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**Responsible Person:** Head of Personal Development

**Ratified by:** Liam Gaster- Head Teacher

**The purpose of the plan is to:**

- Learning the importance of values and individual conscience and moral considerations.
- Learning the value of family life, marriage and stable and loving relationships for the nurture of children.
- Learning the value of respect, love and care.
- Exploring, considering and understanding of moral dilemmas.
- Developing critical thinking as part of decision making.

#### Linked Policies

- Safeguarding & Child Protection Policy YH0041
- Anti-Bullying Policy YH004
- Positive Behaviour Support Policy YH026
- Online Safety Policy YH0041
- Peer-on-Peer Abuse Policy

This policy is one of a series of school policies that, taken together, are designed to form a comprehensive statement of the school's aspiration to provide an outstanding education for each of its students and of the mechanisms and procedures in place to achieve this. Accordingly, this policy should be read alongside these policies. In particular, it should be read in conjunction with the policies covering equality and diversity, Health and Safety, safeguarding and child protection.

All of these policies have been written, not simply to meet statutory and other requirements, but to enable and evidence the work that the whole school is undertaking to ensure the implementation of its core values.

While this current policy document may be referred to elsewhere in Yarrow Heights School

documentation, including particulars of employment, it is non-contractual.

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## **1. Statement of intent**

Yarrow Heights School believes that to embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils need to be able to put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Our support in these areas helps young people develop resilience, to know how and when to ask for help and to know where to access support.

## **2. Legal Requirements**

Our RSE programme meets the legal requirements outlined by, but not limited to, the following:

- ✓ Education Act 1996
- ✓ Education Act 2002
- ✓ Equality Act 2010
- ✓ Children and Social Work Act 2017
- ✓ The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- ✓ DfE 'National curriculum in England: science programmes of study'
- ✓ DfE 'Relationships and Sex Education (RSE) and Health Education'
- ✓ DfE 'Teaching about relationships, sex and health'
- ✓ DfE 'Keeping children safe in education 2025'

## **3. Process of developing the policy**

Our policy has been developed in response to the Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance. In creating this policy, the Personal Development Lead has consulted with the PSHE Association and other local schools.

In order to ensure full coverage of all the statutory RSE-related content, Yarrow Heights School currently employs adapted versions of the Jigsaw and Chameleon PSHE curricula for Primary and Secondary pupils respectively, within which the full suite of RSE statutory topics are contained. The Personal Development curriculum is fully sequenced to allow pupils to build on prior knowledge and to develop their awareness and understanding of the key issues over time.

## **4. Aims and Objectives of our Relationship, Sex and Health Education Programme (RSHE)**

Our RSHE programme aims to ensure that our pupils are given information that will enable them to make informed, safe and responsible choices in life.

There are three main elements:

### Attitudes and Values

- ✓ Learning the importance of values and individual conscience and moral considerations.
- ✓ Learning the value of family life, marriage and stable and loving relationships for the nurture of children.
- ✓ Learning the value of respect, love and care.
- ✓ Exploring, considering and understanding of moral dilemmas.
- ✓ Developing critical thinking as part of decision making.

### Personal and Social Skills

- ✓ Learning to manage emotions and relationships confidently and sensitively.
- ✓ Developing self-respect and empathy for others.
- ✓ Learning to make choices based on an understanding of differences and with the absence of prejudice.
- ✓ Developing an appreciation of choices made.
- ✓ Managing conflict.
- ✓ Learning how to recognise and avoid exploitation and abuse.

### Knowledge and Understanding

- ✓ Learning and understanding physical development at appropriate stages.
- ✓ Understanding human sexuality, reproduction, sexual health, emotions and relationships.
- ✓ Learning about contraception and the range of local and national sexual health advice, contraception and support services.

## **5. Equal Opportunities**

Within this framework the school is ensuring that the following equal opportunities are clear to our pupils:

- ✓ We expect everyone to show respect for other people. We expect people to treat everyone as having the right to human dignity.
- ✓ We will not accept the use of language that abuses, degrades or demeans another person's race, class, gender, sexual orientation, religion or belief, ability, appearance, age or disabilities. We all have the right to self-esteem.
- ✓ We will not tolerate the promotion of ideas or materials that degrade or exploit other people's race, gender, sexual orientation, regional or belief, ability, appearance, age or disabilities. We all have the right to self-respect.

## **6. Key Roles and Responsibilities**

- ✓ The Head Teacher has overall responsibility for the implementation of the school's RSE policy.
- ✓ The Head Teacher has overall responsibility for ensuring that the RSHE policy, as written does not discriminate, including but not limited to ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- ✓ The Head Teacher has overall responsibility for reviewing the RSHE policy annually.
- ✓ The Headteacher has responsibility for handling complaints regarding this policy as outlined in the school's complaints policy.
- ✓ The Headteacher will be responsible for the day-to-day implementation and management of the RSHE policy.
- ✓ The Personal Development Lead is responsible for liaising with other staff and professional agencies to devise a suitable programme to ensure a comprehensive RSHE education that achieves the aims laid out in this policy.
- ✓ The Personal Development Lead must ensure that the RSHE curriculum covers the teaching of safeguarding, including in relation to online safety.

## **7. Confidentiality and Safeguarding**

The RSHE programme is monitored and evaluated in line with the school's self-evaluation programme. In addition, the policy and programme are monitored and evaluated at regular intervals in partnership with pupils, staff, parents, and governors, to ensure the programme is appropriately set for the age and maturity of the pupils as well as reflecting their views and responding to issues raised.

Teachers and all those who contribute to RSHE are expected to work within the principles outlined in this policy and in line with current legislation.

- ✓ Staff will be given regular support and training in RSHE to ensure a consistent approach when dealing with sensitive and controversial issues.
- ✓ Staff will undertake regular training to ensure knowledge is secure and teaching and learning is appropriate.

Young people need to develop their confidence in talking, listening and thinking about sex and relationships, so the teaching of the RSHE programme should:

- ✓ Set ground rules to create a safe environment for all to feel included in discussions.
- ✓ De-personalise discussions.
- ✓ Establish clear parameters of what is appropriate and inappropriate discussion points.
- ✓ Recognise when a pupil may need further support and arrange for this support to be made available.
- ✓ Give pupils the opportunity to ask questions about their own sexuality or sexual orientation. Teachers should not allow homophobic attitudes to go unchallenged.
- ✓ Be clear on the boundaries of the teacher's legal and professional roles and responsibilities. Absolute confidentiality cannot be offered or guaranteed.
- ✓ Establish that teachers or other adults cannot offer complete confidentiality but also be reassured that, if confidentiality has to be broken, they will be informed first and supported as appropriate – pupils' best interests will be maintained.
- ✓ Define that if staff have any suspicion of suspected abuse, or they have reason to believe the child is at risk of abuse, the school's safeguarding procedures must be followed, and the designated Safeguarding Officer must be informed.
- ✓ Establish that health professionals are bound by their professional code of conduct with individual pupils, but in a classroom situation they must follow the school's confidentiality policy.

If a member of staff learns from an under 16-year-old that they are having, or contemplating having, sexual intercourse then:

- ✓ Staff should attempt to persuade the young person to talk to their parent or carer.
- ✓ Address any child protection issues.
- ✓ Ensure the young person has been adequately counselled and informed about contraception by passing on details to the named senior member of staff.
- ✓ Only in the most exceptional circumstances, should the school handle information without parental knowledge.
- ✓ Staff should be aware that some pupils with special needs may need more explicit teaching on some aspects of sex education.
- ✓ All staff must be made aware of the school's Relationships, Sex and Health Education Policy via the induction programme given to all new teaching staff. It is the responsibility of all staff to take a pro-active approach to sex and relationship education and to tackle/deal with issues as and when they arise. If staff feel unsure or anxious at any stage, they must discuss their concerns with a senior member of staff.

#### Child on Child Abuse / Harmful Sexual Behaviour

Sexual violence and sexual abuse can happen anywhere, and all staff working with children are advised to maintain an attitude of 'it could happen here'. Schools and colleges should be aware of, and respond appropriately to all reports and concerns, including those outside the school or college, and online. For information on how we deal with incidents of peer-on-peer abuse, please see our peer-on-peer abuse policy.

### **8. Personal Development Curriculum Intent**

Our Personal Development curriculum is designed to equip pupils with the information to support them through the challenges of their formative years, as well as encouraging them to be open-minded global citizens, fully prepared for life in modern Britain. The information provided and

nature of the delivery will allow pupils to make informed decisions about their well-being, relationships and health.

With every aspect of Personal Development, we tailor our content to suit the age of learners, whilst ensuring they have the necessary information to be prepared for the next stage of their lives. Pupil and parental feedback is sought to ensure the provision matches the emerging needs of our cohort.

We believe that a truly effective Personal Development provision is delivered across a range of lessons, developing pupils' Spiritual, Moral, Social and Cultural development (SMSC). For example, online safety is covered through KS3 ICT lessons, but expanded through the Personal Development curriculum, looking at issues relating to relationships and the dangers online. Personal Development lessons also explicitly cover the benefits of a healthy lifestyle, and food enrichment or Food & Nutrition lessons look at a healthy diet. The Personal Development provision focuses on how these elements can impact mental health, and at KS4 will focus on how pupils can make these healthy choices for themselves.

For all year groups, we utilise weekly assemblies and follow-up tutor time activities to deliver key information and develop pupils' discussion skills in the safe environment of their tutor groups. These topics are calendared for the year to tie-in with national events and key dates to increase awareness and support within their local and national communities.

Parents are encouraged to engage with our Personal Development programme through information provided in newsletters. We also hold events to support parents with emerging issues affecting pupils, such as parent drop-in meetings with specific foci.

Our careers provision follows the Gatsby benchmarks, demonstrating our commitment to provide excellent preparation for pupils' working lives. Pupils receive impartial careers advice to cover all the different pathways pupils may take, including higher education, apprenticeships, and vocational courses. This is delivered through presentations, interviews, as well as providing online resources for pupils to use independently. All pupils also develop key skills through mock interviews, work experience and CV writing sessions. This ensures that our core value of developing a passion for life-long learning is embedded.

Our curriculum is also designed to explicitly cover all elements of the statutory Sex and Relationships curriculum, creating a supportive culture where pupils feel able to ask questions. Pupils will look at how to stay safe and healthy.

Staff are supported through regular training, with resources prepared by specialist staff or sourced through institutions with relevant specialisms. Staff are asked for feedback in order to ensure they are part of the ever-developing Personal Development curriculum, and that they feel confident with the delivery of themes. Their feedback also enables us to constantly evolve our delivery and provision to reflect the complexities of the modern world.

The core values of the school complement the Personal Development programme in that they encourage our school community to be open-minded, respectful citizens who have resilience and high aspirations. These are personal qualities we aim to constantly foster and promote across the whole school. We are recognised as a Rights Respecting School and our provision ensures we support pupils with an awareness of the rights of children, allowing them to access the necessary information and encouraging them to support others' access to their rights.

## **9. Assessment**

The design of our Personal Development curriculum incorporates half-termly assessments that are used by teachers to ascertain the extent of the pupils' learning. By drawing evidence from pupils' books, their participation in lessons and their general level of engagement and attendance, teachers make a judgement as to how each pupil has developed the waypoint skills for each half-term.

## **10. Right to withdraw**

As of September 2020, The Relationships Education, Relationships and Sex Education, and Health

Education (England) Regulations make it clear that pupils receiving secondary education must be taught RSHE (Relationships, Sex and Health Education). Under DFE guidance, parents will continue to have a right to request to withdraw their child from sex education delivered as part of RSHE in secondary schools. There is no right to withdraw from the elements covered in the National Curriculum e.g. in Science. From three terms before a child turns 16 (i.e. in year 10), if the child themselves wishes to receive sex education rather than be withdrawn, the school will make arrangements for this to happen in one of the three terms before the child turns 16; the legal age of sexual consent. There is no right to withdraw from Relationships Education as the contents of these subjects, such as family, friendship, safety (including online safety), are important for all children to be taught.

Parents and carers who wish to withdraw their child should inform the Headteacher, in writing, of their decision and will be asked to meet with the Headteacher to discuss their concerns. In such cases, the school will endeavour to make alternative arrangements. At all stages, parents and carers are very welcome to meet staff to discuss and view materials which they are concerned about.

#### **11. Additional Support (external agencies)**

- ✓ Guidance from the DFE Relationships education document
- ✓ PSHE association
- ✓ Research indicated within the legal requirements section

#### **12. References**

- Education Act 2011  
<http://www.legislation.gov.uk/ukpga/2011/21/contents/enacted>
- Education and Inspections Act 2006  
<https://www.legislation.gov.uk/ukpga/2006/40/contents>
- Children Act 2004  
<https://www.legislation.gov.uk/ukpga/2004/31/contents>
- Relationships & Sex Education and Health Education  
[Relationships and sex education \(RSE\) and health education - GOV.UK](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/442422/Relationships_and_sex_education_(RSE)_and_health_education_-_GOV.UK.pdf)

#### **13. Review of implementation**

The implementation of this policy is reviewed annually by the school's Senior Leadership Team in consultation with staff and a report is made to the Governance Body.

The school may submit to Cavendish Education proposals for amendments to this policy.