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Relationships and Sex Education (RSE) and Health Education

Policy and Procedure

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1. Ethos

Kisimul believes that Relationships, Health and Sex Education (RHSE) and is part of the educational entitlement of all children/young people. We recognise that RHSE development is an integral part

Improving self-esteem learners who are learning disabled, adolescents or autistic often have low self-esteem, so we consider this element of RHSE education vital if young people are to develop caring relationships and not exploit or be exploited by others

Supporting all learners to extend their skills in communicating about RHSE issues and to help them access information and to enable them to express themselves appropriately

how these changes can best be dealt with

Support learners to identify and understand their emotions and help them develop the skills to manage them

Develop a respect for diversity and the need to avoid prejudice and discrimination Enable learners to develop an understanding of potential danger signals and an understanding of how to stay safe in relationships,

RHSE will be covered, in an age-appropriate man individual needs, through learning about:

Families and people who care for me. For example, that families are important for children growing up because they give love, security and stability. That families, either in school or in the wider world, sometimes look different from their family, but that they should respect

care. That there are different types of committed, stable relationships.

Caring friendships. For example, how important friendships are in making us feel happy and secure, and how people choose and make friends.

Respectful relationships. For example, the conventions of courtesy and manners, and the practical steps they can take in a range of contexts to improve or support respectful relationships. The characteristics of positive and healthy friendships, including trust, respect, honesty, friendship, generosity, boundaries, privacy and consent.

Online relationships. For example, that people sometimes behave differently online, including by pretending to be someone they are not. And, the rules and principles for keeping safe online. Not to provide material to others that they would not want shared further.

Being safe. For example, what sort of boundaries are appropriate in friendships with peers and others. And, what sorts of boundaries are appropriate in friendships with peers.

Intimate and sexual relationships, including sexual health. For example, how to recognise the characteristics and positive aspects of healthy relationships including mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.

4. Organisation of RHS

The objective of Relationships, Health and Sex Education (RHSE) is to help and support young people through their physical, emotional and moral development and should also teach young people to understand human sexuality and to respect themselves and others.

The content of the curriculum will be linked to the wider personal and social development input. The physical health and mental well-being aspect of the curriculum will also provide specific scope

skills base to navigate their way through these, now and in the future. We believe we can enhance learners' education through our RHSE curriculum and help them become confident individuals, with positive body awareness, in-depth knowledge of keeping themselves safe and healthy and who will, through respect, tolerance and understanding, forge and maintain positive relationships with a diverse range of family and friendship groups.

The learning outcomes for each topic area are further broken down into smaller steps in the form these statements for the semi-formal curriculum.

6. Sensitive Topics

Kisimul educational provision will always place fundamental British Values at the heart of our curriculum, this includes Mutual Respect, Tolerance and The Rule of Law. The latter is informed by 2010 Single Equalities Act which encompasses the nine protected characteristics of, gender, disabilities, race, religion, sexuality orientation, age, pregnancy, civil marriage/partnership. We extend due regard for all characteristics and actively seek to promote them through the Single Equalities (equal opportunities)

8. Roles & Responsibilities

Kisimul Education Team will take overarching responsibility for the implementation and upkeep of this policy. Head teachers will ensure that this policy is implemented effectively within provisions on a day-to-day basis. They will:

Ensure local procedures are in place to effectively implement this policy within the school/college

Monitor the effectiveness of the policy and impact on teaching and learning

Ensure the schools/college provide learners and staff, with appropriate and relevant information regarding child sexual exploitation and ensuring that learners are supported to stay safe online

To inform parents/carers of this policy, curriculum content and progress of young people in gaining social interaction skills, and maintaining positive relationships, and their right to withdraw their child.

Responsibilities of education staff

To enable and support learners to understand the content of the RHSE and related curriculuaWaiasas.7 TeTq000r.32 8T/312 T1 79.14 524.8 Tm0 g0 G()]TeTq0.000008871 0 rting R To provide a safe and secure environment where students feel able to seek support on issues relating to relationships and sex.

Responsibilities of Parents and Carers

To work in close partnership with the school to address key issues of RHSE and maintain effective communication in respect of progress and any emerging issues that may prove a barrier to further progress.

9. Confidentiality and advice:

Staff delivering or supporting RHSE will be vigilant and safeguarding procedures will be invoked if students make disclosures of possible abuse. As with all issues surrounding abuse, staff will

12. Procedures for Policy Monitoring and Evaluation

This policy will be reviewed annually as part of the annual cycle of policy review. Head teachers and directors will intervene as necessary and update as required should there be any legislative changes in the interim period.

13. Links to other documents and policies

Safeguarding policy
Online Safety policy
Ourriculum Policy
SEND and inclusion policy
Complaints policy

Relationships and Sex Education (RSE) and Document Title Health Education Policy Name of person completing equality impact Paul Routledge assessment: Date equality impact assessment September 2023 completed: Characteristics Age Disability Ethnicity Gender Religion or belief Sexual orientation Socio-economic Gender Reassignment Maternity/Pregnancy Marriage/Civil Partnership

Equality target group	impact impact		impact	Reason/comment	
	High	Low	High	Low	
SEND and all protected characteristics groups above.					

What is the main purpose or aims of the policy

To outline the curriculum and pedagogy for teaching RHSE.

Who will be the beneficiaries of this policy?

All learners, staff and stakeholders.

Has the policy been explained to those it might affect directly or indirectly?

Yes

Have you consulted on this policy?

Yes

What are the expected outcomes of this policy?

Improved outcomes and awareness of relationships, sex and health education.

value of person completing equality impact

Paul Routledge

The document change log acts as a register of all authorised changes made to this document.