



Outcomes
First Group

Trimdon Hill
SCHOOL



Relationships Education: Relationships, Sex and Health Education (RSHE) Policy

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STATEMENT OF INTENT

Our Mission

Developing the whole child: A nurturing and supportive curriculum and environment that supports communication, interaction and curiosity where children can shine.

Aims

The aim of the education provided at Trimdon Hill school is to develop social interaction and communication skills to allow young people to express their needs and to stimulate curiosity in the world around them

We believe that a strong Relationships, Sex and Health Education (RSHE) curriculum is essential in supporting our pupils to develop communication, emotional wellbeing, independence, safety awareness and positive relationships.

Our RSHE curriculum is fully integrated within our wider PSHE curriculum and reflects the personalised pathways delivered at Trimdon Hill School:

- ✦ EYFS Pathway – play-based, experiential and communication-rich learning
- ✦ Informal Pathway (EQUALS) – sensory, exploratory and highly personalised learning
- ✦ Semi-Formal Pathway (EQUALS) – structured, scaffolded and progressive learning

The curriculum is designed to meet pupils at their developmental stage rather than chronological age and is adapted to support all communication styles, learning profiles and individual needs.

Learning is sequenced progressively and revisited over time to support secure understanding, emotional regulation, personal safety, relationships and preparation for adulthood.

Shine values and RSHE

Our RSHE curriculum is underpinned by our SHINE values:

- ✦ Safe – pupils learn within secure, predictable environments where emotional and physical safety are prioritised
- ✦ Holistic – teaching supports the whole child including emotional, physical, social and communication development
- ✦ Inclusive – all pupils can access learning through personalised approaches and total communication strategies
- ✦ Nurturing – relationships, regulation and wellbeing are central to learning

- ✦ Engaging – pupils access meaningful, motivating and real-life learning experiences

Through SHINE we create safety, nurture the whole child and enable engagement for progress.

Why is RSHE curriculum important for our children?

At Trimdon Hill school, we believe all young people deserve the right to an education that will support them to become happy and confident individuals with skills that will support them in their future. The overriding aim of our curriculum and wider work is to achieve the best possible outcomes for our young people in terms of individual learning, independence, personal growth and development and personal safety. We aim to provide pupils with an understanding about the wider world to enable them to make informed, appropriate choices and decisions where possible. Our PSHE curriculum is flexible, adaptable and robust enough to meet the ever-changing demands of the modern world and best prepare our young people for a life within it. Our children should be able to experience the real world, culture and other people and plunge into a world of ore and wonder.

Internal experiences are just as vital, pupils should be able to maximise their potential and have opportunities to succeed away from academia. In turn it is anticipated that progress can be felt by the young people, building confidence and self-esteem, raise intrinsic expectations, gives children ownership of their outcomes and progress, promotes own responsibility, promotes an understanding of cause and effect, promotes discussion and appreciation of justice, fairness and British values.

To maximise the effectiveness of these values; which we believe are core to the RSHE curriculum, this should become a whole school approach, it should involve parents, in turn raising their aspirations for their young people and vitally raise the expectations of staff towards pupils futures.

EQUALITY AND DIVERSITY

RSHE is provided to all young people, and provision is made to allow all young people to access the curriculum. Young people are encouraged to follow learning and discussions which suit their interests, skills and strengths with the absence of stereotypes. All young people are provided with the same opportunities, and diversity is celebrated on an individual and whole school basis. Stereotyping of any kind in RSHE is addressed through the RSHE programme using national strategies; for example, the promotion of underrepresented groups and challenging of rigid thinking using RSHE and Preparation for Adulthood transferrable learning knowledge supported by staff members to the young people of Longdon Park School and their wider support networks.

LEGAL FRAMEWORK

1.1. This policy has due regard to legislation and statutory guidance, including, but not limited to the following:

- ✦ Education Act 1996
- ✦ Education Act 2002
- ✦ Children and Social Work Act 2017
- ✦ DfE (2024) 'Keeping children safe in education' (KCSIE)
- ✦ DfE (2020) 'Relationships and sex education (RSHE) and health education'

1.2. This policy will be followed in conjunction with the following school policies and procedures:

- ✦ SMSC policy
- ✦ Careers Education, Information, Advice and Guidance Policy
- ✦ PSHE policy

KEY ROLES AND RESPONSIBILITIES

- 2.1. The governing board has overall responsibility for the implementation of the school's RSHE Policy.
- 2.2. The governing board has overall responsibility for ensuring that the RSHE Policy, as written, does not discriminate on any grounds, including but not limited to age, disability, gender reassignment, marriage and civil partnership, race, religion or belief, sex, or sexual orientation.
- 2.3. The headteacher has overall responsibility for reviewing the RSHE Policy annually.
- 2.4. The headteacher has responsibility for handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- 2.5. The headteacher will be responsible for the day-to-day implementation and management of the RSHE Policy.
- 2.6. The subject lead is responsible for liaising with other staff and professional agencies to devise a suitable scheme of work to ensure a comprehensive RSHE education that achieves the aims laid out in this policy.
- 2.7. The school will consult with parents to ensure that the RSHE and relationships education elements of the RSHE curriculum reflect the needs and sensibilities of the wider school community.

2.8. The school will work with parents throughout the year and will ensure that parents are routinely kept informed about their right to withdraw their children from sex education (but not relationships or health education).

2.9. The school ensures that pupils are also involved in the creation of this policy through termly feedback, suggestion forms and/or class discussions led by the school council

AIMS OF THE RSHE CURRICULUM: STATUTORY GUIDANCE

In Key Stage 1 and 2 we teach Relationships education being taught Health Education, thus following the statutory guidance as set out by the Department of Education and the Independent School Standards.

3.1. Pupils will learn to do the following:

- ✨ Understand what constitutes a healthy lifestyle; mentally and physically.
- ✨ Consent
- ✨ Understand how to stay safe and behave online.
- ✨ Develop responsibility and independence within school which they will take forward into society in their working lives.
- ✨ Respect other people learning to respect the different cultural/ethnic/religious/gendered viewpoints of others in our school community and the wider world.
- ✨ Understand what constitutes 'socially acceptable' behaviour at school and in society.
- ✨ Be a constructive member of society.
- ✨ Understand democracy.
- ✨ understand what healthy and respectful relationships are.
- ✨ Understand what respectful behaviour looks like.
- ✨ Develop self-confidence, self-esteem and self-worth.
- ✨ Make positive, informed choices as they make their way through life.
- ✨ Understand that they have a right to speak up about issues or events, and to respect other's right to do the same.
- ✨ Understand that sexual violence and harassment in any form is always wrong.

DELIVERY OF RSHE

RSHE is not just learning about growing up, changes and reproduction. It is also about enabling children and young people to make and maintain healthy relationships with others, to understand about human sexuality, and to feel good about themselves and the choices they make. Information will be delivered in an accepting and honest way, which enables young people to contribute, and as deemed stage appropriate.

RSHE is delivered differently across the school pathways to ensure accessibility and meaningful engagement for all pupils:



EYFS Pathway

- ✦ Play-based and experiential learning
- ✦ Communication and interaction-focused teaching
- ✦ Early relationship development and self-awareness
- ✦ Strong focus on routines, emotional regulation and self-care

Informal Pathway

- ✦ Sensory and experiential learning
- ✦ Intensive interaction and total communication approaches
- ✦ Learning through routines, modelling and exploration
- ✦ Focus on early awareness of self, relationships and safety

Semi-Formal Pathway

- ✦ Structured and scaffolded learning opportunities
- ✦ Increased discussion, reflection and independence
- ✦ Explicit teaching of relationships, safety and wellbeing
- ✦ Preparation for wider community participation and adulthood

4.1. A range of teaching and learning styles are used to teach RSHE.

4.2. Teaching is pupil-led with an emphasis on active learning techniques such as discussion and group work.

4.3 Pupils learn research and study techniques and can engage in investigations and problem-solving activities.

4.4. All pupils are encouraged to take part in charity work and volunteering, as well as organising school events such as assemblies and open evenings, where national pandemic guideline allow.

4.5. The school uses visiting speakers, such as health workers and the police, to broaden the curriculum and share their real-life experiences. Any such speakers are closely monitored by the class teacher who will use their professional judgement to end a speech if they consider it to contravene any of the aims of this policy or the values of our school.

4.6. The school consults with the local community on matters related to RSHE to ensure that local issues are covered in lessons. Local Education Authority safeguarding agendas will also be delivered through this learning time.

4.7. Pupils' questions, unless inappropriate, are answered respectfully by teachers.



- 4.8. A total communication approach is embedded throughout RSHE teaching. Pupils are supported to communicate through a range of methods including spoken language, visuals, symbols, signing, AAC systems, objects of reference, intensive interaction and sensory-based approaches.
- 4.9. RSHE learning is embedded throughout the school day through routines, play, community experiences, modelling and meaningful interactions, rather than solely through discrete lessons.

SAFEGUARDING, REPORTS OF ABUSE AND CONFIDENTIALITY

5.1. All staff are aware of what constitutes child-on-child abuse. This is likely to include, but may not be limited to, the following:

- ✦ Bullying (including cyberbullying).
- ✦ Physical abuse, e.g. hitting, kicking, hair pulling.
- ✦ Sexual violence, e.g. rape, assault by penetration and sexual assault.
- ✦ Sexual harassment, e.g. sexual comments, online sexual harassment, jokes. These may be stand-alone or part of a broader pattern of abuse.
- ✦ Up skirting (taking a picture under a person's clothes without their awareness, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause humiliation, distress or harm).
- ✦ Sexting
- ✦ Initiation/hazing type violence and rituals.

5.2. All staff are aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. The school recognises that many pupils with SEND may be more vulnerable to exploitation, coercion or misunderstanding social situations; therefore, explicit teaching around consent, boundaries, trusted adults, privacy and personal safety is embedded progressively throughout the curriculum. These may include:

- ✦ Increased absence from school, changes in friendships/relationships with older individuals or groups, a significant decline in performance.
- ✦ Signs of self-harm or a significant change in wellbeing.
- ✦ Signs of assault or unexplained injuries.
- ✦ New possessions or unexplained gifts could indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

5.3. All staff are aware of the associated risks surrounding pupils' involvement in serious crime and understand measures in place to manage these.



- 5.4. If staff have concerns regarding a child who may be at risk of or suffering from 'honour-based' abuse (HBA) including forced marriage, they will speak to the DSL (or deputies). Where appropriate, they will activate local safeguarding procedures. As highlighted with section 74 of the Serious Crime Act 2015, in cases where FGM appears to have been carried out, teachers must personally report this to the police.
- 5.5. Staff are aware of KCSIE advice concerning what to do if a pupil informs them that they are being abused or neglected or are witnessing abuse. Staff are also aware of the appropriate levels of confidentiality. This means only involving those deemed necessary, such as the DSL (or deputy) and children's social care. Staff must never promise a child that they will not tell anyone about a report of abuse, as this ultimately may not be in the best interests of the child.
- 5.6. The school will involve the DSL (or deputy) in anything related to safeguarding. They can potentially provide knowledge of trusted, high quality local resources, links to the police and other agencies, and the knowledge of local issues that may be appropriate to address in lessons.
- 5.7. Every lesson reinforces that, if pupils have any sensitive/personal issues or wish to talk about any of the issues raised in the lesson; they are aware of how to raise concerns or make reports to their RSHE teacher or another member of staff about this, and how this will be handled. This also includes processes when they have concerns about a friend or peer.
- 5.8. The school invites external agencies to support the teaching of safeguarding related subjects, where national pandemic guideline allow – they must agree in advance of the session how the external visitor will deal with safeguarding reports.
- 5.9. The school is aware that, when teaching new subjects, topics including self-harm and suicide may be raised by pupils. Teachers recognise the risks of encouraging or making suicide seem a more viable options for pupils, and avoid material being instructive rather than preventative. To prevent this, teachers avoid giving instructions or methods of self-harm or suicide and the use of emotive language, videos or images.

PARENTS RIGHT TO WITHDRAW

Parents' have the right to withdraw their children from the [non-statutory/nonscience] components of RSHE up until 3 terms before the pupil turns 16 years old.

Requests for withdrawal should be put in writing and addressed to the headteacher a week before the lesson. A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action.

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










TAILORING RSHE

- 7.1. The school uses discussions and other activities during initial RSHE lessons to ascertain 'where pupils are' in terms of their knowledge and understanding of various subjects. The teaching programme will then be adjusted to reflect the composition of the class with regards to this.
- 7.2. Teaching considers the ability, age, readiness and cultural backgrounds of all young people in the class and will be tailored accordingly.
- 7.3. Adaptations are made for those for whom English is a second language to ensure that all pupils can fully access RSHE educational provision.
- 7.4. All pupils with SEND receive RSHE education that is carefully adapted to meet their developmental stage, communication profile, sensory needs and individual EHCP outcomes. Learning may be delivered through sensory exploration, structured play, role play, visual supports, social stories, real-life experiences and explicit modelling.
- 7.5. The school recognises that pupils may progress through RSHE learning in small developmental steps and assessment focuses on engagement, communication, independence, interaction and emotional understanding.

PROGRAMME OF STUDY

The RSHE programme of study will be assessed against the PSHE association framework and cover the following topics:

Across all Key Stages, pupils will be supported with developing the following skills:

-  Communication, including how to manage changing relationships and emotions
-  Recognising and assessing potential risks
-  Assertiveness
-  Seeking help and support when required
-  Informed decision-making - consent Self-respect and empathy for others
-  Recognising and maximising a healthy lifestyle
-  Managing conflict
-  Discussion and group work
-  What is sexual violence and harassment?



- ✧ Child on child abuse

COVERAGE

Relationships and Sex Education is delivered through progressive themes across EYFS, Informal and Semi-Formal pathways, linked to the wider PSHE curriculum and adapted to meet developmental need.

Themes include:

- ✧ Self-awareness and identity
- ✧ Relationships and friendships
- ✧ Trusted adults and safe relationships
- ✧ Feelings and emotional regulation
- ✧ Personal care, hygiene and privacy
- ✧ Healthy choices and wellbeing
- ✧ Safety and risk awareness
- ✧ Community and people who help us
- ✧ Caring for living things and the environment
- ✧ Independence and responsibility
- ✧ Consent
- ✧ Transitions and managing change
- ✧ Preparation for adulthood

Learning opportunities are practical, sensory, discussion-based and experiential to ensure accessibility for all pupils.

ASSESSMENT

- 9.1. The school sets the same high expectations of the quality of pupils' work in RSHE as for other areas of the curriculum. A strong curriculum will build on knowledge pupils have previously acquired, including from other subjects, with regular feedback on their progress.
- 9.2. Lessons are planned to ensure pupils of differing abilities, including the most able, are suitably challenged. Teaching is assessed, identifying where pupils need extra support or intervention.
- 9.3. Pupils' knowledge and understanding is assessed through formative assessment methods such as tests, written assignments, discussion groups and quizzes, to monitor progress.

Through the RSHE curriculum at Trimdon Hill School, pupils will:

- ✦ Develop confidence, self-awareness and communication skills
- ✦ Build positive and respectful relationships
- ✦ Understand emotions and develop regulation strategies
- ✦ Know how to keep themselves physically and emotionally safe
- ✦ Develop independence and self-care skills
- ✦ Engage positively with their community and the wider world
- ✦ Be increasingly prepared for adulthood and future pathways

The curriculum ensures that pupils are supported to shine through safety, nurture and meaningful engagement.

MONITORING AND REVIEW

- 10.1. The subject will be part of the whole school Deep Dive process to ensure consistency of delivery throughout the key stages.
- 10.2. This policy will be reviewed by the Deputy Headteacher/ Headteacher on an annual basis.
- 10.3. Learning scrutiny including learning walks, observations and book audits
- 10.4. Staff feedback and consultation
- 10.5. Pupil feedback and consultation