

# Court Schools School RSHE Policy



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Date: 01/09/2025

Last reviewed on: 01/09/2025

Next review due by: 30/08/2026

# Court Schools School RSHE Policy

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## The Aims of this policy is

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place.
- Help pupils to develop their understanding of healthy and positive relationships.
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene.
- Help pupils develop feelings of self-respect, confidence and empathy.
- Create a positive culture around issues of sexuality and relationships.
- Teach pupils the correct vocabulary to describe themselves and their bodies.

## Statutory Requirements

As an independent school, our policy covers primary, secondary and Post 16 RSE expectations.

### Primary Education

At Court Schools, we teach RSE as set out in this policy.

Within our primary classes, we must provide relationships education to all pupils as per section 34 of the **Children and Social Work Act 2017 (legislation.gov.uk)**.

However, we are not required to provide sex education, 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 within the **Relationships and sex education (RSE) and health education - GOV.UK (www.gov.uk)** issued by the secretary of state as outlined in section 403 of the **Education Act 1996 (legislation.gov.uk)**

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 (legislation.gov.uk)**
- 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.

### Secondary School

At Court Schools, we teach RSE as set out in this policy.

As a independent special secondary school, we must provide RSE to all pupils under the **Children and Social Work Act 2017**.

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

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- 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.

## Policy Development

This policy has been developed in consultation with key members of staff including the PSHE coordinator and other leaders. It has been ratified by governors and will be shared with all staff and parents. Feedback from stakeholders will be used to inform the ongoing review and development of this policy.

## Definitio

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

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

RSE is not about the promotion of sexual activity.

## Curriculum & Delivery of RSE

Our RSE curriculum is set out as per Appendix 1, but we may need to adapt it as and when necessary.

Our RSE curriculum takes into account the age, development stage and needs and feelings of our pupils. RSE within the PSHE curriculum, is an integral element of what we do. It equips our young people with the skills to become independent, confident, safe, healthy and responsible members of society as they grow towards adulthood.

If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

Our RSE curriculum has its foundations in emotional literacy, building positive relationships and resilience as well as nurturing mental, physical health and wellbeing. Our young people are supported to be play a positive role in contributing to the school and the wider community. Weaving through our curriculum is the commitment to enhancing and promoting our core values – respect and relationships, community and kindness, health and happiness.

Court Schools School has shared the curriculum overviews and materials on the school webpage which parents and carers can review.

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and

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other aspects are included in religious education (RE). Our policy covers both primary, and secondary RSE expectations.

## Primary Education

The RSE curriculum focuses on teaching from the PSHE association Question Based Model with the fundamental building blocks and characteristics of positive relationships including:

- Relationships-
  - Families and people who care for me
  - Caring relationships
- Health and Wellbeing –
  - Online Relationships
  - Being Safe
  - Preparing boys and girls for the changes that adolescence brings
  - How a baby is conceived and born
- Living in the Wider World

## Secondary Education

The RSE curriculum focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families and people who care for me
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBTQ+ parents, families headed by grandparents, adoptive parents, 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).

## Inclusivity

We will teach about these topics in a manner that:

Considers how a diverse range of pupils will relate to them

Is sensitive to all pupils' experiences

During lessons, makes pupils feel:

- Safe and supported
- Able to engage with the key messages

We will also:

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Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:

- A whole-class setting (Class size maximum 10)
- Small groups or targeted sessions
- 1-to-1 discussions
- Digital formats

Court Schools Staff give careful consideration to the level of differentiation needed.

## Use of Resources

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

- Are aligned with the teaching requirements set out in the statutory RSE guidance using the PSHE association to support.
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- 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 pupils' experiences and won't provoke distress

## Use of external organisations and materials

We do not use external organisations to deliver RSE.

## Roles and responsibilities

### The Local Governing board

The Local 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 (see section 9).

### Staff

Staff are responsible for:

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- Creating a safe learning environment, underpinned by the schools' values of respect & relationships, kindness & community, health, and happiness
- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non statutory / non science components of RSE.

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

**Head Teacher – Rowena Scofield**

**PSHE Lead – Adele Thomas**

**Kay stage 4 / 5 lead - David Phillips**

**Pupils**

Pupils when discussing issues related to RSE, should treat others with respect and sensitivity.

## Parents' Right to Withdraw

**Primary classes**

Parents do not have the right to withdraw their children from relationships education. Our primary RSE curriculum does not include non-statutory/non-science components of sex education.

**Secondary classes**

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive Relationships and Sex Education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Headteacher.

A copy of withdrawal requests will be placed in the pupil's educational record. A member of the senior leadership team will discuss the request with parents and take appropriate action.

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

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













## Training

RSE training is part of continuing professional development and is updated and refreshed regularly. The school may invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff or to support individual pupils as required.

## Monitoring arrangements




The delivery of RSE is monitored by the PSHR lead, SLT (Senior Leadership Team) and by the SSPT (Special Partnership Trust) through the Quality Assurance cycle (Tacker Meeting) including planning looks and learning walks. Pupils' development in RSE is monitored by class teachers. This policy will be reviewed annually. At every review, the policy will be approved by the Governing board.

### Appendix 1: PSHE Association - These are the units of work, we have changed the order inline with the needs of our young people.

|                                | Autumn 1   | Autumn 2  | Spring 1  | Spring 2  | Summer 1   | Summer 2   |
|--------------------------------|--|---|---|---|--|--|
| School Values                  |                                  |   |   |   |                        |  |
| Termly and Assembly Themes     | Respect  | Resilience  | Health  | Happiness   | Kindness   | Independence   |
| PSHE British Values            | Mutual Respect   | Mutual Respect  | Rule of Law   | Individual Liberty  | Tolerance  | Democracy  |
| Personal Development / PSHE    | <br>Managing Online Information | <br>Online Bullying  | <br>Self Image and Identity  | <br>Health, Well-being and Lifestyle   | <br>Online Reputation | <br>Copyright and Ownership   |
| Online Safety Project Evolve   | <br>Privacy and Security        | <br>Online Relationships<br>Anti-Bullying week: Online bullying<br><a href="https://anti-bullyingalliance.org.uk/">https://anti-bullyingalliance.org.uk/</a> | <br>Safer Internet Day:<br><a href="https://saferinternet.org.uk/">https://saferinternet.org.uk/</a> | <br>CSE Awareness Day<br><a href="https://stop-cse.org/national-child-exploitation-awareness-day/">https://stop-cse.org/national-child-exploitation-awareness-day/</a> | <br>Online Reputation | <br>CSE Awareness Day<br><a href="https://stop-cse.org/national-child-exploitation-awareness-day/">https://stop-cse.org/national-child-exploitation-awareness-day</a> |
| PSHE Protected Characteristics | Race<br>                        | Sex<br>  | Marriage and Civil Partnerships<br>  | Age<br>  | Disability<br>        | Religion and Beliefs<br>  |

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## Magdalen Court School Longterm Overview: PSHE

|             |  | Sexual Orientation<br>                              | Pregnancy and Maternity<br> | Gender Reassignment<br> |   |   |
|-------------|--|--|--|--|---|---|
| PSHE Themes | Relationships  | Health & Wellbeing   | Health & Wellbeing   | Relationships  | Living in the wider world   | Living in the wider world   |
| LKS2A       | How can we be a good friend?<br>Friendship; making positive friendships, managing loneliness, dealing with arguments | What keeps us safe?<br>Keeping safe; at home and school; our bodies; hygiene; medicines and household products                       | Why should we eat well and look after our teeth?<br>Being healthy; eating well, dental care                  | What are families like?<br>Families; family life; caring for each other                                  | What makes a Community?<br>Community; belonging to groups; similarities and differences; respect for others   | Why should we keep active and sleep well?<br>Being healthy; keeping active, taking rest are worried       |
| LKS2B       | How do we treat each other with respect?<br>Respect for self and others; courteous behaviour; safety; human rights   | What strengths, skills and interests do we have?<br>Self-esteem; self-worth; personal qualities; goal setting; managing setbacks     | How can we manage our feelings?<br>Feelings and emotions; expression of feelings; behaviour                  | How will we grow and change?<br>Growing and changing; puberty and puberty                                | How can our choices make a difference to others and the environment?<br>Caring for others; the environment; people and animals; shared responsibilities, making choices and decisions | How can we manage risk in different places?<br>Keeping safe; out and about; recognising and managing risk |
| UKS2A       | What jobs would we like?<br>Careers; aspirations; role models; the future  | What makes up our identity?<br>Identity; personal attributes and qualities; similarities and differences; individuality; stereotypes | How can we help in an accident or emergency?<br>Basic first aid, accidents, dealing with emergencies         | How can friends communicate safely?<br>Friendships; relationships; becoming independent; online safety   | How can drugs common to everyday life affect health?<br>Drugs, alcohol & tobacco; healthy habits  | What decisions can people make with money?<br>Money; making decisions; spending & saving                  |
| UKS2B       | What will change as we become more independent?<br>Different relationships moving into adulthood                     | How do friendships change as we grow?<br>Managing change – our bodies, friendships, schools  | Making Healthy Choices<br>Becoming independent; taking more responsibility                                   | Personal Wellbeing<br>Looking after ourselves; growing up.   | How can the media influence people?<br>Media literacy and digital resilience; online safety   | How do you keep safe using media?<br>Making Decisions about Online Content, Resilience, decision-making   |
| Year 7      | Diversity<br>Diversity, Prejudice & Bullying   | Personal Safety<br>Personal Safety in and out of school including First Aid  | Health & Puberty<br>Healthy routines, influences on health, puberty, unwanted contact & FGM                  | Building Relationships<br>Self-worth, romance & friendships (including online) & relationship boundaries | Developing Skills & Aspirations<br>Careers, teamwork & enterprise skills & raising aspirations  | Financial Decision Making<br>Saving, borrowing, budgeting & making financial choices                      |



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## Appendix 2: Parental Withdrawal Form

| TO BE COMPLETED BY PARENTS   |  |       |  |
|--|--|-------|--|
| Name of child  |  | Class |  |
| Name of parent   |  | Date  |  |
| Reason for withdrawing from sex education within relationships and sex education |  |       |  |
| <br><br><br><br><br><br><br><br><br><br>   |  |       |  |
| Any other information you would like the school to consider                      |  |       |  |
| <br><br><br><br><br><br><br><br><br><br>   |  |       |  |
| Parent signature   |  |       |  |

| TO BE COMPLETED BY THE SCHOOL               |  |
|---|--|
| Agreed actions from discussion with parents |  |
|   |  |

