



Relationships and Health Education (Primary) and Relationships, Sex and Health Education (RSHE) Policy (Secondary)



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Statutory Guidance and Requirements

In the Relationships Education, Relationships and Sex Education, and Health Education in England paper (2019), The DfE states that 'Relationships Education, RSHE and Health Education must be accessible for all learners' and that all learners are entitled to "high quality teaching that is differentiated and personalised'. Mainstream schools and special schools have a duty to ensure that children with SEND are properly included in RSHE saying of good quality RSHE:

'It is an entitlement for ALL young people regardless of gender, sexuality, religion, faith and those with physical, learning or emotional difficulties.'

(Children and Social Work Act 2017)

Relationships Education is now compulsory in all primary schools in England. Relationships and Sex Education is compulsory in all secondary schools. Health Education and Personal, Social, Health Education is also now a statutory subject.

This policy also addresses the requirements and strategies set out in the Education Act 1996. Sexual Health and Wellbeing Action Plan 2010-15 and the Personal and Social Education Framework for 7 – 19-year olds.

As a maintained school, we must provide relationships education to all learners under section 34 of the [Children and Social Work Act 2017](#).

We are not required to provide sex education in primary, but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state, as outlined in section 403 of the [Education Act 1996](#).

We must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Cann Bridge School, we teach RSE as set out in this policy.

Definition

RSE is about the emotional, social and cultural development of learners, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

Policy Development

This policy has been developed in consultation with staff, learners and parents/carers. The consultation and policy development process involved the following steps:

- **Review** – a member of staff or working group pulled together all relevant information including relevant national and local guidance
- **Staff consultation** – all school staff were given the opportunity to look at the policy and make recommendations
- **Parent/stakeholder consultation** – parents/carers and any interested parties were invited to attend a meeting about the policy
- **Learner consultation** – we investigated what exactly learners want from their RSE
- **Ratification** – once amendments were made, the policy was shared with governors and ratified

Roles and Responsibilities

The governing board

The governing board will approve the RSE policy, and hold the headteacher to account for its implementation.

The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, for sharing resources and materials with parents and carers, and for managing requests to withdraw pupils from (non-statutory/non-science) components of RSE.

Health & Wellbeing Curriculum Team Lead

The Health & Wellbeing Curriculum Team Lead is responsible for:

- Review and monitoring the delivery of the RSHE across the school
- Report on the impact of implementation to Governors
- Review and update policy in light of any new guidance or statutory updates
- Ensure resources and materials are available in line with the Long-Term Rolling Programme
- Deliver and update staff CPD for RSHE and SoSAFE!

Teachers

Teachers are responsible for:

- Delivering RSHE in a sensitive way
- Modelling positive attitudes to RSHE
- Monitoring progress
- Responding to the needs of individual learners
- Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the (non-statutory/non-science) components of RSHE

Teachers do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

Learners

Learners are encouraged and supported to engage fully in RSHE and, when discussing issues related to RSHE, treat others with respect and sensitivity.

Statement of Intent

At Cann Bridge School, our RSHE curriculum is designed to empower learners to lead independent, safe, and fulfilling lives, fostering their holistic development and well-being. Rooted in DfE guidance and tailored to individual learners, our curriculum aims to teach essential skills, knowledge and values necessary for healthy relationships, personal responsibility, and well-being.

All RSHE (and PSHE) lessons use tailored content and teaching methods to suit the individual learner. We ensure that teaching is sensitive, age and developmentally appropriate, and in line with statutory guidance and the law. At Cann Bridge School, we take opportunities to develop RSHE through our continuous provision, by which we mean building upon the learners' prior understanding throughout the school day.

Our RSHE curriculum:

- Provides a safe and nurturing environment for learners to explore their identities, values, and future decisions.
- Ensures age-appropriate content and teaching methods, promoting sensitivity and compliance with statutory guidance and laws.
- Fosters a culture of safeguarding through a SoSAFE! informed approach, integrated across all Key Stages.
- Prepares learners for puberty, emphasising sexual development, health, and hygiene.
- Cultivates self-respect, confidence, empathy, and positive attitudes towards sexuality and relationships.
- Equips learners with vocabulary to describe themselves and their bodies accurately.
- Develops socially acceptable behaviours, moral understanding, and assertiveness.
- Encourages positive choices and healthy relationships using SoSAFE! principles.
- Facilitates understanding of relationship formation, maintenance, and management.
- Promotes awareness of appropriate/inappropriate behaviour, public/private spaces, and staying safe.
- Fosters emotional intelligence, including understanding and expressing emotions.
- Builds awareness of family life, parenthood responsibilities, and diverse family structures.
- Emphasises acceptance and understanding of diversity, including religion, gender, culture, and sexual orientation, in line with equality laws and safeguarding protocols.

Through our RSHE curriculum, we aim to empower learners with the knowledge, skills, and attitudes necessary for leading safe, healthy, and successful lives, while fostering a culture of respect, acceptance, and inclusivity within our school community.

Implementation

Delivery of the RSHE programme

RSHE is threaded through the PSHE & RSHE rolling programme following the PSHE Association Framework for SEND pupils and the SoSAFE! Programme (**Appendix 1 & 2**).

At Cann Bridge school RSHE is taught using both class-based, teacher led learning and building on opportunities that arise in our continuous provision.

Staff who deliver RSHE are be trained in the SoSAFE! Programme to be aware of how to build upon opportunities to teach RSHE through our continuous provision during: intimate care, role modelling and interaction and play. Within the EYFS and Key Stage 1, much of the RHSE curriculum will be delivered in this manner and staff will follow SoSAFE! guidelines to ensure full curriculum coverage.

All learners will access RSHE at the developmental stage relevant to them – this will be evident through their personalised learning goals and through assessment and progress shown on B Squared/Evisense.

RSHE is taught in a safe, non-judgmental environment where adults and children are confident that they will be kept safe and their views respected.

Staff have access to a wide range of subject specific and SEND appropriate resources.

RSHE is delivered through a varied range of activities with specific, tailored resources that ensure the curriculum is accessible to all.

SoSAFE! Informed approaches

A SoSAFE! informed approach is used in all PSHE and RSHE lessons, underpinning safeguarding principles.

Cann Bridge adapts a SoSAFE! informed approach to teach learners strategies to learn about relationships, and keeping themselves safe. All learners will have a SoSAFE! People and Relationship Book (PRB) to support understanding of different types of helpers and what areas they can support in. This PRB will follow learners through the school, developing to reflect the wider range of helpers that will be encountered and the changes in those relationships our young people may develop.

SoSAFE! informed resources also provide learners with tools for potentially identifying and reporting abuse. The concept of consent is built upon throughout the school.

A SoSAFE! informed approach includes use of the correct anatomically correct vocabulary for private parts of the body (and all body parts).

Teaching takes place in smaller groups or with individuals in response to specific situations arising; including understanding menstruation, hygiene, bullying, relationships etc.

Content of the RSHE programme

All RSHE at Cann Bridge School is taught within the wider PSHE curriculum, this PSHE curriculum is built upon the PSHE Foundation SEND Curriculum Framework for Key Stages 1-4. RSHE will be taught in Key Stage 5 by building on the learning accessed from EYFS to Key Stage 4, but with a focus in preparation for adulthood and relationships formed in the community, and will, where appropriate engage in the Steps to Relationships aspect of the SoSAFE! Programme.

The PSHE rolling programme builds progression into the teaching of RSHE, ensuring that all learners have regular opportunities to revisit prior learning and broaden their understanding in a range of situations, both class room based and in the community. The programme will be delivered throughout all Key Stages at Cann Bridge through our rolling programme, topics, and modules.

At Cann Bridge School, we use subject content and teaching strategies/vehicles that are appropriate to the age and developmental level of each child. All staff use the PSHE curriculum and their knowledge of learners' emotional maturity and understanding to plan appropriate programmes of work. Although categorised into key stages below, our staff can take content from across all key stages as appropriate to make appropriate, accessible and tailored programmes for each learner.

These areas of learning taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents and foster parents/carers, amongst other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children or young carers).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

Relationships and Health Education in EYFS

Relationships and Health Education in the early years focusses on building strong and trusting relationships with adults in the class, developing appropriate play skills with peers and developing independence in self-help skills when attending to personal needs. They begin to explore boundaries, learn what behaviours are safe and acceptable and how to ask for help when needed.

Learners are encouraged to communicate their needs for food and drink, brush their teeth and to support their own intimate care by initially offering legs to go into trousers, building up to putting their own clothes on and washing hands independently.

Relationships and Health Education is not formally taught in the EYFS, however learners are exposed to the skills they need to set the foundations for later learning in all aspects of the school day including through the EYFS curriculum such as Personal, Social and Emotional Development and Physical Development.

Learners in the EYFS do not access formal teaching of SoSAFE! but are introduced to SoSAFE! terminology throughout their experiences in continuous provision and through in the moment teaching experiences during intimate care and when meeting individual need, laying the foundations for Key Stage 1.

The concept of consent is at the heart of all teaching of Relationships and Health Education.

Relationships and Health Education in Key Stage 1 and 2

Relationships and Health Education in primary school is mandatory. All learners must have the opportunity to learn about:

- **Families and people who care for me** (Importance of families, healthy family lives, different types of families and marriage)
- **Caring friendships** (Characteristics of friendships, respect, healthy and unhealthy friendships, peer pressures, rebuilding friendships, trust and managing conflict)
- **Respectful relationships** (Importance of respecting difference in others, how to treat others, self-respect, and self-care, bullying and cyberbullying, stereotypes, permission seeking and giving)
- **Online relationships** (Keeping safe, recognising, and managing risk, reporting unsafe activity, risks in the online world, personal information)
- **Being Safe** (Boundaries, public and private, appropriate behaviours, secrets, keeping safe, asking for help and where to get support)

Learners in Key Stage 1 and 2 are taught, through Relationships and Health Education and Science about the changes to their bodies from baby to adulthood, in line with the statutory guidance found in the National Curriculum for Science and the PSHE Association Planning Framework for SEND Pupils.

Learners will also be encouraged to further develop independence skills and personal autonomy as well as the importance of their own physical health and fitness.

Learners in Key Stage 1 will continue to follow an informal SoSAFE! programme continuing to learn SoSAFE! terminology throughout their experiences in continuous provision and through in the moment teaching experience during intimate care and when meeting individual need.

In Key Stage 2, our learners begin to access a more formal SoSAFE1 programme with one dedicated SoSAFE! lesson per week and opportunities for in the moment learning throughout the day, in line with the progression shown in **Appendix 2** and teacher-based assessment of what is appropriate for the

development on individual learners. Learners in Key Stage 2 will begin to access and show ownership of their People and Relationship Book (PRB) and begin to use these to manage their relationships.

The concept of consent is at the heart of all teaching of Relationships and Health Education.

Relationships, Health and Sex Education (RSHE) in Key Stage 3 and 4

Relationships, Health and Sex Education in Secondary School is mandatory, but must be taught in a manner appropriate to the learning needs of the individual child/young person. Parents/carers do have the right to opt their child out of the formal teaching of any and all sex education that goes above and beyond that found in statutory science units. This is taught in line with the PSHE Association Planning Framework for SEND Learners and the National Curriculum Science objectives.

Within RSHE, all learners (unless opted out) must have the opportunity to learn about:

- **Families and people who care for me** (Importance of families, stable relationships, choice, healthy family lives, different types of families, marriage and choice of marriage, responsibilities of parenthood, trust and keeping safe)
- **Respectful relationships, including friendships** (Positive and healthy friendships, trust, managing conflicts, different types of relationships, stereotypes, respect, bullying, control, rights and responsibilities regarding equality and harassment)
- **Online and media** (Rights, responsibilities, opportunities online, online risks, sensitive materials, sharing online, harmful content, how and where to get support and keeping information safe)
- **Being safe** (Laws on consent, coercion, abuse, how to understand and communicate consent, private and public, appropriate behaviours, sexual harassment and sexual violence, safety in all types of relationship and online safety)
- **Intimate and sexual relationships** (Healthy relationships, consent, trust, health is affected by choices we make, mental health, reproductive health, pressures, delay, pregnancy and responsibilities, sexual health, alcohol and drugs, factual knowledge about sex, sexual health and sexuality, importance of relationships, how to access help and support)

Learners will continue to progress through the SoSAFE! programme as highlighted in **Appendix 2**. Learners receive one dedicated lesson per week, and are supported to generalise their learning through in the moment teaching opportunities. Learners will continue to progress through SoSAFE! In line with teacher assessment of what is appropriate for their developmental stage.

Learners will be encouraged to use their PRB book confidently, to identify the boundaries within each relationship they form.

In Key Stage 4, learners move into the 14-19 curriculum, where they learn independent living skills. At this point, learners begin to focus on the importance of preparing for independent living. Some of the RSHE curriculum at Key Stage 4 is accredited through nationally recognised qualifications.

The concept of consent is at the heart of all teaching of Relationships and Health Education.

Relationships, Health and Sex Education (RSHE) in Key Stage 5

In Key Stage 5, learners have a bespoke curriculum offer which begins to move away from the planning framework designed by the PSHE Association. They will, however, continue to follow the sections of the framework and will continue to build on the skills that they have developed from the EYFS to Key Stage 4. Learners will also begin to explore the skills required to secure employment, in line with the accreditation opportunities offered at Key Stage 5. Alongside this, learners will continue to develop their understanding of preparing for adulthood through a range of learning opportunities and real-world experiences. Some of the RSHE curriculum at Key Stage 5 is accredited through nationally recognised qualifications.

Learners will be supported to understand the relationships that they will form in the wider community, and will use their SoSAFE! informed learning to navigate these relationships safely. Where appropriate, learners will be introduced to the Steps to Relationship book through SoSAFE! so support their understanding of the progression of close and intimate relationships.

The concept of consent is at the heart of all teaching of Relationships and Health Education.

Progression Guidance

At Cann Bridge School progression in RSHE is individual. To support each learners' next steps in their development the school uses progression guidance based on the EYFS Characteristics of Effective Learning for learners in Foundation, the PSHE Association SEND Framework Programme of Study for learners in Key Stages 1-4 and progress towards NOCN accreditation in Key Stage 4 and 5.

Progression of skills for Key Stages 1 – 4 can be found for each RSHE topic covered within the PSHE Association Planning Framework for learners with SEND. This can be found here: [Planning Framework for Learners with SEND \(pshe-association.org.uk\)](https://www.pshe-association.org.uk)

Progression of Skills for Key Stage 4 and 5 is shown through progress towards accreditation criteria for the NOCN accreditation units which is mapped in our Long-Term Rolling Programme.

The SoSAFE! progression document can be found in appendix 1. This shows the stage at which we would like to introduce new learning alongside recapping prior knowledge. However, this will be considered on an individual basis dependant on the needs of the learner.

Accreditation and assessment

Progress in RSHE is assessed through a combination of formative methods such as observations on Evisense and data analysis through BSquared, with summative assessments conducted three times a year to evaluate overall learning and outcomes.

Further information on our assessment frameworks can be found in the school's Planning, Assessment, Recording and Monitoring Policy.

Tracking learner progress in RSHE through BSquared allows us to effectively monitor and assess the skills our learners have gained as well as identify and rectify any gaps in learning or areas in which our learners aren't making at least expected progress.

An accurate and up to date assessment of learner's prior knowledge informs our planning to ensure that learners receive an engaging and aspirational programme of learning tailored to their individual needs and designed to ensure that they make progress in all areas of PSHE, building on the prior skills and knowledge learned and

NOCN – Entry Level Independent Living Skills

Years 10 - 11

The NOCN Independent Living Skills qualification offers a range of units that meet the intended outcomes for PSHE and RSHE at KS4 as found in the PSHE Association Framework for learners with SEND.

Learners will study a range of units from the Independent Living Skills qualification and will be, where appropriate put forward for accreditation in 3 units per academic year.

These modules are externally moderated.

NOCN - Entry Level Using Employability Skills

Years 12 - 13

The NOCN Using Employability Skills qualification supports the learner's understanding of their role in the workforce, and how to secure employment after education.

Learners will study a range of units from the Entry Level in Using Employability Skills and will be, where appropriate put forward for accreditation in 5 units across the two years.

These modules are externally moderated.

Resources

We **will** consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support learners in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our learners
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to learners' experiences and won't provoke distress

At Cann Bridge, we have taken on and adapted SoSAFE! informed practice and curriculum resources to meet our learner's needs. We also use a wide range of resources sourced from national and local providers. Other resources and approaches we incorporate into our curriculum include NSPCC PANTS campaign, NSPCC Speak Out Stay Safe, Makaton adapted resources, Therapeutic approaches and resource's including Attention Activities, Playworx, Blockworx and ELSA approaches delivered by ELSA trained staff. All the resources and approaches we use are suitable and appropriate for learners with SEND. Resources are centralised in the curriculum resource cupboard.

Use of external organisations and materials

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to learners. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We will:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
 - Are age-appropriate
 - Are in line with pupils' developmental stage
 - Comply with:
 - This policy
 - The [Teachers' Standards](#)
 - The [Equality Act 2010](#)
 - The [Human Rights Act 1998](#)
 - The [Education Act 1996](#)

- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:
 - What they're going to say
 - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers
- Share all external materials with parents and carers

We **won't**, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme

Answering Difficult Questions

During formal PSHE/RSHE sessions, and when staff are asked questions around sex or relationships, we trust that staff answer questions only if it is appropriate to do so. Staff will consider the learners age, developmental ability, and maturity prior to answering. Any answers may be given on a whole class, small group, or individual basis where appropriate. If a staff member does not feel comfortable to do this or do not have the skills or knowledge, this will be referred to the Health & Wellbeing Curriculum Team Lead to follow up, which may include referrals to specialist advice and support in consultation with parents and carers.

If any staff member is concerned with any content/topic discussed, or feels that a learner may be at risk, a referral to the Designated Safeguarding Lead will be made.

Personal Care

All staff at Cann Bridge School receive regular refresher training to deliver intimate care and must annually read our Safe Touch and Intimate Care Policy. This training is delivered during our new starter induction programme. No new staff member will carry out intimate care until this training has been completed, and non-familiar staff who are not identified as a child or young person's private helper will not carry out intimate care for this learner.

The nature of our school means that many of our learners will be reliant on support for their personal care and may not have the independence and life opportunities that are referred to in many RSHE resources. The need for sensitivity and privacy around personal care and adaptability of teaching methods and resources will be explicitly taught during staff training to ensure that all learners have a curriculum

pertinent and accessible to them and that the dignity and respect of our learners is at the forefront of all intimate care.

Confidentiality, Child Protection & Safeguarding Issues

During RSHE lessons, confidentiality is maintained by the teacher or member of staff. RSHE discussions may prompt a learner to disclose about related incidents; for example, FGM, forced marriage, child exploitation or sexual abuse including sexual harassment and sexual violence. If the member of staff believes that the learner is at risk or in danger or has concerns about any information disclosed, the member of staff will talk to the named Designated Safeguarding Lead who will follow procedures outlined in the Child Protection and Safeguarding Policy. All staff are familiar with the policy and know the identified members of staff with responsibility for Safeguarding and Child Protection issues.

The learner will be fully supported throughout such disclosures. Clear communication will be given to the learner so that they fully understand why confidentiality is being breached. Learner and staff safety and welfare will be carefully monitored at this point and support given.

Continuing Professional Development

All staff members that teach RSHE across school are supported in this by the Health & Wellbeing Curriculum Team Lead. Support is offered through teaching opportunities, in house staff training and external update training. Staff are kept informed of developments in key aspects of school life that impact RSHE, including links with safeguarding, inclusion, equality, child protection and anti-bullying, through regular training provided at staff meetings and INSET days.

Working with parents/carers and the wider community on RSHE

All RSHE teaching at Cann Bridge School is taught sensitively and inclusively, with respect to the background and beliefs of learners and parents. We wholly believe that parents are the first teachers of their children and have a significant influence helping their children to grow and mature to form healthy relationships.

We are committed to working and consulting with parents and the wider community to develop the RSHE programme. We ensure clear communication channels are open and training opportunities are taken. We use comments from parents in RSHE policy development and discuss the school's RSHE teaching programme at curriculum meetings during the year. Parents are welcome to view the resources used and discuss any issues for individual learners.

Parent's right to withdraw

Relationships Education and Health Education is a statutory subject however parents do have the right to request that their child is withdrawn from some or all of the sex education delivered as part of statutory RSHE (except for those parts included within the National Curriculum for Science). We communicate our approach to RSHE, including the parental right to withdraw, through the schools' the RSHE policy and at the parent/carer meetings.

We share with parents that the RSHE curriculum helps us as a school to fulfil our statutory duty to:

- safeguard and promote the welfare of their children,
- advance the 2010 Equality Act,
- encourage the spiritual, moral, social, and cultural development of learners,
- foster British Values, and
- prepare children and young people for the challenges, opportunities, and responsibilities of adult life.

Any parent/carer wishing to exercise the right to withdraw their child from part or all of RSHE is invited in to see the Health and Wellbeing Curriculum Team Lead, the class teacher or the Headteacher to discuss their concerns and any impact that withdrawal may have on the learner. Once a learner has been withdrawn, they cannot take part in the RSHE programme until the request for withdrawal has been revoked. Following withdrawal, it is the responsibility of the parents/carers to deliver the content of the RSHE to their child as they see fit. Information and support materials can be made available for parents/carers to use. Learners who are withdrawn from RSHE will continue with individual learning tasks in a separate taught session.

Care should be taken if a related topic of conversation arises outside of a planned RSHE lesson in the presence of a learner who has been withdrawn from RSHE lessons. In this instance it is important that the conversation is stopped immediately. Staff should explain that the discussion would be best continued at a 'more appropriate' time. The staff member must then ensure that they find an appropriate time to continue the conversation with learners when the withdrawn child is not present.

See **Appendix 3** for the school letter.

The involvement of health professionals and external agencies

We may invite specialist external agencies in to support the delivery of RSHE. Such sessions may place in either whole class setting or in smaller specified groups. External agencies and visitors will be familiarised with and understand the school's RSHE and safeguarding policies in addition to being familiar with the SEND needs of our students. All visitors are supervised and supported by a member of staff. The input of visitors is monitored and evaluated by staff. This evaluation informs future planning.

Equal Opportunities and Inclusion

We strive to make the RSHE curriculum inclusive, appropriate and relevant to all learners regardless of age, culture, gender, ability, disability, sexual orientation, religion, experiences, or family background. The RSHE policy and curriculum reflects and is in line with the schools' equal opportunities policy.

The Health & Wellbeing Curriculum Team Lead and all school staff ensure that the content, approach, resources and use of inclusive language reflect the diversity of the school community, and help all learners feel valued and included. RSHE strives to meet the needs of all learners regardless of their developing sexuality and deals honestly and sensitively with sexual orientation, answers appropriate questions, and offers support. Bullying of all kinds is not tolerated and any instances are challenged and dealt with as part of our commitment to promoting inclusion, gender equality and preventing bullying.

A number of staff members are trained as Diversity Champions can be identified through wearing a rainbow lanyard in school. Learners are aware that they can approach these members of staff should they wish to talk about any LGBTQ+ matters. Whilst all staff within the school are inclusive and open to discussion, these staff members have been specifically trained in diversity matters, to ensure that any discussions will be sensitive, progress at the pace the learner is comfortable with and will remain confidential (unless safeguarding concerns are raised). These staff are and are easily identifiable to students should they not know who to approach.

At Cann Bridge School, all personal beliefs and values are respected. We acknowledge that RSHE is a sensitive topic and one that may evoke differing views and opinions. Despite this, we ensure that all teaching is respectful of difference and is presented using a variety of views and beliefs, without bias. This allows our learners to be able to develop an informed opinion whilst respecting the views of others. We expect such respect of diversity to be modelled by our staff.

Impact

Learners at Cann Bridge School receive a well-planned and robust RSHE curriculum, which supports them to develop and maintain appropriate, healthy, and respectful relationships in all aspects of their lives, nurturing their identities, values, and future decisions. By the time learners leave Cann Bridge School, they have developed the skills they need to understand how to keep themselves safe in a range of situations (including online), fostering confidence in their expectations for respectful and safe relationships. Learners emerge equipped with the skills needed to identify unhealthy relationship behaviours and report any concerns or abuse, fostering a culture of safeguarding and support.

Learners are aware of the adults who can support them in a variety of situations, including intimate care where appropriate, while understanding which adults are not identified as private helpers. Learners have gained a clear understanding of socially acceptable behaviours, public and private spaces, and which parts of their bodies are private, empowering them to apply the concept of consent confidently across diverse scenarios. Learners have developed emotional intelligence, enhancing their abilities to understand and express emotions effectively. Emphasising equality and diversity, our curriculum ensures learners develop an inclusive mindset, promoting acceptance and understanding of differences within our school community and beyond.

Monitoring, Evaluation and Review of RSHE

We ensure equal and appropriate access to the RSHE curriculum through ongoing monitoring, evaluation and review. The Health & Wellbeing Curriculum Team Lead conducts regular meetings with the curriculum team leads and monitors learners' learning and progress. The PSHE policy is reviewed yearly, and the action plan is updated accordingly. The lead also ensure that the policies and action plan align with the school's development plan.

- Health & Wellbeing Action Plan
- PLG progress
- Progression through SoSAFE! programme
- Learning Walks
- Planning
- B Squared & Evisense
- School Improvement Partner Visits
- Education Improvement Officer Visits
- Stakeholder Survey Results
- Staff training records and evaluations

RSHE (and PSHE) is reviewed yearly and the Health and Wellbeing Action Plan updated accordingly.

Links

The Policy has been developed in conjunction with other key policy documents listed below:

- Children and Social Work Act (2017)
- Education Act 1996
- Equality Act 2010
- Human Rights Act 1998
- Keeping Children Safe in Education 2023 (Statutory Guidance)
- Keeping children safe online 2021 (Guidance)
- Mental Health and Behaviour in Schools 2018 (advice for schools)
- Preventing and Tackling Bullying 2017 (advice for schools, including advice on cyberbullying)
- Promoting Fundamental British Values as part of SMSC in schools 2014 (guidance for maintained schools on promoting basic important British values as part of learners' spiritual, moral, social, and cultural (SMSC))
- Relationships and sex education (RSE) and health education 2021
- SEND Code of Practice: 0 to 25 years (Statutory Guidance)
- Teacher Standards'

This Policy should be read in conjunction with the following Cann Bridge policies:

- 14-19 Policy
- Accreditation Policy
- Anti-bullying (Learner) Policy and Procedure
- Behaviour & Statement of Behaviour Principles (including De-escalation & Physical Restraint) Policy
- Child Protection & Safeguarding Policy
- Collective Worship Policy
- EYFS Characteristics of Effective Learning for learners in Foundation
- EYFS Curriculum Booklet
- EYFS Policy
- Health and Safety Policy
- Online Safety Policy
- Pathways to Independence Policy
- Planning, Assessment, Marking, Reporting & Recording Policy
- PSHE Association SEND Framework Programme of Study for learners in Key Stages 1-4
- Personal, Social, Health and Economic (PSHE) Policy
- Safe Touch & Intimate Care Policy

Appendix 1: PHSE & RSHE Rolling Programme

Year group	Termly Topic					
	Autumn		Spring		Summer	
EYFS	PHSE is covered in the EYFS through all of the Seven Areas of Learning, but specifically through the prime areas: Personal, Social and Emotional Development (PSED), Physical Development (PD) and the specific area of Understanding the World (UtW). Over the course the year, learners will learn about: building and developing relationships; health, hygiene and self-care; developing independence; self-confidence, self-awareness and self-regulation; and development of play skills.					
KS1 Year 1	<u>WALT (end point):</u> Find out about different types of jobs.	<u>WALT (end point):</u> Explore different types of relationships.	<u>WALT (end point):</u> Identify and express a range of feelings.	<u>WALT (end point):</u> Know who can help us to stay safe.	<u>WALT (end point):</u> Explore healthy foods.	<u>WALT (end point):</u> Be kind to people and animals.
KS1 Year 2	<u>WALT (end point):</u> Belong to a community.	<u>WALT (end point):</u> Explore how we change from baby to adult.	<u>WALT (end point):</u> Develop strategies to manage feelings.	<u>WALT (end point):</u> Stay safe when out and about.	<u>WALT (end point):</u> Keep ourselves well in the sun.	<u>WALT (end point):</u> Understand kind and unkind behaviours
KS2 Year 1	<u>WALT (end point):</u> Respect the differences between people.	<u>WALT (end point):</u> Understand how our bodies change at puberty.	<u>WALT (end point):</u> Identify different feelings.	<u>WALT (end point):</u> How to keep ourselves safe, including online.	<u>WALT (end point):</u> Explore healthy eating.	<u>WALT (end point):</u> Play and work alongside others.
KS2 Year 2	<u>WALT (end point):</u> Understand the different jobs that people can have.	<u>WALT (end point):</u> Understand that all families are different.	<u>WALT (end point):</u> Manage our feelings when we are angry, upset or frustrated.	<u>WALT (end point):</u> Recognise who can help us to stay safe.	<u>WALT (end point):</u> Look after our physical health.	<u>WALT (end point):</u> How to be kind to others.
KS2 Year 3	<u>WALT (end point):</u> Understand the importance of rules and laws.	<u>WALT (end point):</u> Recognise the changes from baby to adulthood.	<u>WALT (end point):</u> Identify a range of feelings.	<u>WALT (end point):</u> Understand how following rules can keep us safe	<u>WALT (end point):</u> Explore healthy eating.	<u>WALT (end point):</u> Understand what we are good at.
KS2 Year 4	<u>WALT (end point):</u> Look after the environmen.	<u>WALT (end point):</u> Explore different types of relationships.	<u>WALT (end point):</u>	<u>WALT (end point):</u>	<u>WALT (end point):</u> understand how to stay well.	<u>WALT (end point):</u> Get along with our friends.

			Find strategies to manage strong feelings.	How to keep ourselves safe, including online.		
KS3 Year 1	<u>WALT (end point):</u> Look after the world we live in.	<u>WALT (end point):</u> Understand how are bodies change as we grow up.	<u>WALT (end point):</u> Identify and manage strong feelings, such as anger, sadness and frustration.	<u>WALT (end point):</u> Understand what we can do to stay safe in an emergency.	<u>WALT (end point):</u> Choose appropriate clothing and footwear.	<u>WALT (end point):</u> Show understanding of prejudice and discrimination.
KS3 Year 2	<u>WALT (end point):</u> prepare for adulthood and explore the jobs available to us.	<u>WALT (end point):</u> show respect within our personal relationships.	<u>WALT (end point):</u> Understand how kind and unkind comments can make people feel.	<u>WALT (end point):</u> Stay safe online.	<u>WALT (end point):</u> Choose how to live a healthy lifestyle.	<u>WALT (end point):</u> understand our personal strengths.
KS4 Year 1	<u>WALT (end point):</u> Understand diversity, and promote diversity rights. NOCN Unit: R/600/6494	<u>WALT (end point):</u> Understand what it means to be in a long-term relationship and to be a parent.	<u>WALT (end point):</u> Understand how kind/unkind comments make people feel.	<u>WALT (end point):</u> Choose appropriate clothing and footwear. NOCN Unit: J/600/6251	<u>WALT (end point):</u> Keep ourselves healthy through healthy eating and exercise.	<u>WALT (end point):</u> Show understanding of our appearance, personal qualities and behaviour. NOCN Unit: A/600/6490
KS4 Year 2	<u>WALT (end point):</u> Understand how to manage money, what we can spend it on and how to save. NOCN Unit: J/600/6217	<u>WALT (end point):</u> Understand what happens in intimate relationships (consent and contraception).	<u>WALT (end point):</u> Understand different types of relationships and how to behave in them. NOCN Unit: D/600/6501	<u>WALT (end point):</u> Understand personal safety and risk and how to keep ourselves safe. NOCN Unit: Y/600/6304	<u>WALT (end point):</u> Understand how to keep ourselves well and what we can do if we are unwell. NOCN Unit: A/600/6294	<u>WALT (end point):</u> Identify our personal strengths and talk about what we are good at and what we enjoy doing. NOCN Unit: Y/600/6495
KS4 Year 3	<u>WALT (end point):</u> Look after our environment.	<u>WALT (end point):</u> Show understanding of the need for personal hygiene.	<u>WALT (end point):</u> Recognise when we have romantic feelings	<u>WALT (end point):</u> Understand the importance of the	<u>WALT (end point):</u> Understand the risks of drugs,	<u>WALT (end point):</u> Show awareness of our local area and

	NOCN unit: R/600/6477	NOCN unit: M/600/6289	and how to handle sexual attraction.	law and who enforces it. NOCN unit: F/600/6488	alcohol and tobacco. NOCN Unit: T/600/625	the different communities in it. NOCN Unit: M/600/6549
KS5 Year 1	<u>WALT (end point):</u> Make Career Choices. NOCN Unit: A/504/1231	<u>WALT (end point):</u> Understand how to manage sexual feelings and intimate relationships.	<u>WALT (end point):</u> Manage confidence and build self-esteem. NOCN Unit: T/504/1230	<u>WALT (end point):</u> Show awareness of staying safe online.	<u>WALT (end point):</u> How to make and keep appointments with medical professionals. IL NOCN Unit: A/600/6523	<u>WALT (end point):</u> Preparing for and taking part in an interview. NOCN Unit: J/504/1233
KS5 Year 2	<u>WALT (end point):</u> Understand how to recycle and manage waste. IL NOCN Unit: H/600/6225	<u>WALT (end point):</u> Look and act the part at work. NOCN Unit: F/504/1280	<u>WALT (end point):</u> Understand respectful relationships in the work place and how to deal with problems at work. NOCN Unit: A/504/1407	<u>WALT (end point):</u> Understand health and safety procedures in the workplace NOCN Unit: A/504/1410	<u>WALT (end point):</u> Understand the importance of personal presentation and looking after our skin and hair. IL NOCN Unit: M/600/6308	<u>WALT (end point):</u> Understand our rights and responsibilities in society. IL NOCN Unit: H/600/6502

This follows the guidance from Development matters for EYFS, topics from the PSHE Association SEND framework for KS1-4 and NOCN accreditation units for Key Stage 4 and 5.

Units where learners will achieve accreditation are highlighted in yellow.

Careers units are shaded green.

Units covering environmental issues are shaded blue.

RSHE units are shaded pink.

Appendix 2: SoSAFE! Informed Curriculum

Intent

As a school, we feel that it is appropriate from a safeguarding and education perspective to model the foundations of a SoSAFE! informed curriculum from school entry.

SoSAFE! Informed practise aims to provide learners the visual and conceptual tools to promote social safety.

SoSAFE! informed practise aims to give learners some guidance to understand what is ok and not ok in different relationships.

SoSAFE! informed approach is part of our ongoing RSHE provision. We recognise that opportunities for learning about SoSAFE! Principles are built upon when they arise during learners' daily provision.

SoSAFE! informed approaches are adapted and differentiated to meet individual learners needs, age and level of development.

SoSAFE! informed approaches are introduced at school entry and through building upon prior learning we aim to build progression as the learners move through the school.

Alongside the use of SoSAFE! symbols we recognise the importance that we use symbols and pictures to represent diverse families and relationships.

Implementation

Delivery

In the EYFS and Key Stage 1, SoSAFE! will not be delivered through discrete teaching, but will build on teaching opportunities that arise in continuous provision and throughout the school day.

In Key Stage 2-5, learners will have 1 discrete teaching session each week and will experience a SoSAFE! informed approach to teaching of all RSHE.

All learners within the school will have a People and Relationship Book (PRB), and when appropriate a Steps to Relationship Book (SRB) to support their learning.

SoSAFE! boards around the school will support understanding of appropriate boundaries within relationships.

Training

Teachers in each class will be trained in SoSAFE!

Staff have been trained in SoSAFE! informed curriculum. In this training we discuss the practical implementation of some of the core SoSAFE! informed curriculum principles at Cann Bridge.

The Health & Wellbeing Curriculum Team Lead delivers regular updates in SoSAFE! informed training to support the implementation of the principles in our RSHE curriculum.

Guidance for SoSAFE! informed provision at each key stage

Learners will be secure in each step before moving on to the next one. This progression guidance shows when we would like to introduce new topics, however it is essential that this information is delivered at a pace appropriate to the individual learners.

	Steps		Resources
EYFS	Use of SoSAFE! language and symbols to give anatomically correct names for body parts Private helpers for intimate care Consent		PRB – differentiated to make more accessible for Early Years – People I know and Family. Private helpers displayed on SoSAFE! board Touch Talk Triangle
KS1	Use of SoSAFE! language and symbols to give anatomically correct names for body parts Private helpers for intimate care Consent		PRB – differentiated to make more accessible for Early Years – People I know and Family. Private helpers displayed on SoSAFE! board Touch Talk Triangle
KS2	Stage 1		PRB – using SoSAFE! template. Pages 1-7 to be included and touch talk triangle to include symbols up to CWIDK
	1A	Private and public parts of the body	
	1B	Private and public places/private things (behaviours)	
	1C	Help and help a lot	
	1D	Private helper	
	1F	Ok/Not ok	
	1G	Consent	
	1H	Happy	
	1I	Sad/Hurt	
	1J	Scared	
	1K	Helping Hand	
	1L	OK Helpers	
	1M	Using the help page	
KS3	Stage 2		PRB – add pages 7-9 Add to wall chart
	2A	Family	
	2B	Miss You	
	2C	Like and Like a lot	
	2D	Hold Hands	
	2E	Hug	
	2F	Cuddle	
	2G	Cheek kiss	
	2H	Sexy Kiss	
	2I	Family Love	
	2J	Private Talk	
	2K	Know Names	
	2L	Know/Don't Know and Know a lot about	
	2M	Community Worker	
	2N	Community Worker I know	
	2O	Special Hug	
	2P	Special Cheek Kiss	
	2Q	Community Worker I Don't Know	
	Stage 3		
	3A	Friend	
	3B	Other people I know	
	3C	Other people I don't know	
KS4	Stage 4		Complete PRB & Touch Talk Triangle
	4A	Close Friend	

	4B	Intercourse	
	4C	Sex Touch	
	4D	Sex	
	4E	Feeling Sexy	
	4F	Sexy Love	
	4G	Boy/Girlfriend	
	Stage 5		
5A	Steps to Relationship	Complete PRB & Touch Talk Triangle	
KS5	Stage 4		
	4H		Partner
	Stage 5		
	5A		Steps to Relationship

Impact

Learners show understanding of the different types of relationships that they will form throughout their lives, and will be aware of the different boundaries, dependant on relationship type.

Learners have a secure understanding of consent and will be able to apply to a range of situations. Learners will be able to use their PRBs to support their understanding of what behaviours are ok and not ok.

Learners have developed the skills required to identify inappropriate relationship behaviours and are confident using the tools available to report their concerns.

Monitoring

We ensure equal and appropriate access to the PSHE/RSHE curriculum through ongoing monitoring, evaluation and review. The Health & Wellbeing Curriculum Team Lead conducts regular meetings with the curriculum team leads and monitors learners' learning and progress. The PSHE/RSHE policy is reviewed yearly, and the action plan is updated accordingly. The lead also ensure that the policies and action plan align with the school's development plan.

- Health & Wellbeing Action Plan
- Learning Walks
- Planning
- B Squared & Evisense
- School Improvement Partner Visits
- Education Improvement Officer Visits
- Stakeholder Survey Results
- Staff training records and evaluations

Appendix 3: Letter to Parents



Dear Parents and Carers,

At Cann Bridge School, we believe that our learners need to acquire the skills and knowledge that will allow them to make informed decisions about all areas of their lives and to become as independent as possible in preparation for adulthood.

The Department for Education (DfE) have introduced new statutory guidance for teaching Relationships Sex and Health Education (RSHE) in schools. The guidance focuses on developing healthy relationships and keeping children safe in the modern world, covering a wide range of topics relating to physical, emotional and mental health, wellbeing, safeguarding, forming and maintaining healthy relationships.

How has Cann Bridge responded to these changes?

We have adapted our Personal, Social, Health and Economic Education curriculum (PSHE) to incorporate the RSHE guidance. RSHE is taught all the way through the school and is appropriately tailored to the age, physical and emotional maturity of our learners.

RSHE develops an understanding of different relationships which will include:

- families and people that care for me
- caring friendships
- respectful relationships
- online and media relationships
- being safe
- intimate and sexual relationships
- The intimate and sexual relationships element of the programme will be delivered through discreet lessons in classes as well as to small groups and individuals appropriate for learners age, physical, emotional maturity and development. Areas covered are:
 - developing and understanding of healthy relationships
 - importance of respectful relationships
 - consent and trust in relationships;
 - mental health
 - reproductive health
 - sexual health
 - alcohol and drugs
 - facts and knowledge about sex
 - how to access help and support

Learner Name:		Class:	
Parent/Carer Name:		Date:	
Reason for Withdrawal from Sex Education:			
Additional Information:			
Parent/Carer Signature:			

Agreed actions by school after discussion with parents/carers					
Headteacher Signature:		Parent/Carer Signature:		Date:	