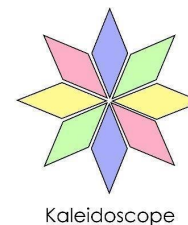


Kaleidoscope

# **Kaleidoscope School: RHE Policy (Relationships and Health Education)**

**WE BELIEVE YOU CAN!**

**Date of Policy:** January 2024  
**Date of review:** January 2024



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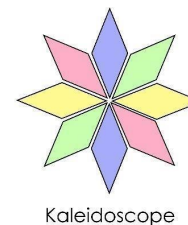
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## **INTRODUCTION**

*Kaleidoscope School takes its responsibility to provide relevant, effective, and responsible relationship and health education (RHE) very seriously. It is part of the school's personal, social, health and economic education (PSHE). The school wants parents and pupils to feel assured that RHE will be delivered at a level appropriate to both the age and development of pupils, and safe to voice opinions and concerns relating to the RHE provision.*

*Parents are given the opportunity to discuss this policy. The policy is reviewed and approved by the Head Teacher bi-annually.*



**Implementation:** It is the responsibility of line managers to ensure that staff members are aware of and understand this policy and any subsequent revisions.

**Compliance:** This policy complies with all relevant regulations and other legislation as detailed in the Compliance with Regulations & Legislation Statement.

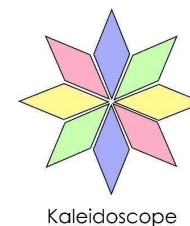
### **AIMS**

*The aims of relationships and health education (RHE) at our school are to:*

1. Provide a framework in which sensitive discussions can take place. Prepare pupils for puberty and give them an understanding of sexual development and the importance of health and hygiene. Help pupils develop feelings of self-respect, confidence, and empathy
2. Create a positive culture around issues of sexuality and relationships
3. Teach pupils the correct vocabulary to describe themselves and their bodies

*The school would like to emphasise that by providing comprehensive RHE we are not encouraging pupils to become sexually active. The aim of this policy is to ensure that the right provision is in place so that pupils may have all the background knowledge they need to make informed decisions and responsible choices as they grow up.*

*Through the provision outlined in this policy we also aim to raise pupils' self-esteem and confidence, trying to develop communication and assertiveness skills that can help them stay true to their values if challenged by others, their peers or*



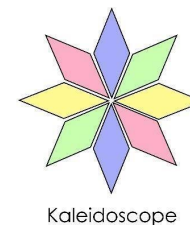
*what they see in the media.*

*We hope to teach pupils to be accepting of the different beliefs, cultures, religions, sexual orientations, physical and mental abilities, backgrounds and values of those around them. We want our pupils to lead a healthy and safe lifestyle, teach them to care for and respect their bodies and provide them with all the right tools that will enable them to seek information or support, should they need it, both during their school years and after.*

## **ROLES AND RESPONSIBILITIES**

### ***Senior leaders will:***

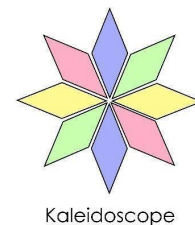
- Develop this school policy and review it on a Bi-yearly basis. This policy is developed in consultation with school parents, pupils and staff to ensure that it meets the needs of the whole school community.
- Ensure that all staff are given regular and ongoing training on issues relating to RHE and how to deliver lessons on such issues.
- Ensure that all staff are up to date with policy changes, and familiar with school policy and guidance relating to Relationship and Health Education.
- Provide support to staff members who feel uncomfortable or ill-equipped to deal with the delivery of relationship and Health education to pupils. This may be because they do not feel that their training has been adequate or that



aspects of the curriculum are in conflict with their religious or cultural beliefs.

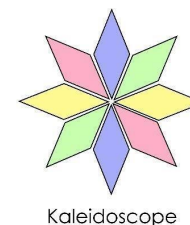
- Ensure that relationship or health education is age-relevant and appropriate for all pupils; this means ensuring that the curriculum develops as our pupils do and meets their needs.
- Ensure that the knowledge and information regarding RHE to which all pupils are entitled is provided in a comprehensive way.
- Support parental involvement in the development of the RHE curriculum.
- Ensure that their personal beliefs and attitudes will not prevent them from providing a balanced RHE in school.
- Communicate freely with staff and parents, to ensure that everyone is in understanding of the school policy and curriculum for health education, and that any concerns or opinions regarding the provision at the school are listened to, considered and acted on as appropriate.

*We want the provision of health education at home to be complementary to the provision the school provides, and this should be clearly communicated to parents and additional support given where necessary or requested. It is important that all school staff feel comfortable to partake in PSHE classes and answer questions from pupils. If the teacher or assistant does not feel confident leading RHE discussions then that is likely to be reflected by the pupils, and their learning may be compromised. The school encourages regular professional development training for the teachers of PSHE and/or RHE in how to deliver Health education; this includes sessions on confidentiality, setting ground rules, handling controversial issues, responding to awkward questions and an introduction to the rationale of why teaching RHE is so important.*



**All staff will:**

- Take it upon themselves to ensure that they are up to date with school policy and curriculum requirements regarding health education. Any areas that they feel are not covered or inadequately provided for should be reported back to the SLT.
- Attend and engage in professional development training around Health education provision.
- Encourage pupils to communicate concerns regarding their social, personal and emotional development in confidence, listen to their needs and support them seriously. If a pupil comes to a member of staff with an issue that that member of staff feels they are not able to deal with alone, they should take this concern to their manager. No one else should be informed at this stage, and a breach of confidentiality may fall under staff misconduct and disciplinary procedures.
- Provide regular feedback to their managers on their experience of teaching RHE and pupil response.
- Ensure that their personal beliefs and attitudes will not prevent them from providing balanced RHE in school.
- Tailor their lessons to suit all pupils in their class, across the whole range of abilities, including those pupils with special educational needs. If teachers need support in this area they should speak to the Head Teacher or pshe lead.



## **Pupils**

*Pupils are expected to attend relationship and health education classes that are in their school timetable and take them seriously. Although they are not assessed through examination, these classes are still a very important part of the*

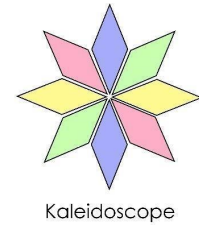
*curriculum and a tool to aid personal development. Pupils should support one another with issues that arise through RHE. Listening in class, being considerate of other people's feelings and beliefs, and complying with confidentiality rules that are set in class are key to effective provision.*

*We also hope that pupils will feel comfortable to talk to a member of staff, in confidence, regarding any concerns they have in school related to relationship and Health education or otherwise. Conversations of this nature between staff and pupils will be held in confidence; however, staff may take concerns to the Designated Safeguarding Lead (DSL) or Deputy Designated Safeguarding Lead (DDSL) if there is a child protection concern or they feel ill-equipped to deal with the issue at hand.*

*We ask pupils for feedback on the school's health education provision yearly and expect them to take this responsibility seriously. Opinions on provision and comments will be reviewed by senior managers and taken into consideration when the curriculum is prepared for the following year's pupils. In this way, the school hopes to provide pupils with the education they need on topics they want to learn about.*

## **Parents**

*The school expects parents to share the responsibility of relationship and health education and support their children's personal, social, and emotional development. We encourage parents to create an open home environment where pupils can engage, discuss, and continue to learn about matters that have been raised through school PSHE. Parents are also encouraged to seek additional support in this from the school where they feel it is needed. For information on accessing school support, see section 5.*



## **IMPLEMENTATION AND CURRICULUM**

*RHE is taught within the personal, social, health and economic (PSHE) education curriculum.*

*Biological aspects of RHE are taught within the science curriculum, and other aspects are included in religious education (RE).*

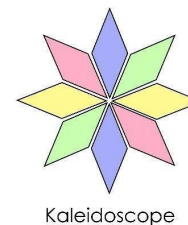
*Teachers provide classes that are specific to the needs of the pupils in that class, and responsive to their behaviour and development. Pupils may also receive stand-alone Health education sessions delivered by a trained health professional.*

*It is important that pupils know the difference between fact, opinion and belief. Policy RHE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:*

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe intimate and healthy relationships, including sexual health

*These areas of learning are taught within the context of family life taking care 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: children looked after or young carers).*





## **Terminology**

*Pupils will be taught the anatomically correct names for body parts, but slang or everyday terms used in certain social circles will be discussed; with a focus on what is and isn't acceptable or expected language.*

### *Dealing with difficult questions*

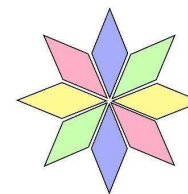
*There may still be times when staff are faced with a difficult question in class that they feel uncomfortable or ill equipped to answer. In this case, they may wish to put the question to one side and seek advice from the Head Teacher or PSHE leader.*

### **Some strategies staff may use to support this might be:**

- an anonymous question box; this will enable pupils to feel more comfortable to ask questions without being identified
- making the classroom a zone of silence; this means that whatever is discussed in the classroom stays in the classroom and should not be brought up at any other time. We hope this will give pupils the sense that they are in a safe zone to speak freely about sex and relationships.

### **Pupils with special educational needs**

Kaleidoscope School recognises that many of our pupils experience significant challenges in making positive relationships due to their additional needs. These challenges may become more acute in relation to puberty, relationships



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*and sex. Staff appreciate that such sensitivities may need to be managed on a personalised basis and not merely a generalised approach.*

*The school works hard to ensure that all aspects of the school curriculum are inclusive and support the needs of pupils of all ranges of abilities. Staff should differentiate lessons to ensure that all members of the class can access the information fully, and this is no different when it comes to RHE.*

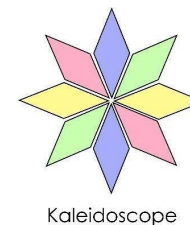
*The school will use a variety of different strategies to ensure that all pupils have access to the same information. Some of these include:*

- **interactive teaching methods e.g. contraceptive card game;**
- **use of expert guest speakers;**
- **practical activities;**

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**Policy: Relationship and Sex Education Policy Next Review Date: September 2024**

- **speaking and listening tasks e.g. debate;**
- **independent research;**
- **using DVDs, video or imagery;**
- **group and paired activities.**



## **Withdrawal from RHE.**

*The school aims to keep parents informed about all aspects of the RHE curriculum and urges parents to read this policy.*

*Parents can request access to resources and information being used in class. The school will do everything it can to ensure that parents are comfortable with the education provided to their children in school.*

*Parents of primary pupils do not have the right to withdraw their children from relationships education.*

*Parents do have the right to withdraw their children from the non-statutory/non-science components of health education within RHE up to and until 3 terms before their child turns 16. **After this point, if the child wishes to receive sex education***

## **Equal opportunities**

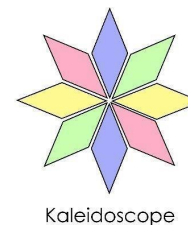
*RHE lessons provide a good background for talking openly and freely about the diversity of personal, social and sexual preferences.*

*Prejudiced views will be challenged and equality promoted.*

*Any bullying that relates to sexual behaviour or*

*perceived sexual orientation will be dealt with swiftly and seriously. This is the case for bullying of any kind and the procedures regarding this are outlined in the school's behaviour and anti-bullying policies. This can be viewed on the*

*Kaleidoscope School website or requested in the main office.*



## **SAFEGUARDING AND CONFIDENTIALITY**

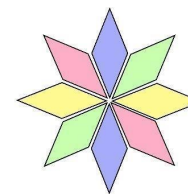
*We aim to provide a safe and supportive school community where pupils feel comfortable seeking help and guidance on anything that may be concerning them about life either at school or at home. Training around confidentiality is provided to all teachers. It may be the case that discussion around what is expected and unexpected in healthy relationships may lead to the disclosure of a child protection issue.*

*If this is the case, the school's child protection and safeguarding procedure will be followed. The Safeguarding and Child Protection Policy can be viewed on the Kaleidoscope School website or requested in the main office.*

*Personal information about pupils who have approached a teacher for discussion should not be shared with any other person. If there is a child protection concern, the information must only be shared with the Designated Safeguarding Officer and/or Deputy Designated Safeguarding Officer as is outlined in our child protection and safeguarding procedure.*

*Staff members that breach the right to a child's privacy by disclosing or sharing confidential information with no reason to do so, will be dealt with under the school's staff discipline, conduct and grievance procedures. Staff can view this policy on the in-house policy system.*

**If a staff member is approached by a pupil under 16 who is having, or is contemplating having sexual intercourse, the teacher should report this following school safeguarding policies and procedures, seeking support from the DSL.**



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## **MONITORING AND REVIEWING**

*The academic and personal needs of our pupils develop in line with varying societal pressures and economic changes.*

*Our aim is to provide RHE that is relevant and tailored to meet the needs of our pupils, depending on their age and stage of personal development.*

**For this reason, we review the RHE curriculum annually and will inform parents of any revisions to the school policy or Relationship and Health Education curriculum.**

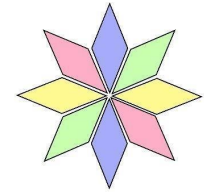
**We aim to monitor the effectiveness of our health education provision through:**

- **yearly feedback from pupils;**
- **feedback from staff;**
- **classroom observations;**
- **Curriculum map, scheme of work and planning moderation;**
- **Evidence of learning**

## **SUPPORT**

*We hope that pupils will feel safe in the school environment to talk to any member of staff in confidence about any areas of concern regarding their personal, social and emotional development, including matters raised by or relating to health education.*

*We promote the school ethos as one of inclusion and acceptance throughout all areas of school activity and hope that pupils respond to this by feeling comfortable to ask questions and continue their learning both in and outside of the classroom.*



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