



## High Bank Charter for Relationships Education, Relationships and Sex Education and Health Education (RSHE)

### Our values and principles

Our School is committed to relationships and sex education.

1. RSHE will be delivered as part of a wider Personal, Social, Health and Economic education (PSHE ed) programme. The curriculum will be planned and timetabled across all key stages using a variety of teaching approaches and will use expert visitors to enhance and support the RSHE curriculum. RSHE will be given enough curriculum time to cover the breadth of issues in relationships, sex and health education - as outlined in the content pages of the statutory guidance *Relationships education, relationships and sex education (RSE) and health education* (DfE, 2019). Information and resources used in RSHE will be up to date, based on best practice, and subject to on-going evaluation. The RSHE curriculum will include the acquisition of knowledge and understanding, the development of skills and the development of respectful attitudes.
2. All teachers of RSHE will have access to high quality professional development (training) in RSHE.
3. RSHE will be delivered in a safe, supportive learning environment so that young people feel able to express their views and ask questions.
4. RSHE will give a positive view of human sexuality with honest and medically accurate information so that pupils can learn about their bodies and relationships in ways that are appropriate to their age and maturity.
5. RSHE teaching will promote equality and challenge all forms of prejudice and discrimination.
6. RSHE lessons will promote safe, caring, healthy, positive and respectful relationships.
7. RSHE teaching will be inclusive so it meets the needs of all pupils: in particular those with special education needs/disabilities; those from a range of faith backgrounds; and LGBT pupils. This means a teacher will refer to different viewpoints and beliefs on a range of RSHE issues.
8. Pupils will be given the opportunity to: reflect on the values, beliefs and influences (such as from parents, peers, media, faith and culture) that may shape their own attitudes to relationships and sex; develop critical thinking skills; nurture their tolerance/respect for different views.
9. RSHE will be embedded within the whole school curriculum (e.g. aspects of relationships education could be covered in other subjects, assemblies and during special events/ weeks such as anti-bullying week/health week/online safety week).
10. School will engage with a range of stakeholders including staff, children, governors and parents before drafting their RSHE policy.
11. School leaders will actively seek pupils' views about RSHE (what they want to know, the age at which they want to learn about specific content and their thoughts on how the subject should be delivered e.g: the curriculum model; the amount of RSHE time; resources; the use of external experts/visitors).
12. School leaders will work in partnership with parents and carers, informing them in advance about what their children will be learning in RSHE. Their views should be considered when planning RSHE. Parents will be encouraged and supported to complement the teaching at home, in the same way that parents are asked to complement the teaching of other subjects.
13. School leaders aim to work with local faith and other community groups, so we can be informed about, and complement, the RSHE curriculum in schools. This engagement will also help staff to understand a range of views and perspectives on RSHE.
14. Schools will develop a RSHE policy (including clear objectives and an overview of the content) which is shared with parents and is available on the school website. There is no requirement to write or share detailed lesson plans, although a school may choose to do this.
15. RSHE policy and planning will be informed by: national guidance and evidence-based research about PSHE ed; information about the law/ legal rights including the Equality Act 2010; relevant health and other data (both local and national); nationally recognised/quality assured resources (e.g. PSHE Association, Barnardo's, NSPCC).
16. School leaders will decide the content of the RSHE curriculum, including when topics are taught. They will develop content that is age appropriate (or developmentally appropriate) based on what pupils are likely to need to know (including any safeguarding considerations) and what they are likely to be able to understand.