**NCC Policy Guidance and Policy Template**

**Relationships Education, Relationships and Sex Education (RSE) and Health Education (RSHE)**

**1 September 2024**

\*\*Please note: changes from the previous guidance and policy, have been highlighted in yellow throughout\*\*

As you may be aware, a consultation of the RSHE statutory guidance was announced by the Sunak Conservative government, and ran from the 16th May – 11th July 2024. However, during the consultation period, a general election was held, and a new government was announced. It’s not certain what outcomes will emerge from the previous consultation, but currently the DfE are analysing the feedback and updates will be provided on the following webpage: [Review of the RSHE statutory guidance - GOV.UK (www.gov.uk)](https://www.gov.uk/government/consultations/review-of-the-rshe-statutory-guidance)

Please note: The existing 2019 RSHE guidance remains statutory, despite the consultation on the proposed/draft guidance which was released by the Sunak government. Schools should continue to follow the 2019 RSHE statutory guidance until they are told otherwise by the current government (Starmer Labour government).

This policy template and guidance has been updated to be released on 1st September 2024, however only minor changes have been made – it remains in line with the 2019 RSHE statutory guidance. NCC and the ESHAW Hub will provide further updates and will release an updated policy template and guidance if/when new statutory guidance is announced and published.

All schools **must** have a written up-to-date policy for Relationships Education and RSE. Relationships Education is compulsory for **all** pupils receiving primary education and Relationships and Sex Education (RSE) is compulsory for **all** pupils receiving secondary education. Health Education is compulsory in **all** schools **except** independent schools. PSHE continues to be compulsory in independent schools. A policy template is attached to this document, the areas in red are for you to amend and ensure they reflect your school’s current practice – some text in green is specific for primary schools and some text in blue is for secondary schools.

Relationships and health education is compulsory in all primary and secondary schools, sex education is currently **not** compulsory in primary school, however the Department for Education (DfE) continues to recommend that **all** primary schools **should** have a sex education programme that is tailored to the age and maturity of the pupils.

As part of the Education Act 2002/Academies Act 2010 all schools must provide a ‘balanced and broadly-based curriculum’ which promotes ‘the spiritual, moral, cultural, mental, and physical development of pupils at the school and of society’, which prepares pupils for the opportunities, responsibilities, and experiences of later life.

This guidance and associated Policy Template for RSHE, has been written to reflect the most recent statutory guidance - [Relationships and sex education (RSE) and health education - GOV.UK (www.gov.uk)](https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education) and [Keeping children safe in education - GOV.UK (www.gov.uk)](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2)

It is good practice to link your setting’s RSHE Policy with the following policies as a minimum:

* Safeguarding and Child Protection Policy
* Child-on-Child Policy
* Behaviour Policy
* Anti-Bullying Policy
* Online Safety Policy
* Equalities Policy
* Complaints Policy

It is good practice, as with the development of all policies, to consult with all main stakeholders, such as – pupils, parents/carers, staff, governors, and the wider community.

The Education, Safeguarding, Health and Wellbeing (ESHAW) Hub provide support and advice for RSHE Leads. For further information or support, please contact eshawh@nottscc.gov.uk

All schools are required to comply with relevant requirements of the Equality Act 2010 and should pay particular attention to the Public Sector Equality Duty (PSED). [Equality Act 2010: guidance - GOV.UK (www.gov.uk)](https://www.gov.uk/guidance/equality-act-2010-guidance)

All schools must ensure that RSHE is accessible for all pupils and should comply with the SEND Code of Practice. [SEND code of practice: 0 to 25 years - GOV.UK (www.gov.uk)](https://www.gov.uk/government/publications/send-code-of-practice-0-to-25)

You may also find it helpful to refer to the following guidance, reviews, research, and resource links:

* Statutory RSHE guidance - [Relationships and sex education (RSE) and health education - GOV.UK (www.gov.uk)](https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education)
* Keeping Children Safe in Education - [Keeping children safe in education - GOV.UK (www.gov.uk)](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2)
* Education Act/Academies Act - [Education Act 2011 (legislation.gov.uk)](https://www.legislation.gov.uk/ukpga/2011/21/contents/enacted) - [Academies Act 2010 (legislation.gov.uk)](https://www.legislation.gov.uk/ukpga/2010/32/contents)
* [Learning and Skills Act 2000 (legislation.gov.uk)](https://www.legislation.gov.uk/ukpga/2000/21/contents)
* NSPCC - [How to Talk to Children About Sex & Safety | NSPCC | NSPCC](https://www.nspcc.org.uk/keeping-children-safe/sex-relationships/)
* PSHE Association - [PSHE Association | Charity and membership body for PSHE education (pshe-association.org.uk)](https://pshe-association.org.uk/)
* Teaching Impartiality in Schools - [Political impartiality in schools - GOV.UK (www.gov.uk)](https://www.gov.uk/government/publications/political-impartiality-in-schools)
* Equality Act 2010 - [Equality Act 2010: guidance - GOV.UK (www.gov.uk)](https://www.gov.uk/guidance/equality-act-2010-guidance)
* SEND Code of Practice - [SEND code of practice: 0 to 25 years - GOV.UK (www.gov.uk)](https://www.gov.uk/government/publications/send-code-of-practice-0-to-25)
* Advice for sharing nudes and semi-nudes (sexting) - [Sharing nudes and semi-nudes: advice for education settings working with children and young people - GOV.UK (www.gov.uk)](https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people)
* [Education for a Connected World - GOV.UK (www.gov.uk)](https://www.gov.uk/government/publications/education-for-a-connected-world)
* CEOP Education - [CEOP Education (thinkuknow.co.uk)](https://www.thinkuknow.co.uk/)
* NSCP - [Nottinghamshire Safeguarding Children Partnership](https://nscp.nottinghamshire.gov.uk/)
* NCC Schools’ Portal - [Information and Resources for Schools | NCC Schools Portal (nottinghamshire.gov.uk)](https://www.nottinghamshire.gov.uk/schoolsportal)
* PSHE Association (guidance) - [Selecting and working with visitors and speakers (pshe-association.org.uk)](https://pshe-association.org.uk/guidance/ks1-5/selecting-and-working-with-visitors-and-speakers)

**NCC Policy Template –**

**Relationships Education, Relationships and Sex Education (RSE) and Health Education (RSHE)**

**1 September 2024**

**Introduction**

Relationships Education is compulsory for **all** pupils receiving primary education and Relationships and Sex Education (RSE) is compulsory for **all** pupils receiving secondary education. Health Education is also compulsory in all schools except independent schools. PSHE continues to be compulsory in independent settings.

At (insert name of school/setting) we wholeheartedly support the philosophy of RSHE and believe it is best taught as part of PSHE and citizenship education. Our programme seeks to promote the spiritual, moral, cultural, mental, and physical development of our pupils as well as preparing them for the opportunities, responsibilities, and experiences of adult life in a digital age.

We aim to help all our children build healthy friendships and positive relationships in an age-appropriate way, raising awareness of attitudes and values, developing personal and social skills, and promoting knowledge and understanding. Our RSHE curriculum covers more than the biological facts and information – it endeavours to help children develop self-esteem, self-responsibility as well as acquiring the understanding and attitudes which prepare children to develop caring, stable, healthy relationships. To develop an appreciation of the value of self-respect, dignity, marriage, civil partnerships, and parental duty should be encouraged in all pupils together with the sensitivity to the needs of others, loyalty, and acceptance of responsibility. We will look at all aspects of diversity in an inclusive and non-judgemental way.

Whilst as a school we are aware we need to be mindful of and respectful to a wide variety of faith and cultural beliefs, and we will make every attempt to be appropriately sensitive, equally it is essential that our children still have access to the learning they need to stay safe, healthy and understand their rights as individuals.

We acknowledge that all young people deserve the right to honest, open, and factually correct information to help better form their own beliefs and values, free from bias, judgement, or subjective personal beliefs of those who teach them.

**Policy Development**

This policy has been developed to reflect the most recent Statutory RSHE guidance - [Relationships and sex education (RSE) and health education - GOV.UK (www.gov.uk)](https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education), and was formulated in consultation with the whole school community with input from: (include all those consulted and how – staff, governors, children, parents/carers other partners)

This policy is available:

* Online at (state where)
* In the school prospectus
* From the school office
* Child friendly versions are on display and in welcome packs for new pupils (you may also include here shorter versions for parents, alternative language, braille versions etc)

This policy is reviewed and evaluated throughout the academic year. It is updated annually.

**Roles, Responsibilities and Staff Training**

At (insert name of school/setting) the RSHE programme will be led by (insert name of Headteacher and/or Lead Teacher for RSHE). The programme leader will liaise with the governing body, parents/carers, Local Authority, and outside agencies and take responsibility for:

Delete / amend as appropriate

* Policy development and review
* Monitoring and assessing effectiveness in practice to inform policy review and development of the programme
* Assess and co-ordinate training and support for staff, parents/carers, where appropriate
* Liaise with external agencies to deliver specific elements of the programme
* Monitor and quality assure the programme to ensure continuity and progression with the spiral curriculum
* Ensure that RSHE is fully represented at appropriate curriculum and pastoral meetings
* Ensure parents/carers are aware of what is being taught, by whom and when
* Staff and/or Governor Training – RSHE can be a sensitive issue. We will support all our staff by making provision for teaching staff to clarify legislation, curriculum requirements, and to consider appropriate teaching approaches and materials. We will support the use of visitors from outside, such as health professionals, police and voluntary sector, and other organisations to provide support and training to staff teaching RSHE. We will ensure that all visitors have been quality assured in advance and only use reputable providers.

**Confidentiality, Safeguarding and Child Protection**

It is inevitable that effective RSHE which allows for open discussion to take place may lead pupils to share their worries and concerns with staff (verbally and/or non-verbally). We will ensure that all our staff are completely familiar with our Safeguarding and Child Protection procedures. Pupil’s disclosures and/or suspicions of abuse must be followed up with the pupil concerned, the same day and referred to the Designated Safeguarding Lead (DSL) or their Deputy without delay. The DSL or their Deputy will deal with these disclosures or concerns in line with the school’s policies and procedures.

Safeguarding is everyone’s responsibility however all staff, governors, visitors, parents/carers, and pupils need to be aware of who to report to and how to report any safeguarding concerns. The Designated Safeguarding Lead/leads (DSL) and their Deputy/deputies in our school is/are (insert names)

The nominated Governor with responsibility for RSHE is (insert name).

**Parental Rights to Withdraw (select primary or secondary and amend/delete as appropriate)**

At (insert name of school/setting) we are committed to ensuring that the education provided to our pupils in relationships education / RSE is appropriate to their age and compliant with the requirements of the Equality Act 2010.

(Primary settings) We recognise, in accordance with the statutory guidance, that parents have the right to request for their child to be withdrawn from some or all of the sex education delivered as part of the statutory RSE (other than sex education in the National Curriculum as part of the Science curriculum), but not from relationships education at primary. Parents wishing to exercise this right must do so in writing to the (insert Headteacher or Lead Teacher). They will be invited to discuss their concerns but if they still wish to withdraw their child(ren)we will make reasonable adjustments and provide suitable work for their child(ren) at this time. (You may wish to include a letter template – see attached)

(Secondary settings) We recognise, in accordance with the statutory guidance, that parents have the right to request for their child to be withdrawn from some or all the sex education delivered as part of the statutory RSE (other than sex education in the National Curriculum as part of the Science curriculum), but not from relationships education. The Headteacher and RSHE Lead Teacher will meet with the parent/carer and, where appropriate the child to ensure that their wishes are understood and to discuss with parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on their child. We respectively point out to parents and their child(ren) that three terms before the child turns 16, the child themselves, if they wish, may receive sex education rather than be withdrawn, we as a school will make arrangements to provide the child with sex education during one of those terms should they wish to receive it.

**Managing Difficult Questions**

It is inevitable that controversial issues may occur as part of RSHE, such as divorce, rape, abortion, pornography etc. We aim to address these issues with sensitivity and at a level appropriate to the age group and developmental stage of our pupils, considering any additional special educational needs, in an objective manner free from personal bias. Consideration will be given to the potential for small group or 1-1 discussion for specific questions to be discussed. We will take into account different viewpoints such as different religious beliefs. Discussions will be set within the legal framework and pupils made aware of the law as it relates to the issues being discussed.

**Curriculum Design**

The RSHE curriculum at (insert name of school or setting) will be taught through (add/delete/amend in line with delivery of RSHE within your setting), and further details of:

* A spiral curriculum
* Curriculum days
* PSHE/RSHE lessons
* External providers
* Taught by dedicated school staff
* Topics
* Taught by Pastoral staff
* Links with other curriculum areas such as – PE, Citizenship, Science, Religious Education etc

The programme will be delivered to all our pupils/students by (give details here) of:

* who will deliver the content - for example dedicated staff or external visitors such as health practitioners, Police, or others with expertise on specific topics?
* through a spiral curriculum, curriculum days or through topic work etc?
* are lessons delivered in mixed-ability groups, what learning styles will be used and how will you ensure work is appropriately differentiated?
* Use of ‘ground rules’ or ‘group agreements’ – how will you create an environment where everybody feels able to discuss openly and honestly without fear of embarrassment or judgement?
* How will you remind pupils of who can offer confidential support such as sexual health services?
* How will you use local data to inform priorities?

Across (specify which key stage), pupils/students will be supported with developing the following skills:

* Communication – speaking and listening, including how to manage changing friendships, relationships, and emotions
* Recognising and assessing potential risks
* Assertiveness
* Seeking help and support when required
* Informed decision making
* Self-respect and empathy for others
* Recognising and maximising a healthy lifestyle
* Managing conflict
* Discussion and group work

**Curriculum Content (Primary)**

Through an effective and creative curriculum and by the end of primary school, our pupils should know about:

* Families and people who care for them
* Caring friendships
* Respectful relationships
* Online relationships
* Being safe

**Physical Health and Mental Wellbeing (primary)**

Our pupils will be taught about the characteristics of good physical health and mental wellbeing and of the benefits and importance of daily exercise, good nutrition, and sufficient sleep, and that mental wellbeing is a normal part of daily life, in the same way as physical health. Within our curriculum and by the end of primary school, pupils should know about:

* Mental wellbeing
* Online behaviour and safety
* Physical health and fitness
* Healthy eating
* Drugs, alcohol, and tobacco
* Health and prevention
* Basic first aid
* Changing adolescent body

**Curriculum Content – Secondary**

We will continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary:

* Families
* Respectful relationships including friendships
* Online and media
* Being safe
* Intimate and sexual relationships including sexual health

In addition to the above, it is important for our pupils/students to know what the law says about sex, relationships, and young people. Teaching about the following will help our pupils/students know what is right and wrong in law, but also provide a good foundation of knowledge for deeper discussions about all types of relationships. Our pupils/students will be made aware of the relevant legal provisions when relevant topics are being taught, including:

* Marriage
* Consent, including the age of consent
* Violence against women and girls
* Online behaviours including image and information sharing (including ‘sexting’, youth produced sexual imagery, nudes etc)
* Pornography
* Abortion
* Sexuality
* Gender identity
* Substance misuse
* Violence and exploitation by gangs
* Extremism/Radicalisation
* Criminal Exploitation (for example, through gang involvement or ‘county lines’ drug operations)
* Hate crime
* Female Genital mutilation (FGM)

**Physical health and mental wellbeing – Secondary**

We aim to build on what our pupils/students learnt at Primary School, so teaching will focus on enabling pupils/students to make well-informed, positive choices for themselves. We will teach about the impact of puberty and develop an understanding of the physical and emotional changes and how these may impact on their wider health and wellbeing, and what steps they can take to support their own health and wellbeing. By the end of the secondary school our pupils/students should know more about:

* 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

Further details of our RSHE curriculum plans can be found by visiting: (state here where your curriculum document(s) can be found – for example the school’s website.)

**Breaches / Complaints:**

Breaches to this policy will be dealt with in the same way that breaches of other school policies are dealt with, as determined by the Head teacher and Governing Body.

If a parent/carer is not satisfied with our school’s actions, we ask that they follow our school’s complaint policy and procedures. This is available online from our school website, and on request from the school office.

**Links with other policies**

You may find it helpful to read this RSHE Policy alongside the other following school policies:

(Please amend the titles of the policies below to ensure they reflect your specific school policies, please add any other policies which you feel are relevant)

|  |  |
| --- | --- |
| **Policy** | **How it may link** |
| Safeguarding Policy | Includes information about child protection procedures and contextualised safeguarding |
| Child-on-Child Policy | Includes details about how to recognise, report and respond to all forms of child-on-child abuse |
| Behaviour Policy | Includes details about the school’s behaviour system including potential sanctions for pupils |
| Anti-Bullying Policy | Includes information about bullying behaviours and vulnerable groups |
| Online Safety Policy / E-Safety / Acceptable Use Policies | Includes information about children’s online behaviour and details about online bullying / cyberbullying |
| Equalities Policy | Includes information about our school’s approach to tackling prejudice and celebrating differences. Links to prejudice—related language and crime and the protected characteristics |
| Complaints Policy | Includes information about how to make a complaint if you are not satisfied with the school’s response |

**Further information and support can be found through the following links:**

* Statutory RSHE guidance - [Relationships and sex education (RSE) and health education - GOV.UK (www.gov.uk)](https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education)
* Keeping Children Safe in Education - [Keeping children safe in education - GOV.UK (www.gov.uk)](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2)

(Please add any other links that you feel would be supportive for your school community)

**Monitoring, Evaluation and Review**

To ensure our RSHE programme is effective, is meeting the needs of our pupils and complies with the RSHE statutory guidance, the following strategies will be used to quality assure the programme of study:

* Evaluation self-review from pupils after specific topics or at the end of a key stage
* Comments from pupils and representatives from the pupil voice
* Whole class discussions

(Please add details of other forms of specific review or assessment implementation by your school setting)

This policy is reviewed and evaluated throughout the academic year. It is updated annually.

Date approved by the Governing Body: (insert date here)

Date to be reviewed: (insert date here)