



St Luke's School

Relationships and Health

Policy and,

Relationships, Sex and

Health Education Policy

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Staff Responsibility: Executive Head

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Review every two years

Review Date: August 2027

Changes since last version:

Section	Details of change
Appendix 1	What children will have been taught by the end of primary
Appendix 2	What children will have been taught by the end of secondary
Appendix 3	Parent form; withdrawal from sex education within RSHE
Appendix 4	Masturbation

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1. Aims

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

- Provide a framework in which sensitive discussions can take place
- 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
- RSE relates to our school's ethos and values:
 - We Look After Ourselves
 - We Look After Each Other
 - We Look After Our Environment
 - We Look After Our Learning

2. Statutory requirements

As maintained primary and secondary special schools, we must provide relationships education to all pupils under section 34 of the [Children and Social Work Act 2017](#). There are different expectations of primary and secondary ages teaching.

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

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

Secondary Aged children: As a maintained secondary school, we must provide RSHE to all pupils.

At St Luke's School, we teach RHSE as set out in this policy.

3. Policy development

We consulted with parents when making changes to our RSHE policy in 2020 and, 2021. And, this policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

- Review – a 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 and any interested parties were invited to attend an online meeting about the policy
- Individual parent consultations took place with the Executive Head and the Head of School at each of the schools in the Federation.
- Pupil consultation – we investigated what exactly pupils want from their RSE
- Ratification – once amendments were made, the policy was shared with governors and ratified

4. The Purpose of the Policy

The purpose of the Relationships and Health Education (Primary aged children)

And, Relationships, Sex and Health Education policy is to:

- Explain the definition, aims and objectives of RSHE and RHE
- Describe what we teach and the approaches we use.

This policy helps ensure that the whole school/federation community (pupils, parents/carers, staff, and governors) have a shared understanding of this important area of the curriculum. It is accessible to all stakeholders on the school website or by request.

As a school which values personal development in our children and young people we ensure our RSHE is up to date and regularly evaluated.

This is a working document which provides guidance and information on all aspects of RSHE and aims to provide a secure framework within which staff can work.

The term Relationships, Sex and Health Education, RSHE, is used in this policy rather than Sex Education. This is to stress that our approach goes beyond provision of biological information to also focus on clarifying attitudes and values, and developing self-esteem and the skills to manage relationships.

5. Definition:

Relationships, sex and health education is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. Some aspects are taught in science, and others are taught as part of our wider *Personal Development* curriculum

A comprehensive programme of RSHE provides accurate information about the body, reproduction, sex, and sexual health. It also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline (21st Century Guidance 2014).

6. Legal Requirements:

The sex education contained in National Curriculum science (Key Stages 1 and 2) is compulsory in maintained schools. All state-funded schools must have 'due regard' to the Secretary of State's guidance on SRE (DfEE, 2000). This states that:

- 'All children, including those who develop earlier than average, need to know about puberty before they experience the onset of physical changes' (1.13).
- Children should learn 'how a baby is conceived and born' before they leave primary school (1.16).
- Every state-funded school must offer a curriculum which is balanced and broadly based and which:
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.
- Promotes the spiritual, moral, cultural, mental and physical development of pupils.

(This is stated in section 2.1 of the National Curriculum framework (DfE, 2013a) and relates to duties set out in the 2002 Education Act and the 2010 Academies Act).

7. Objectives

The aim of RSHE is to equip children and young people with the information, skills and values to have safe, fulfilling and enjoyable relationships, and to take responsibility for their sexual health and wellbeing.

Effective RSHE can make a significant contribution to the development of the personal skills

needed by students if they are to establish and maintain relationships. It also enables young people to make responsible and informed decisions about their health and wellbeing.

Effective RSHE is essential if young people are to make responsible and well-informed decisions about their lives. It helps support young people through their physical, emotional and moral development. It helps young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.

Addressing Relationships, Sex and Health Education has three main elements enabling pupils to:

- Explore their own and other peoples' attitudes and values.
- Develop and practice personal and social skills.
- Increase their knowledge and skills.

The Relationships, Sex and Health Education (RSHE) policy is underpinned by the ethos and values of our school and we uphold it as an entitlement for all our pupils. We recognise the need to work as a whole school community to ensure a shared understanding of RSHE and the under-pinning values and to deliver an effective programme that meets the needs of our pupils.

St Luke's School delivers RSHE within the following moral and values framework based on the following principles:

- Respect and tolerance towards others who may have different backgrounds, cultures, feelings, views and sexuality.
- The right of people to hold their views within the boundaries of respect for the rights of others.
- The acceptance of the responsibility for and the consequences of personal actions.
- The right not to be abused by or taken advantage of by other people.
- The right to accurate information about relationships.
- An awareness of the way another person feels.
- The value of stable loving relationship.
- Mutual support and co-operation.
- Honesty and openness.
- Self-respect.

8. Ethos and Environment

This policy has followed the guidance and drawn from the following key reference documents:

- Sex and relationship Guidance for the 21st Century: Supplementary advice to the Sex and Relationship Education Guidance DfEE (0116/2000).
- Multi-agency practice guidelines: Female Genital Mutilation (2014).
- DCSF Sex and Relationships Guidance (0116/2000).

- The Equality Act 2010 and schools (DfE 2014b).
- Keeping Children Safe in Education

St Luke's School will follow best practice by ensuring that the personal beliefs and attitudes of teachers will not influence their teaching of RHE and RSHE lessons.

Dissemination and consultation/review of policy includes:

- Consultation with wider school community.
- Review of RSHE curriculum content with staff and pupils.
- School council.
- Consultation with school governors.
- Questionnaires to parents/carers.

9. Parents and Carers

Parents and carers have an especially important role to play in supporting Personal Development education. St Luke's School is confident that the school's programme complements RSHE across the school. To enable this, an information session for parents is offered to discuss the RSHE programme. At present this available on the school website.

Parents/Carers have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSHE. This right becomes that of the child 3 terms before their 16th birthday. Children/Young people cannot be withdrawn from RHE/Relationships. Regarding education covered as part of the statutory science curriculum; at St Luke's School we do not teach sex education that goes beyond the national curriculum for science.

Our wider Personal Development curriculum which covers RSHE is available for parents by direct request.

10. Continued Professional Development (CPD) for Staff:

St Luke's School ensures RSHE/ RHE CPD for staff through:

- Opportunities for the Subject Leader to undertake any training required to fulfil the position effectively.
- CPD by trained practitioners to take place for staff involved in teaching the subject.
- Surveys of all staff with regard to RSHE content and support required.

11. Statement of St Luke's School's commitment to equal opportunities and inclusion, with reference to the Inclusion and Equal Opportunities Policies:

St Luke's School considers the needs of different groups within the school. (gender, varying home backgrounds, sexuality, SEN, LAC, Faith, ethnicity and culture etc). The programme is differentiated at point of delivery by trained staff, so that it is appropriate to pupil's age, ability, gender and maturity.

We aim to ensure all pupils are treated fairly, with no discrimination or bullying on grounds of gender, race, religion, colour, language, culture, social circumstances, appearance, sexuality, ability or disability etc.

The Equality Act 2010 covers the way the curriculum is delivered, as schools and other education providers must ensure that issues are taught in a way that does not subject pupils to discrimination. Schools have a duty under the Equality Act to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender (LGBT) and any other groups, however they choose to identify. Inclusive RSE will foster good relations between pupils, tackle all types of prejudice – including homophobia – and promote understanding and respect. The Department for Education have produced advice on The Equality Act 2010 and schools (DfE 2014b).

12. Roles and responsibilities

12.1 The governing board

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

12.2 The Executive Headteacher

The Executive Headteacher is responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSHE (see section below)

12.3 Staff

Staff are responsible for:

- Delivering RSHE in a sensitive way
- Modelling positive attitudes to RSHE

- 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 RSHE

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

12.4 Pupils

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

13. Parents' right to withdraw

Primary aged children (7-11yrs: Primary)

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the non-science components of sex education within RSHE.

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

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

Secondary aged children (11-16yrs: Secondary)

Parents have the right to withdraw their children from the 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 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 Head of School.

A copy of withdrawal requests will be placed in the pupil's educational record. The Head of School will discuss the request with parents and take appropriate action.

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

14. Training

Staff are trained on the delivery of RSHE as part of their induction and it is included in our continuing professional development calendar.

The Executive Headteacher/ Deputy Head of School will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

15. Monitoring arrangements

The delivery of RSHE is monitored by the Deputy Head of School with monitoring arrangements, such as planning scrutinies, learning walks, etc.

Pupils' development in RSHE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the Executive Headteacher bi-annually.

Appendix 1: By the end of primary school pupils will have been taught:

TOPIC	WHAT PUPILS WILL HAVE BEEN TAUGHT ABOUT
Families and people who care about me	• That families are important for children growing up because they can give love, security and stability • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care e.g. LGBT+ parents • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	• How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed
Respectful relationships	• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults

TOPIC	WHAT PUPILS WILL HAVE BEEN TAUGHT ABOUT
Online relationships	• That people sometimes behave differently online, including by pretending to be someone they are not • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online
Being safe	• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources

Appendix 2: By the end of secondary school pupils will have been taught:

TOPIC	PUPILS WILL HAVE BEEN TAUGHT ABOUT
Families	• That there are different types of committed, stable relationships • How these relationships might contribute to human happiness and their importance for bringing up children • What marriage/ civil partnerships are, including their legal status, e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony • Why marriage/ civil partnerships are an important relationship choice for many couples and why it must be freely entered into • The characteristics and legal status of other types of long-term relationships • The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting • How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed
Respectful relationships, including friendships	• The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship • Practical steps they can take in a range of different contexts to improve or support respectful relationships • How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice) • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help • That some types of behaviour within relationships are criminal, including violent behaviour and coercive control • What constitutes sexual harassment and sexual violence and why these are always unacceptable • The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal

TOPIC	PUPILS WILL HAVE BEEN TAUGHT ABOUT
Online and media	• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online • About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online • Not to provide material to others that they would not want shared further and not to share personal material which is sent to them • What to do and where to get support to report material or manage issues online • The impact of viewing harmful content • That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners • That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail • How information and data is generated, collected, shared and used online
Being safe	• The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships • How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)
Intimate and sexual relationships, including sexual health	• How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship • That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing • The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women • That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others • That they have a choice to delay sex or to enjoy intimacy without sex • The facts about the full range of contraceptive choices, efficacy and options available • The facts around pregnancy including miscarriage • That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help) • How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing • About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment • How the use of alcohol and drugs can lead to risky sexual behaviour • How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment

Appendix 3: Parent form: withdrawal from sex education within RHSE

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

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

Appendix 4: Masturbation and Persistent Genital Touching

At St Luke's School, we are fully aware that our young people are changing and growing, and our curriculum reflects the help and support required to tackle sensitive and spontaneous issues. Curiosity in one's own body is part of normal development as is the touching of genitalia and masturbation, which are part of normal sexual behaviour. For many of our young people touching their genitalia may be a way of exploring their bodies, gaining sensory stimulation or enjoyment. This may occur in response to many different stimuli.

Without information and support they may not fully understand what is happening when they touch their bodies or the different feelings they are experiencing. They may not understand the rules of society naturally and their understanding of what behaviour is acceptable may be impaired. It is important for young people to learn these social rules as behaving inappropriately in public situations can put them at risk and increase their vulnerability.

At St Luke's School all staff work to reassure young people that for many curiosities and exploration of their own body is a normal part of sexual fulfilment. They will not impose their own individual views regarding this behaviour and will work with our young people from an early stage adopting strategies which take account of an individual's needs and behaviours.

Responses to touching of genitals and male/female masturbation in school and during associated school activities/travel

Although this can be challenging, we feel that it is essential to work with a young person as soon as such behaviours become apparent. In support of this staff will use established methods for monitoring and assessment of behaviour.

The overall aim at St Luke's School in relation to masturbation and genital touching will be to support our young people to learn about appropriate behaviours, privacy and hygiene. This will take place through teaching and learning about the concept of public and private, delivering consistent messages in relation to the subject matter as well as to incidents as they occur. Reinforcement of the fact there are no 'private' spaces within the school environment for such exploration is maintained. Pupils will be told this is for when they are alone at home, in their bedroom, with the curtains closed and then re-directed to another activity.

Many children with learning disabilities do not fully understand the concept of public and private and efforts need to be made to help them understand these concepts. The style of approach will vary according to the young person's age and stage of development and level of understanding. Boredom or stress may be important factors, which can be alleviated by diverting attention to more rewarding and interesting activities.

Home/School liaison will take place to develop an agreed action plan and to enable consistency. All staff will be consistent in their approach and in the use of any agreed action plans which may incorporate: -

- The use of distracting techniques utilising preferred interest.
- Introducing other activities engaging the use of hands
- Utilising visual means of showing that it is a 'private time' activity, and reminding them of the place where this is suitable
- Reinforcing of fact that there are no 'private' spaces within school environment
- Using symbols / flashcards e.g. outlining unacceptable behaviour within the classroom, corridors, dining room, hall gym or when out on the school minibus or in public.
- Not ignoring the behaviour but at the same time not drawing too much attention to prevent inadvertent behaviour reinforcement
- The use of positive reinforcement or reward, as appropriate
- Referrals for specialist help

Dignity for our pupils in the way we approach inappropriate public behaviour should be always maintained.

Home – School Liaison

In response to masturbation or persistent genital touching staff will try to ensure that there is liaison between home and school, especially if the behaviours become obsessive.

The aim of this will be for staff and parents to gain as full a picture as possible of a young person's behaviours in different environments. Through such links, we hope to ensure that there is support for parents/carers, other family members and school staff in managing incidents both in and out of school. As part of the liaison process an agreed action plan will be developed with the aim of establishing a consistent approach. This may include support to establish and manage an agreed 'private time' within the home setting. Staff will continue to reinforce the fact there are no 'private' spaces for masturbation or persistent genital touching within the academic school environment.

Safeguarding

Staff should consider possible underlying causes:

Signs of Distress or Anxiety – The behaviour may be a coping mechanism for stress, anxiety, or sensory-seeking needs.

Changes in Mood or Behaviour – Sudden increases in masturbation could signal emotional distress, trauma, or abuse. Consider whether the behaviour is accompanied by inappropriate sexual knowledge, fear of certain individuals, physical signs (e.g., bruising, discomfort), or discussions of sexual activity beyond age-appropriate understanding.

If there are concerns about potential abuse, follow school safeguarding protocols and report concerns on CPOMS the same day.