

Title	Personal Relationship and Health Policy
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	This document will remain valid during the review process
Lead Reviewer	Hayley Aspery (PRHE Lead)
Support	Gemma Taylor (Assistant Deputy Head)

Version No	New Document/Reason for Review	Agreed by	Date
1.0	Policy created		Nov 22
1.1	Policy updated due to a different approach implemented with the new curriculum	Hayley Aspery Gemma Taylor	Sept 23

Target Audience (Including supply, temporary or agency staff)	
People who need to know this document in detail:	Teachers, Schools SLT, Governors
People who need to have a broad understanding of this document:	Specialist Education Assistants and staff directly supporting young people with their learning, as directed by teachers
People who need to know that this document exists:	All staff, parents

PERSONAL, RELATIONSHIPS AND HEALTH EDUCATION POLICY (PRHE)

1. INTRODUCTION

1.1

Kirkleatham Hall School (KHS) is aware of its duty to provide Relationships, Sex Education (RSE) and Personal, Social and Health Education for children and young person/people (CYP) with a wide range of physical and associated disabilities, including varying degrees of learning difficulties, speech & language and sensory impairment.

1.2

The School adopts an open and positive attitude to the CYP's physical, social and emotional development. Every CYP is valued as an individual and actively encouraged to develop a

positive self-image. The mandatory elements of RSE&H up to the age of sixteen are delivered within the curriculum by means appropriate to CYP' levels of understanding, and are clearly documented. The inevitable issues associated with puberty and sexual development are recognised and addressed by KHS in a sensitive, informative and positive way, in consultation with parents. Staff are provided with clear guidelines, and CYP protected from inappropriate instruction or behaviour.

1.3

Parents will be informed about the policy via an explicit email and/or letter and the policy will be made available through the school website and parent portal.

2.0 Legislation (Statutory Regulations and Guidelines)

2.1 Under the Education Act 2002, all schools must provide a balanced broadly-based curriculum which:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society.
- Prepares pupils at the school for opportunities, responsibilities and experiences of later life.

2.2 The 2006 Education and Inspections Act placed a duty on Governing Bodies to:

- Promote the wellbeing of pupils at the school.

2.3 Revised Department for Education statutory guidance states that from September 2020 all schools must deliver:

- Relationships Education (Primary)
- Relationships and Sex Education (Secondary+).

2.3.1 Relationships and sex education (RSE) is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and health. It should equip our CYP with the information, skills and positive values to have safe, fulfilling relationships, to enjoy their sexuality and to take responsibility for their sexual health and well-being as much as possible.

2.3.2 RSE is an entitlement for all CYP, including those with special educational needs and disabilities. It must:

- a) be accurate and factual, covering a comprehensive range of information about sex, relationships, the law and sexual health, in order to make informed choices.
- b) be inclusive in terms of gender, sexual orientation, disability, ethnicity, culture, age, religion or belief or other life-experience particularly sexually transmitted diseases and pregnancy.
- c) include the development of skills to support healthy and safe relationships.
- d) promote awareness of the different attitudes and views on sex and relationships within society such as peer norms and those portrayed in the media.
- e) seek to break down stereotypes, tackle negative behaviours and build a culture of positive tolerance and understanding consistently modelled by all staff at the school.

- f) provide opportunities for reflection in order to nurture personal values based on mutual respect and care.
- g) be part of lifelong learning, starting early in childhood and continuing throughout life. It should reflect the age and understanding of the learner.
- h) be relevant and meet the needs of CYP, and actively involve them as participants, advocates and evaluators in developing good quality provision.
- i) be delivered by competent and confident educators.
- j) be provided within a learning environment which is safe for the children, young people (CYP) involved and based on the principle that prejudice, discrimination and bullying are harmful and unacceptable.

3.0 KEY PRINCIPLES

3.1

KHS PRHE policy should be read in conjunction with the following documents:

- Development Matters (EYFS)
 - Equality & Diversity Policy Document
 - DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education
 - Sequential learning intentions and long term overview

3.2

The mandatory or compulsory elements of RSE relate to the Education Act 1996, to the Learning and Skills Act 2000 and to the DfE Statutory Guidance 2020 which states 'In special schools.....there may be a need to tailor content and teaching to meet the specific needs of CYP at different developmental stages. As with all teaching for these subjects, schools should ensure that their teaching is sensitive, age appropriate, developmentally appropriate and delivered with reference to the law.'

3.3

Additionally, it is the policy of the school to support CYP through puberty and adolescence with clear information about the physical and emotional changes they are experiencing, assurances of their normality, encouragement to regard their developing bodies positively, support for appropriate relationships, guidance on socially acceptable and unacceptable behaviour and on keeping safe.

3.4

KHS recognises the benefit of ongoing consultation with parents and governors, to ensure an effective and appropriate delivery of PSHE and RSE for each child and young person (CYP). Parents will be informed on a regular basis of their statutory right to withdraw individual CYP from all but the mandatory elements of National Curriculum Sex Education up to the age of sixteen, if they so wish, it is hoped that with careful explanation and involving parents in discussion of children's learning intentions and next steps that a request for a withdrawal is

extremely unlikely. Parents are to be offered workshops, provided by the RSE lead and supporting senior leadership, where examples of resources are shown and discussed.

3.5

KHS recognises the importance of CYPs' faith backgrounds and takes the religious background of all CYP into account when teaching these subjects.

3.6

Owing to the particular 'protected characteristics' of CYP at KHS (which mean that they are statistically at greater risk) it is important that staff are supported in using bespoke teaching resources, which address issues (eg. intimate care and 'safe' touch) in a way that is relevant for KHS CYP. We are currently developing and building upon a suite of materials to support this vital area of learning.

3.7

KHS is aware of issues, within society such as everyday sexism, misogyny, systemic racism, homophobia and gender stereotypes and takes positive action (through training, inclusive educational resources) to build a culture which is positive and where these are not tolerated.

3.8

KHS ensures that CYP are taught about sexual orientation and gender identity at a time that is right for them developmentally. LGBT+ content is fully integrated into the RSE&H materials that are available.

4.0 AIMS

4.1

The aims of the PRHE programme at KHS are to:

- a) support CYP through their physical, sexual, emotional and moral development.
- b) encourage a positive self-image of themselves as disabled people and people with additional learning needs to raise confidence and empower CYP.
- c) emphasise the normality of sexual feelings and behaviour.
- d) promote healthy and appropriate relationships both in everyday life and online.
- e) establish patterns of socially acceptable behaviour.
- f) keep the CYP safe.
- g) raise CYP awareness (where possible) of wider issues in society (re.3.7)
- h) teach CYP that they have a right to form both friendships and intimate relationships, in adult life.
- i) promote the mental wellbeing of our CYP
- j) promote the health of our CYP
- k) promote the understanding of healthy living for our CYP

- l) encourage an understanding of mutual respect and explore diversity in all its forms.
- m) promote skills and understanding that will support our CYP to be as independent as possible and make positive contributions to society including the world of work and money.

5.0 IMPLEMENTATION

5.1

PRHE at KHS will be delivered clearly, positively and sensitively, as appropriate to the age and maturity of CYP. It will be taught across the school from Early Years right through to further education (FE) with teaching taking in to account pupils' prior knowledge to recap, complement and build upon, not replicate previous learning. Outside agencies may be brought in to support our CYP's learning alongside everyday practise but is not to replace weekly delivery of the curriculum programme. Other opportunities to enhance the delivery of our PRHE programme include but are not inclusive of whole school and extended timetable activities e.g. clubs, wellness trips, specific projects e.g awareness days/weeks, involvement in the life of the school and wider community eg car washing, cafe.

5.1.2

Teaching staff will be supported by the PRHE co-ordination team, and attend training courses as necessary.

For those following our Early Years curriculum teaching is embedded in to everyday practise and is at the core of every CYP'S daily experiences. For CYP's who fall within the EYFS curriculum but have reached Year 3 in terms of age the lower and semi-formal pathway for lower school will apply.

Lower, upper and FE CYP'S following the formal pathways are to allocate weekly sessions equating to an hour coverage per week. This may be delivered in one session or broken down into several shorter sessions.

Lower, upper and FE CYP's following the lower and semi-formal pathway will again be expected to carry out an hour coverage per week. However, a minimum of 30 minutes per week is expected to be delivered through focused teaching (again this may be broken down in to several shorter sessions if needed) and the other 30 minutes will be covered through cross curricular links and everyday practise for example through social games, hygiene routines, intense interactions and tutor times.

All CYP'S following the lower and semi-formal and formal pathways will have a list of sequential learning intentions for each area of learning covered in the PRHE curriculum. This not only offers an assessment tool but ensures learning is specific to the individual and progresses appropriately.

We have three classes in school that are exempt from the above and are currently following a more bespoke curriculum due to the CYP's needs.

5.1.3

In the Early Years Foundation Stage, the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 and the accompanying statutory guidance do not apply; however Personal Social and Emotional Development (PSED) and Physical development including Health and Self-Care are found within the prime areas of EYFS curriculum and age-appropriate provision is made accordingly. Devised from KHS adapted Development Matters document, CYP's following our Early Years curriculum will be taught the following core areas;

- a) Managing feelings
- b) Self awareness
- c) Building relationships
- d) Self-care

**As stated in section 5.1.2 those in the Early Years Foundation Stage but that have reached the age of a Year 3 child, will follow the lower and semi-formal pathway outlined in section 5.1.4.*

5.1.4

The five-year long-term plans that will be followed in lower school (from year 3 onwards), depending on what pathway the CYP follows are outlined below;

Lower and Semi Formal Lower School	Year 1	Year 2	Year 3	Year 4	Year 5
Autumn	Family, People and Community Friendship and Respectful Relationship	Friendship and Respectful Relationship Physical Health	Friendship and Respectful Relationship Health and Prevention	Friendship and Respectful Relationship Drugs, Tobacco and Alcohol	Family, People and Community Changing Adolescent Body
Spring	Internet Safety and Harm (including online relationships) Being Safe	Family, People and Community Healthy Eating	Changing Adolescent Body Mental Wellbeing	Internet Safety and Harm (Including online relationships) Changing Adolescent Body	Friendship and Respectful Relationship First Aid and/or Medicals
Summer	Mental Wellbeing Health and Prevention	Drugs, Tobacco and Alcohol Being Safe	Family, People and Community Being Safe	Physical Health Healthy Eating	Being Safe Friendship and Respectful Relationship

Formal Lower School	YEAR 1	Year 2	Year 3	Year 4	Year 5
Autumn	Friendship and Respectful Relationship Being Safe Mental Wellbeing	Family, People and Community First Aid and/or Medicals Being Safe	Friendship and Respectful Relationship Changing Adolescent Body Being safe	Family, People and Community Friendship and Respectful Relationship Internet Safety and Harm (including online relationships)	Friendship and Respectful Relationship Mental Wellbeing Being Safe
Spring	Internet Safety and Harm (including online relationships) Physical Health Healthy Eating	Internet Safety and Harm (including online relationships) Mental Wellbeing Friendship and Respectful Relationship	Mental Wellbeing Physical Health Health and Prevention	Drugs, Tobacco and Alcohol First Aid and/or Medicals Changing Adolescent Body	Changing Adolescent Body Physical Health Family, People and Community
Summer	Health and Prevention Friendship and Respectful Relationship Family, People and Community	Drugs, Tobacco and Alcohol Being Safe Friendship and Respectful Relationship	Family, People and Community Changing Adolescent Body Being Safe	Healthy Eating Friendship and Respectful Relationship Being safe	Changing Adolescent Body Being safe Friendship and Respectful Relationship

5.1.5

The above is to be developed and reinforced to our CYP in upper school. Where appropriate this is to cover;

Lower and Semi Formal Upper School	Year 1	Year 2	Year 3	Year 4	Year 5
Autumn	Friendship and Respectful Relationship Being Safe	Family, People and Community Healthy Eating	Friendship and Respectful Relationship First Aid and/or Medicals	Family, People and Community Internet Safety and Harm (including online relationships)	Friendship and Respectful Relationship Family, People and Community
Spring	Mental Wellbeing Changing Adolescent Body	Internet Safety and Harm (Including online relationships) Changing Adolescent Body	Mental Wellbeing Physical Health	Being Safe Health and Prevention	Drugs, Tobacco and Alcohol Changing Adolescent Body
Summer	Physical Health Health and Prevention	Drugs, Tobacco and Alcohol Friendship and Respectful Relationship	Changing Adolescent Body Being Safe	Changing Adolescent Body Friendship and Respectful Relationship	Healthy Eating Being Safe

Formal Upper School	Year 1	Year 2	Year 3	Year 4	Year 5
Autumn	Family, People and Community Changing Adolescent Body Being Safe	Friendship and Respectful Relationship First Aid and/or Medicals Being Safe	Being Safe Changing Adolescent Body Health and Prevention	Family, People and Community Friendship and Respectful Relationship Being Safe	Friendship and Respectful Relationship Mental Wellbeing Being Safe
Spring	Mental Wellbeing Internet Safety and Harm (including online relationships) Healthy Eating	Changing Adolescent Body Family, People and Community Drugs, Tobacco and Alcohol	Mental Wellbeing Physical Health Internet Safety and Harm (including online relationships)	Changing Adolescent Body First Aid and/or Medicals Healthy Eating	Changing Adolescent Body Family, People and Community Internet Safety and Harm (including online relationships)
Summer	Physical Health Health and Prevention Friendship and Respectful Relationship	Being Safe Changing Adolescent Body Friendship and Respectful Relationship	Family, People and Community Changing Adolescent Body Friendship and Respectful Relationship	Drugs, Tobacco and Alcohol Friendship and Respectful Relationship Changing Adolescent Body	Changing Adolescent Body Being Safe Friendship and Respectful Relationship

5.1.6

Although there is no statutory requirement for PRHE to be covered in our further education offer, as a school we feel this is a vital area of learning, and offers the knowledge, skills and understanding our CYP's will benefit from in order to support them in keeping safe, being respectful and independent (as possible) citizens and making informed good life choices. While we advocate the importance of learning that is responsive to needs identified at that time this will be offered in addition to focus PRHE sessions and not replace them.

To further reinforce and build upon our CYP's learning the following long-term plans will be accessed in FE;

Lower and Semi Formal FE	Year 1	Year 2	Year 3	Year 4	Year 5
Autumn	Family, People and Community Friendship and Respectful Relationship	Friendship and Respectful Relationship Physical Health	Friendship and Respectful Relationship Health and Prevention	Friendship and Respectful Relationship Drugs, Tobacco and Alcohol	Family, People and Community Changing Adolescent Body
Spring	Internet Safety and Harm (including online relationships) Being Safe	Family, People and Community Healthy Eating	Changing Adolescent Body Mental Wellbeing	Internet Safety and Harm (Including online relationships) Changing Adolescent Body	Friendship and Respectful Relationship First Aid and/or Medicals
Summer	Mental Wellbeing Health and Prevention	Drugs, Tobacco and Alcohol Being Safe	Family, People and Community Being Safe	Physical Health Healthy Eating	Being Safe Friendship and Respectful Relationship

Formal FE	YEAR 1	Year 2	Year 3	Year 4	Year 5
Autumn	Friendship and Respectful Relationship Being Safe Mental Wellbeing	Family, People and Community First Aid and/or Medicals Changing Adolescent Body	Friendship and Respectful Relationship Changing Adolescent Body Being safe	Family, People and Community Friendship and Respectful Relationship Internet Safety and Harm (including online relationships)	Friendship and Respectful Relationship Mental Wellbeing Being Safe
Spring	Internet Safety and Harm (including online relationships) Physical Health Healthy Eating	Internet Safety and Harm (including online relationships) Mental Wellbeing Friendship and Respectful Relationship	Mental Wellbeing Physical Health Health and Prevention	Drugs, Tobacco and Alcohol First Aid and/or Medicals Changing Adolescent Body	Changing Adolescent Body Physical Health Family, People and Community
Summer	Health and Prevention Changing Adolescent Body Family, People and Community	Drugs, Tobacco and Alcohol Being Safe Friendship and Respectful Relationship	Family, People and Community Changing Adolescent Body Being Safe	Healthy Eating Friendship and Respectful Relationship Being safe	Changing Adolescent Body Being safe Friendship and Respectful Relationship

NB.' Healthy Eating', 'Drugs, Alcohol and Tobacco' and 'Basic First Aid', are unlikely to be relevant topics for some of the CYP at KHS. It is recommended that where appropriate, CYP are educated about their own specific medical needs and begin to build up an understanding of the purpose of their own medication, health appointments/clinics and equipment. For older CYP this may include a discussion about how alcohol could react with their medication and help them to make informed decisions.

6. HEALTH

6.1

Each CYP's daily and weekly timetable is very focused on physical activity, with programs devised by physiotherapists, swimming instructors, supported by the occupational therapy teams, PE sessions, opal and wellness opportunities. Where needed each CYP receives individual physiotherapy as well as a timetable of specialist equipment needed to best support that individual in keeping fit and healthy.

6.2

Where appropriate, for the more cognitively able who may have some sort of independence, the concepts of healthy living will be taught.

7. MONITORING

7.1

The KHS PRHE Policy will be reviewed on a regular basis by the PRHE Lead and shared with the School Management team and Governors.

7.2

Teachers are responsible for using the PRHE sequential learning intentions to deliver the curriculum at an appropriate level for the CYP. Learning intentions, where appropriate, should be broken down in to smaller 'I can statements' to further support the CYP in making progress towards the overall goal in a way that is appropriate for that individual. Progress in this area will be monitored and recorded by the teacher in accordance with the Teaching and Learning Policy. Lesson observations will be carried out by the PRHE Lead and members of senior leadership and will include a scrutiny of planning and target setting.

7.3 The PRHE lead is available to all staff and parents to help discuss and plan relevant work.