



Relationships Education, RSE and Health Education Policy

Document Control Information

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5	11/06/2020	Updated to incorporate new government statutory guidance
6	29/04/2022	Raising Standards Deputy and school nurse references removed
7	21/06/2023	Mention of therapeutic thinking in introduction and formatting changes
8	02/03/2026	Mention Character Curriculum, SMSC opportunities, PWL, gender reassignment and formatting changes

Introduction

Foundry College is committed to teaching and supporting all pupils to make informed decisions and manage their health, social and emotional wellbeing. This is done in partnership with parents, carers and other agencies in order to allow our pupils to flourish and participate in life in all its fullness.

Healthy relationships play a crucial role in pupils' health, wellbeing and preparation for adult life in society. Relationships Education, RSE and Health Education can be enhanced by a supportive and inclusive ethos, where all are valued and encouraged. Positive relationships are seen as important and there is a safe and respectful environment in which to learn.

Foundry College is a therapeutic thinking setting providing a caring and supportive environment in which to explore and develop social and emotional wellbeing. Staff members ensure safety is paramount and that positive relationships are nurtured. Building resilience and self-esteem is supported and accurate information is given in order to allow pupils to make informed choices for a healthy lifestyle.

Aim of the Relationships, RSE and Health Education Policy

The aim of this policy is to communicate to staff, Management Committee, parents, carers, visitors and pupils the manner in which Relationships, RSE and Health Education will be delivered and supported at Foundry College, in accordance with the Department for Education's *Relationships Education, Relationships and Sex Education (RSE) and Health Education 2025*. This policy should be read in conjunction with the Teaching and Learning Policy.

What are effective Relationships, RSE and Health Education?

Effective Relationships, RSE and Health Education is essential if young people are to make responsible and well-informed decisions about their lives. It is part of lifelong learning about sex, sexuality, emotions, relationships, mental wellbeing, physical and sexual health. It promotes the spiritual, moral, cultural, mental and physical development of pupils at the college as well as preparing them for the opportunities, responsibilities and experiences of later life.

At Foundry College, we believe effective Relationships, RSE and Health Education incorporates three main aspects:

1. Attitudes and Values

Pupils are helped to examine their own and other people's attitudes and values, particularly related to mental health and sexual matters, and to respect the rights of others and their own opinions. Relationships, RSE and Health Education can help pupils to develop a positive self-image and high self-esteem, responsibility and the ability to make well informed and positive decisions for themselves. We aim to be inclusive and to ensure that sexual orientation and gender reassignment are dealt with in an open and sensitive manner to ensure equality of opportunity. In addition, with advances in technology and its use, the risks around inappropriate use of social media, online bullying and harassment, sexting, grooming and exploitation will be explored.

2. Personal and Social Skills

Relationships, RSE and Health Education encourages the acquisition of skills so that pupils' relationships with others can be positive, fulfilling and respectful. It helps them learn to manage emotions and relationships confidently and sensitively, develop self-respect and empathy for others, as well as learn to make choices based on an understanding of difference and with an absence of prejudice.

Pupils are provided with opportunities to develop communication skills and assertiveness within a range of different situations; explore the characteristics of good physical health and mental wellbeing; develop an appreciation of the consequences of choices made; recognise and avoid exploitation and abuse.

The college actively encourages participation in the local community, recognising the contribution that considering and practising service to others makes to individual health and wellbeing.

3. Knowledge and Understanding

Pupils will gain knowledge and understanding of steps they can take to protect and support their own health and wellbeing, physical development at appropriate stages, the range of sexuality, emotions, different types of relationships, reproduction and sexual health including consent, contraception and abortion, as well as gender issues, prejudice, stereotyping and sex and the law. Relationships, RSE and Health Education can provide an objective and balanced view of sexual matters, correcting any misinformation pupils may have gained, in addition to giving them the information and understanding they need, in accordance with their background and beliefs. Emphasis is placed on ensuring pupils recognise that mental wellbeing is a normal part of daily life in the same way physical health is.

What is the moral and values framework of Relationships, RSE and Health Education?

It is expected of teachers that their personal beliefs and attitudes will not influence their teaching of Relationships, RSE and Health Education. They will address pupils' questions with due regard to the beliefs and values of the pupil's family. The teaching of Relationships, RSE and Health Education respects and refers to the beliefs of the pupil's home background. Relationships, RSE and Health Education is also part of the college's provision for Character Education promoting spiritual, moral, social cultural and personal development. It encourages each pupil to develop confidence and a clear awareness of their own beliefs and values and also to develop mutual understanding and respect for the diverse beliefs and values of others.

How is Relationships, RSE and Health Education organised?

Relationships, RSE and Health Education is not an isolated subject: it permeates the whole college curriculum, the ethos of the college, the pastoral system and is informed by the role models given by teachers. Opportunities should be used as they occur for answering pupils' questions and exploring issues as they arise.

All subjects, but particularly LIFE, Science, English, PWL/Achieve (King's Trust Programme) and PE, provide a forum for exploring some elements of Relationships, RSE and Health Education. The Teacher in Charge of Personal Development alongside the RSE and Health Education Lead Coordinate Relationship, RSE and Health Education and are jointly responsible for the overall planning, implementation and review of the programme.

How does Relationships, RSE and Health Education relate to Equal Opportunities?

The college's policy for equal opportunities also underpins the teaching of Relationships, RSE and Health Education. Relationships, RSE and Health Education can act as a basis for promoting equality between individuals and groups.

We work to ensure that our Relationships, RSE and Health Education is relevant and accessible to all our pupils, is appropriate for all levels of understanding and maturity and is respectful of how pupils choose to identify themselves, their sexual orientation and gender identity (emerging). This means that Relationships, RSE and Health Education is sensitive to the different needs of individual pupils and may evolve and adapt over time.

How is Relationships, RSE and Health Education taught?

The college recognises the need to begin with pupils' own experiences, beliefs and values and, therefore, places a high importance on creating a supportive and secure atmosphere where they can develop the confidence needed to talk, listen and think about healthy relationships. This is underpinned by the following:

- clear ground rules established by all parties, understood by all and covering rights to respect and boundaries;
- the use of clear and appropriate language that avoids misunderstanding, prejudice and assumption of experience;
- the use of distancing techniques, including DVD, case studies and opportunity to participate in role play, if appropriate;
- the ability to provide a safe environment to deal with unexpected questions, comments and sensitive issues.

The college recognises that some aspects of Relationships, RSE and Health Education are a whole college concern and that some aspects can be covered by subject teachers across the curriculum. The college leads the programme but works in partnership with other professionals.

Health professionals compliment teaching by:

- providing specific and up-to-date knowledge about physical/ mental and sexual health, wellbeing and contraception;
- making links between college and other relevant professionals, family planning and sexual health clinics;
- telling pupils about the health services available in their areas and developing the confidence and skill to make use of them;

Right of Withdrawal

Relationships, RSE and Health Education is part of all pupils' education and it is hoped that all will participate. However, the college acknowledges that, under the Education Act 1993, parents / carers have the right to withdraw their child from some or all of sex education delivered as part of the statutory RSE except for that part which occurs in the National Science Curriculum. There is no right to withdraw from Relationships Education or Health Education.

Parents / carers need to be aware, however, that Relationships, RSE and Health Education can occur at any time if it arises naturally from class discussion. In line with government guidance the college will respect the parents' / carers' request to withdraw, up to and until three terms before the pupil turns 16. At that point, if the pupil wishes to receive sex education rather than be withdrawn, the college will make arrangements to provide the pupil with sex education during one of those terms.

Discussions on feelings, values and relationships may well not be of concern. Parents / carers wishing to exercise that right are asked to make an appointment to meet the Community and Wellbeing Deputy Head Teacher to discuss their concerns. However, the college recognises that they are under no obligation to do so. In cases of withdrawal the college will ensure that the pupil receives an appropriate, purposeful education during the period of withdrawal.

Child Protection

Any member of staff having any reason to believe that a pupil is, or may have been, sexually abused or is at risk of sexual abuse, is required to immediately inform the designated safeguarding lead, who will then implement the college's Child Protection procedures.

Procedure for Monitoring and Evaluating

The policy and teaching programme will be reviewed every 2 years, based on the outcome of monitoring and evaluation. The Senior Leadership Team will take a key role in monitoring the progress of the policy. Evaluation may include:

- pupils' responses to teaching content and methods;
- teachers' responses to teaching content and methods;
- evidence of pupils' self-management and respectful attitudes towards the opposite sex monitored by the Senior Leadership Team;
- a decrease in recorded instances of expressions of homophobia, bullying, sexist graffiti, casual use of derogatory language, particularly with sexual or gender meanings, monitored by the Senior Leadership Team.