

Alfreton Park School



Relationships, Sex and Health Education (RSHE)

Date	Review Date	Headteacher's Signature
October 2024	May 2026	<i>J O'Donnell</i>
Governors minute number:		24/16

Chair of Governors: John Glasby
Headteacher: Josie O'Donnell
Deputy Headteacher: Emma Durham

Rationale

At Alfreton Park School, we aim to provide our pupils with a high-quality education as well as providing a happy, safe environment for our pupils to thrive. Becoming as independent as possible whilst developing many skills and their knowledge in a range of subject areas.

The RSHE curriculum should enable pupils to become healthier, more independent and more responsible members of the wider community. As well as becoming aware of their rights and responsibilities in order to enable them to become positive members of a diverse and multicultural society. Pupils should continue to develop relationships, explore the world around them, develop confidence and build upon emotional resilience. Pupils are encouraged to play a positive role in contributing to the life of the school, and wider community.

Aims (Intent)

At Alfreton Park School, we aim to provide pupils with powerful ways of exploring, investigating and understanding the world around them. Pupils will be given opportunities to practise their skills in many and varied settings to ensure consolidation of skills.

The individual needs of each pupil will be carefully evaluated to provide a programme that will enable our teaching to be differentiated and suited to meet all the needs of our pupils. The curriculum at Alfreton Park School will be relevant, manageable and may relate to EHCP's through carefully planned ILP targets.

The aims of relationships, sex and health education (RSHE) at our school are:

- To have the confidence and self-esteem to value themselves and others
- To understand about the range of relationships, including the importance of family, friends and different sexualities
- To ensure we have an inclusive school ethos with opportunities for protected characteristics to be embedded throughout the curriculum. Providing a more positive attitude and environment for our pupils in the future
- To develop confidence in communicating, listening and thinking about feelings and relationships (developing emotional resilience)
- Help pupils develop feelings of self-respect, confidence and empathy
- To be able to name or recognise parts of the body and how their bodies work
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- To be able to recognise unsafe situations and learn how to protect themselves, knowing where to seek help and advice
- Provide a safe and happy environment where sensitive discussions can take place
- To understand the importance of hygiene and how safe routines can prevent the risk of infection and spreading of a virus
- To develop the opportunities for pupils to be able to make different choices
- To develop pupil's skills to be able to turn take, tolerate others and work together
- To become healthy, happy and independent individuals
- To support our school values in our ability to be caring, to be brave and to aim high

Statutory Requirements

Here at Alfreton Park School, we can have pupils aged between 2.5 and 19 years. Therefore, all areas of the primary and secondary RSHE must be covered. However, as a special school we have the flexibility to adapt the curriculum to determine an age-appropriate, developmental curriculum which meets the needs of our pupils.

RSHE must be accessible to all pupils, we will provide high quality teaching which is differentiated and personalised to meet all the statutory requirements outlined. As well as being mindful with regards to preparing our pupils for life into adulthood and within the wider community.

We highly value all of our pupils and within the statutory requirements the government highlight that SEND pupils can be more vulnerable to exploitation, bullying and many other areas of concern. Therefore, all of these factors will be carefully considered when designing, planning and teaching our lessons within the curriculum.

To further meet the statutory requirements, we will tailor our content and teaching to meet the specific needs of pupils at different developmental stages. As a school we will ensure that teaching is sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law. (As cited in the statutory guidance from the DfE).

Relationships and Health education will be taught to all of our primary age pupils. If we feel necessary, we will begin to introduce sex education to some pupils earlier however this will be in discussion with parents and the headteacher. During the later years of key stage 2 we will begin to introduce the changing adolescent body section which includes some of the key facts about puberty including physical & emotional changes. As well as learning about menstrual wellbeing and the menstrual cycle for pupils whom school and family deem it necessary. By learning about menstrual wellbeing early this prepares our pupils for any changes to their body which will happen as well as reducing stigma around the topic.

Relationships, Sex and Health education will be taught to all of our secondary age pupils. However, if we deem this as being unnecessary due to developmental stages, we will inform parents and the headteacher.

We will teach RSHE as set out in this policy and in line with the Children and Social Work Act 2017 as per section 34. As well as reading all guidance and regard to the Education Act 1996 in sections 403, 404 and 405. It is also important to note that our teaching & policy will be in line with the Equality Act 2010 this helps to develop practice and knowledge which supports the protected characteristics. All of which are taught and recognised through RSHE and within the wider curriculum.

We recognise that some parts of the RSHE curriculum may be sensitive for both pupils and staff involved. We therefore appreciate that some topics may bring up some challenging conversations. We will deal with these confidentially and in line with our safeguarding policy.

In ensuring that all aspects of the RSHE curriculum are covered we have a strong whole school approach to safeguarding. This includes understanding and teaching the importance of sexual harassment. Links can be made across all key stages to include, consent, private/public, sharing a toy, discussing how to keep safe, NSPCC panto-saurus, as well as in depth teaching of the respectful relationship's topic. We will also consider opportunities on how we can safely signpost staff, pupils and parents to places of support when discussing a sensitive topic.

Policy Development

This policy has been developed in consultation with staff, pupils and parents, then ratified by the school governors. As a school we are fully aware that the primary role in our pupils' relationships, sex and health education and care is with both parents, carers and ourselves.

We wish to continue developing positive relationships with our parents and carers through mutual understanding, respect, trust and co-operation. In promoting this we invite parents into school to discuss any changes to the RSHE curriculum, receive feedback, have face to face discussions as well as answering questions and ensuring that the policy will be readily available in paper format or electronically via the school website. Parents and carers are then able to raise any concerns or queries with regards to the policy and the teaching of RSHE across our school.

Staff receive high quality training with regards to updates or changes within the RSHE curriculum, as well as having the policy readily available so that they are aware of the school policy. They can then offer any recommendations or suggestions to make changes. A member of staff continues to work with the LA to ensure the policy is thorough and meets all requirements, ensuring that other members of the community have also been involved and consulted. The member of staff has then been able to review the policy with suggestions from all parties concerned, pulling together all relevant information including national and local guidance.

It is the responsibility of the head and subject lead to ensure that the policy is readily available to share, implemented effectively, regularly monitored and report to governors on the effectiveness of the policy.

The policy will be updated annually, unless changes are required sooner.

Definition

RSHE is about the teaching of relationships, sex and health education. As a school we have taken the decision to have this name across school to ensure continuity and consistency for staff, pupils, parents and carers. We will however only teach the sex element to pupils aged secondary and above where and when necessary, suitable to the individual pupil and their needs. This will be with discussion and consultation with parents.

RSHE is about the emotional, social and cultural development of pupils, and involves learning about relationships, emotional resilience, sexuality, healthy lifestyles, diversity and personal identity.

RSHE involves a combination of sharing information, and exploring issues and values.

RSHE is not about the promotion of sexual activity, but includes the teaching and learning of keeping themselves safe, public and private areas, masturbation, puberty, making choices, learning to say 'No' and body parts. We believe that teaching these set of skills and knowledge will help to safeguard our pupils both now and in the future.

RSHE is taught sensitively and where needed is split into gender groups so that certain sessions can be more focussed and tailored to suit individual needs. Language used will be consistent and with the correct terminology of biological body parts. However, it is important that parents and carers are able to inform staff of specific names which they might use at home so staff have a good understanding when teaching pupils.

Curriculum (Intent)

We teach RSHE through a differentiated curriculum which allows different aspects to be taught throughout a range of lessons and subject areas, e.g., science, P.E, independence skills, community visits and R.E. A pupil's knowledge and understanding should never be underestimated and our RSHE curriculum supports this by teaching areas such as the development of his or her own body, reflecting on family relationships & friendships, as well as rituals and traditions associated with birth, marriage and death from a range of different cultures and groups within society.

It is also important to note that RSHE is promoted throughout the whole school day, e.g., playtimes, lunchtimes, personal care routines and does not just take place during specific taught lesson times. It is therefore vital that all staff are aware and understand how to fully support our pupils and promote the aims of this policy at any time during the school day.

We have developed the curriculum in consultation with parents, pupils and staff, considering the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online which may not be accurate. We want to ensure we are empowering our pupils with the correct information and are able to address any misconceptions which they might already have.

For more information about our curriculum please see our Long-Term Plans

Delivery of RSHE

RSHE is taught throughout the week with focussed teaching happening for a minimum of 1 lesson per week, which is on the class timetable. Additional time is spent promoting personal hygiene, working on individual learning targets (linked to EHCP's), turn taking, choice making, developing friendships and much more which all fit under the RSHE umbrella.

The focussed lesson will have a theme for that half term, e.g., friendships, emotions & feelings, puberty (secondary), health & wellbeing, living in the wider world or from the list below.

Resources sourced are suitable and appropriate to the individual and their class. Teachers are able to use the PSHE Association to help aid the delivery as well as asking for advice from the subject lead. We have some practical resources available to use which includes resuscitation Annie's for the teaching of first aid (secondary), puppets to support relationships/role play activities, iPad/laptop use to support online relationships as well as daily Thrive time & happiness boxes to support pupil's mental wellbeing. We also have a range of books available to support our Drop Everything and Read (DEAR) sessions to further enrich our teaching and learning of the protected characteristics.

For any pupils whom we may have concerns regarding certain topics, we will speak with our DSLs to ensure we are approaching any sensitive topics appropriately. This including pupils with adverse childhood experiences. As a school we feel it is essential to support our pupils appropriately through our RSHE curriculum and with a safe supportive delivery of lessons.

For our primary aged pupils' relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

Physical and Mental Health and Wellbeing which includes:

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

It is important to remember that our pupils learn best through small steps and repetition which is differentiated to suit their needs. Therefore, many of our pupils even secondary age will continue to focus on the primary elements. Staff will ensure of a broad, balanced and sequential curriculum so that the pupils will continue to develop their knowledge year on year.

Once pupils reach secondary age we will then teach about puberty, intimate relationships, masturbation etc, where and when deemed necessary and appropriate. Our RSHE will then focus on giving young people the information they need to help them develop healthy and nurturing relationships. If any of the above subjects e.g., puberty is required sooner than secondary age then we will create an intervention session to support this.

When teaching and learning about relationships there are many areas of family life which are taught. This is to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBTQ+ parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers). Many of these lessons can be taught via story books, e.g. 'And Tango RSHE Policy

Makes Three', 'What If We Were All The Same!' or 'Love makes a Family'. This enables our pupils to learn via interactive sessions and through sharing stories. However, it is imperative that we recognise our teaching within this area will not just be taught through RSHE lessons but as an umbrella approach where topics can be discussed throughout the whole curriculum and working week.

We as a school adopt many teaching strategies to best suit the needs of our pupils, these may include;

- Active learning such as circle time, discussion, use of props e.g., puppets, books etc.
- A range of teaching methods; stories, poems, songs, role play, DVD's etc.
- Setting ground rules at the start of lesson (this may be appropriate for some groups, not all). This would ensure that nobody had to answer an embarrassing or uncomfortable question
- Ensuring that teachers and support staff are confident when delivering the different lessons with suitable resources available
- All staff to continue to follow the school's safeguarding policy if anything may arise which causes a concern
- Depending on the lesson being delivered, cohort of pupils and age, it may be necessary to split into gender groups from time to time.

It is important to note that as a school we support the period poverty campaign, alongside the teaching of menstrual wellbeing which is introduced late in Key Stage 2. Staff are on hand to support pupils who require personal care and do have sanitary products available in the toilets should they be required. By making this more school wide, we hope to reduce the stigma around the topic of menstrual wellbeing & the menstrual cycle.

Parents are made aware of when the Sex education part of RSHE is coming up, this then allows for parents to be given the option of withdrawing from this topic. Please see Appendix 1 for the withdrawal form. Parents are given a weekly breakdown of what will be taught such as masturbation or how babies are made etc. If for example a life cycle is being taught through science, parents cannot request the right to withdraw. We will make it explicitly clear that any science elements of the teaching cannot be withdrawn from.

It is also vital that we can quickly adapt to ever changing and current issues which are happening around the world, so that we work with a flexible curriculum.

Roles and Responsibilities

The Governing Board

The governing board will approve the RSHE policy, and hold the headteacher to account for its implementation. The governor responsible for overseeing the RSHE curriculum is Francine Franklin.

It is also the responsibility of the RSHE lead to implement the policy and support the headteacher in doing so. The RSHE lead will be required to monitor the policy and any changes which are necessary as well as reporting to governors when requested on the subject area. Along with identifying any key areas of improvement, staff training requirements and resources which are necessary to support teaching and learning.

The Headteacher

The headteacher (Josie O'Donnell) is responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw pupils from components of RSHE lessons.

The RSHE lead (Katie Turner) can support the headteacher through monitoring lessons via long term, medium term and any short-term planning which may be available. As well as any learning walks, work scrutiny or specifically focused lesson observations.

Staff

Staff are responsible for:

- Delivering RSHE in a sensitive way
- Modelling positive attitudes to RSHE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the [non-statutory/non-science] components of RSHE

Staff do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching RSHE are encouraged to discuss this with the headteacher/deputy head or subject lead. Then we can effectively plan a support programme to put in place.

For any parent/carers who may have a concern regarding any RSHE topics they are invited to contact Katie Turner to discuss further.

Pupils

Pupils are supported to engage fully in RSHE and, when discussing issues related to RSHE, treat others with respect and sensitivity.

Assessments, Recording and Reporting (Impact)

On-going recording of individual pupil's work will take place via Earwig which is our school recording system.

Pupils' contributions and achievements are recognised and valued as part of the Alfreton Park School teaching approach. Each teacher is responsible for setting and assessing their own learning outcomes for their class and record progress onto the B Level and B Skills Assessment system.

Evaluation and Review

The RSHE curriculum will be reviewed as and when appropriate, in line with Long Term plans, any changes to the school development as well as in line with any national changes.

Evaluation of teaching and learning is also a part of the on-going review of department and whole school practice. An evaluation of each pupil's work in RSHE is completed at the end of each term. The RSHE policy will be reviewed annually by all key stakeholders.

Staff Development

Staff are trained on the delivery of RSHE as part of their induction and it is included in our continuing professional development calendar. Support is always available from SLT or MLT when staff are feeling apprehensive about teaching a subject area, then specific training can be added or highlighted through performance management.

The headteacher, area lead or family support worker (Sharon Walker) will also invite visitors from external agencies, such as CAMHS, sexual health professionals, NHS oral health practitioner etc, to provide support and training to staff teaching RSHE and to support with parent information sessions. This then ensures continuity both at school and home for our pupils.

Staff will also exchange ideas and developments with staff from both mainstream and special schools and is recognised as a valuable part of curriculum working. Collaborative work on all aspects of curriculum development is undertaken as and when appropriate. We are also in close contact with Derbyshire County Council within their Children's Services Department.

Parents Rights to Withdraw

Parents of primary aged pupils do not have the right to withdraw their child from relationships education or health education which includes puberty.

Parents of secondary aged pupils have the right to withdraw their child from the [non-statutory/non-science] components of sex education within RSHE 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 will arrange this.

Requests for withdrawal should be put in writing using the form found in Appendix 1 of this policy and addressed to the headteacher.

A copy of withdrawal requests will be placed within their file on integris. The headteacher will discuss the request with parents and take appropriate action.

Alternative work will be given to pupils who are withdrawn from sex education.

Monitoring Arrangements

The delivery of RSHE is monitored by Katie Turner, SEMH (Social, Emotional and Mental Health) area lead which covers the RSHE curriculum through:

- Learning walks
- Book/work scrutiny/Earwig
- Lesson planning and observations
- Pupil progress and development through internal assessment systems; ILP targets or B Level and B Skills assessment
- Some pupils will also access delivery of RSHE through ASDAN modules
- Feedback from staff, parents/carers, pupils will also be considered
- Staff, parent/carers, pupil questionnaires/surveys
- Staff meetings to review, share ideas, and discuss the content of the learning process

Reviewed December 2025 by Katie Turner

Appendix 1: Parent form: withdrawal from sex education within RSHE



TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and 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	