

Glebe House



Friends Therapeutic Community Trust

**RSHE POLICY
SEPTEMBER 2023**

RSHE POLICY

1. Aims

Glebe House offers a monitored environment that supports adolescent males who have displayed harmful sexual behaviours. Learners come to Glebe House through referral by Children Services or as directed by the Court. The aim is to assist learners to learn how to maintain socially and legally acceptable standards of behaviour, so that they can resume independent living.

The aims of relationship, sex and health education (RSHE) at our school are to:

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

We have an obligation to provide learners with high-quality, evidence and age-appropriate teaching of these subjects. This policy outlines how the school's RSHE curriculum will be organised and delivered, to ensure it meets the needs of all learners.

2. Statutory requirements

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

- Equality Act 2010
- DfE (2023) 'Keeping Children Safe in Education'
- DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2015) 'National curriculum in England: science programmes of study'
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Children and Social Work Act 2017

3. Policy development

This Policy was devised in conjunction with care, clinical and transitions teams and ratified by Governors. This policy operates in conjunction with other school policies such as:

- Safeguarding policy
- PSHE policy
- Behaviour policy
- SEN Policy
- Curriculum Policy

4. Definition

RSHE is about the emotional, social and cultural development of learners, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSHE involves a combination of sharing information, and exploring issues and values. RSHE is not about the promotion of sexual activity.

5. Roles and responsibilities

5.1 The governing board is responsible for:

- Ensuring all learners make progress in achieving the expected educational outcomes.
- Ensuring the RSE curriculum is well-led, effectively managed and well planned.
- Evaluating the quality of provision through regular and effective self- evaluation.
- Ensuring that teaching is delivered in ways that are accessible to all learners with SEND.
- Ensuring RSHE education is resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.

5.2 The Head of School and Head of Therapy are responsible for:

- The overall implementation of this policy.
- Ensuring all staff are suitably trained to deliver the subjects.
- Ensuring parents, social workers and other professionals are fully informed of this policy.
- Reviewing this policy on an annual basis.
- Reporting to the governing board on the effectiveness of this policy and the curriculum.
- Overseeing the delivery of RSHE.

5.3 The RSHE lead teacher in the school should be:

- Working closely with colleagues in related curriculum areas to ensure the RSHE curriculum compliments, and does not duplicate, the content covered in national curriculum subjects.
- Ensuring the curriculum is age-appropriate and of high-quality.
- Reviewing changes to the RSHE curriculum and advising on their implementation.
- Monitoring the learning and teaching of RSHE, providing support to staff where necessary.
- Ensuring continuity and progression.
- Helping to develop colleagues' expertise in the subject.
- Ensuring teachers are provided with adequate resources to support teaching of the curriculum.
- Ensuring the school meets its statutory requirements in relation to RSHE.
- Leading staff meetings and ensuring all members of staff involved in the curriculum have received the appropriate training.
- Organising, providing and monitoring CPD opportunities in the subject.
- Ensuring the correct standards are met for recording and assessing learner's performance.

5.4 Teachers and other staff in the Glebe House Community are responsible for:

- Acting in accordance with, and promoting, this policy
- Delivering RSHE in a sensitive way and that is of a high-quality and appropriate for each learner.
- Ensuring they do not express personal views or beliefs when delivering the curriculum.
- Planning lessons effectively, ensuring a range of appropriate teaching methods and resources are used to cover the content.
- Modelling positive attitudes to RSHE.
- Liaising with the Head of School about identifying and responding to the individual needs of

- learners with SEND.
- Monitoring learner progress in RSHE.
 - Reporting any concerns regarding the teaching of RSHE to the Head of School or Head of Therapy.
 - Reporting any safeguarding concerns or disclosures that learners may make as a result of the subject content to a Designated Safeguarding Lead.

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

6. Parents' right to withdraw

Due to the nature of our learner profile consent for RSHE will be is mandatory for undertaking the therapeutic programme, this would be sought prior to admission. RSHE will effectively be compulsory for learners at Glebe House.

7. Training

Education staff will be trained on the delivery of RSHE as part of their induction and it will be included in our continuing professional development calendar. This team is supported by the clinical team who have specific training as therapists to deal with harmful sexual behaviour.

8. Monitoring quality

8.1 The Head of School is responsible for monitoring the quality of teaching and learning for the subject.

8.2 The Head of School will conduct subject assessments on a termly basis, which will include a mixture of the following:

- Self-evaluations
- Lesson observations
- Topic feedback forms
- Learning walks
- Work scrutiny
- Lesson planning scrutiny

9. Working with external agencies

9.1 Working with external agencies can enhance our delivery of RSHE, and brings in specialist knowledge and different ways of engaging learners.

9.2 External experts may be invited to assist from time-to-time with the delivery of the RSHE curriculum but will be expected to comply with the provisions of this policy.

9.3 The school will check the visitor/visiting organisation's credentials **of all** external agencies.

9.4 The school will ensure the teaching delivered by the external experts fits with the planned curriculum and provisions of this policy.

9.5 The school will discuss with the visitor the details of how they intend to deliver their sessions and ensure the content is age-appropriate and accessible for all learners.

9.6 The school will request copies of the materials and lesson plans the visitor will use, to ensure it meets the full range of learners' needs.

9.7 The school and the visitor will agree on how confidentiality will work in any lesson and that the visitor understands how safeguarding reports must be dealt with in line with the Trust's Safeguarding Policy.

9.8 The school will use visitors to enhance teaching by an appropriate member of teaching staff, not to replace teaching by those staff.

10. Assessment

10.1 The school has the same high expectations of the quality of learners' work in RSHE and health education as for other curriculum areas.

10.2 Lessons are planned to provide suitable challenge to learners of all abilities.

10.3 Assessments are used to identify where learners need extra support or intervention.

10.4 There are no formal examinations for RSE and Health Education; however, to assess learner outcomes, the school will capture progress in the following ways:

- Presentations
- Written assignments
- Self-evaluations
- Staff- evaluations

11. Monitoring and review

11.1 This policy will be reviewed by the Head of School on an annual basis.

11.2 The next scheduled review date for this policy is September 2024

12. Delivery of RSHE

12.1 Over the 2 years that learners are at Glebe House, learners 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
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict
- Discussion and group work

12.2 Organisation of the RSHE curriculum

During the initial 6-week assessment period all learners will undergo the Assessment of Sexual Knowledge Adolescent Male (ASKAM). This helps us to identify what sexual knowledge they have and what gaps they may have in their knowledge. Our learners have varying levels of education and age is not always an indicator of knowledge or skills.

RSHE is delivered throughout the Therapeutic Programme, with elements of it delivered formally in School, as well as through work by the Care Team, the Transitions Team and the Therapeutic Team. Our Therapists focus their work with students on relationships and sexual knowledge both in the 1:1 Therapy sessions and throughout the Community Meetings and Focussed Group Therapy sessions.

