the 2010 Equality Act and the schools' safeguarding and child protection protocols.
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- At Sunningdale school we use subject content / techniques that are appropriate to the age and developmental level of each child. All staff use their judgement as to what the pupils will understand and their emotional maturity to plan appropriate programmes of work.

The content of the curriculum covers:

- Families and people who care for me (Importance of families, stable relationships, choice, healthy family lives, different types of families, marriage and choice of marriage, responsibilities of parenthood, trust and keeping safe)
- Respectful relationships, including friendships (Positive and healthy friendships, trust, managing conflicts, different types of relationships, stereotypes, respect, bullying, control, rights and responsibilities regarding equality and harassment)
- Online and media (Rights, responsibilities, opportunities online, online risks, sensitive materials, sharing online, harmful content, how and where to get support and keeping information safe)
- Being safe (Laws on consent, coercion, abuse, how to understand and communicate consent, private and public, appropriate behaviours, safety in all types of relationship and online safety)

Personal Care

- The nature of our school means that many of our pupils will be reliant on support for their personal care and may not have all the independence and life opportunities that are referred to in many Relationships Education resources. The need for sensitivity around this and adaptability of teaching methods and resources will be stressed during all staff training to ensure that all pupils have a curriculum pertinent and accessible to them.

Resources

- We use a wide range of resources sourced from national and local providers. We use interactive and accessible resources that are suitable and appropriate for pupils with SEND.
- Some of these resources are listed below:
- Tailored Social stories – e.g. my body belongs to me, parts, secrets should not be kept, big bag of worries
- NSPCC Pants resources

Confidentiality and Child Protection Issues

- Where possible and appropriate during Relationships Education sessions, confidentiality is maintained by the teacher or member of staff. Relationships Education discussions may prompt a pupil to disclose about related incidents; for example, FGM, Forced marriage, child exploitation or abuse. If the member of staff believes that the child is at risk or in danger or has concerns about any information disclosed, she/he talks to the named Designated Safeguarding Lead who takes action as laid down in the Child Protection Policy.
- All staff are familiar with the policy and know the identified members of staff with responsibility for safeguarding and Child Protection issues.
- The child will be fully supported throughout such disclosures. Clear communication will be given to the child so that they fully understand why confidentiality is being breached. Pupil and staff safety and welfare will be carefully monitored at this point and support given.

Equal Opportunities and Inclusion

We strive to make the Relationships Education curriculum an inclusive one, appropriate and relevant to all pupils regardless of age, culture, gender, ability, disability, sexual orientation, religion, experiences, or family background. The Relationships Education policy and curriculum reflects and is in line with the schools' equal opportunities policy. The Relationships Education curriculum lead and all school staff ensure that the content, approach, resources and use of inclusive language reflect the diversity of the school community, and help all pupils feel valued and included. Bullying of all kinds is not tolerated and any instances are challenged and dealt with as part of our commitment to promoting inclusion, gender equality and preventing bullying.

Pupils involvement in Relationships Education

The curriculum at Sunningdale school is focused on the needs of the pupils. Teachers actively discuss and reflect on feedback from pupils about delivery of their curriculum. This is then fed back into the Relationships Education curriculum. This system enables us to monitor pupil's views and make any changes that reflect this.

Continuing Professional Development

All staff members that teach Relationships Education across school are supported in this by the Relationships Education curriculum lead. Support is offered through team teach teaching opportunities, in house staff training and external update training. Staff are kept informed of developments in key aspects of school life that impact Relationships Education, including links with safeguarding, inclusion, equality, child protection and antibullying, through regular training provided at staff meetings and INSET days.

Working with parents/carers and the wider community on Relationships Education

All Relationships Education teaching at Sunningdale school is taught sensitively and inclusively, with respect to the background and beliefs of pupils and parents. We wholly believe that parents/carers are the first teachers of their children and have a significant influence helping their children to grow and mature to form healthy relationships. We are committed to working with parents/carers and the wider community in getting the support for the Relationships Education programme. We ensure clear communication channels are open and training opportunities are taken.

We share with parents that the Relationships Education curriculum helps us as a school to fulfil our statutory duty to:

- safeguard and promote the welfare of their children,
- advance the 2010 Equality Act,
- encourage the spiritual, moral, social, and cultural development of pupils,
- foster British values, and
- prepare children and young people for the challenges, opportunities, and responsibilities of adult life.

The involvement of health professionals and external agencies

We may invite specialist external agencies in to support the delivery of Relationships Education. Such sessions take place in either whole class setting or in smaller specified groups. This is planned with and communicated with staff. We use our School Nursing Team and other verified organisations where appropriate. External agencies and visitors are familiar with and understand the school's Relationships Education policy and safeguarding policy in addition to being familiar with the SEN needs of our students. All visitors are always supervised and

supported by a member of staff. The input of visitors is monitored and evaluated by staff. This evaluation informs future planning.

Monitoring, Evaluation and Assessment of Relationships Education

This policy and its implementation are approved by the Governing Body. We ensure that all pupils have equal and appropriate access to the Relationships Education curriculum through a thorough process of monitoring, evaluation, and assessment through our Evidence for Learning programme. All Relationships Education sits within our the specific curriculum pathways in which pupils access their education. All pathways use an ipsative assessment model. This type of assessment takes our specific learners into consideration and assesses them in an appropriate way for the developmental maturity, age, need, ability, and personal circumstances. Where appropriate other assessment tools may be used including drawings, mind maps, questioning and observations. The curriculum lead has constant dialogue with teaching staff to monitor progress and learning. Evaluations are also welcomed from pupils and parents from Relationships Education sessions. Using such feedback, the curriculum lead is then responsible for reviewing current provision to see if any changes need to be made. The policy is reviewed on regularly considering the feedback from teaching staff, pupils, and parents. Governors consider evaluations and recommendations before amending the policy. The Policy has been developed in conjunction with other key policy documents listed below:

- Keeping Children Safe in Education
- Child Protection Policy
- Equality Act 2010
- SEND code of practice: 0 to 25 years (statutory guidance)
- The Equality and Human Rights Commission Advice and Guidance (provides • advice on avoiding discrimination in a variety of educational contexts)
- Promoting Fundamental British Values as part of SMSC in schools (guidance • for maintained schools on promoting basic important British values as part of • pupils' spiritual, moral, social, and cultural (SMSC))

The Policy is cross referenced and supported by other school policies listed below:

- British values

- Behaviour Policy
- Health and Safety Policy
- External Visit Policy
- Intimate Care Policy

Review of this policy

- This policy is reviewed at least every 2 years and in the light of any related issue that may occur such as any new findings arising from educational research, local or national guidance.

Role	Name	Ratification/ Review Date
Policy Author (if not HT)	C. Beattie	
Headteacher	J. Waller	
Chair of Governors	V. Ingleton (2021-22) C. Stewart (2022-)	24.11.22