

κ'ι'μυ

EDAC13 | Acacia School
Relationships, Health and Sex
Education (RHSE)
Policy and Procedure

Document Information

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The Department for Education (DfE) has outlined statutory guidance on RHSE. Kisimul will teach aspects of relationships and sex education as part of the school's broader curriculum (see **EDAC11 Acacia School Curriculum Policy and Procedure**), although will consider individual input and support should specific issues arise. Therapeutic input, such as speech and language support will be used to support understanding alongside appropriate resources to support pupils' understanding and communication.

At Acacia School we aim to provide a personalised learning programme that take account of learners' SEN profile and individual needs. We aim to provide an environment where each member of the school community is treated with respect and where dignity is paramount. We aim to present facts in an objective, balanced and sensitive manner, respecting the values of the school population, with awareness of the law on sexual behaviour.

2. Scope

This policy applies to all staff at Acacia School, and affects all learners.

3. Roles and Responsibilities

3.1 The Chief Executive Officer

Has overall responsibility for ensuring compliance with national and local standards that are reflected in the organisation's policies.

3.2 The Headteacher

Is responsible for effectively implementing this policy at Acacia School, and for informing parents of this policy, as well as the other elements of the curriculum (see **EDAC11 Acacia School Curriculum Policy and Procedure** and **EDAC12 Acacia School Careers Education Policy and Procedure**).

3.3 Teaching Staff

Are responsible for supporting learners' understanding of the RHSE curriculum, and for providing a safe and secure environment where students feel able to seek support on issues around relationships and sex.

3.4 Parents and Carers

Will work in close partnership with the school to address key issues of RHSE and maintain effective communication in respect of progress and any emerging issues that may prove a barrier to further progress.

4. Aims

4.1.1

Caring

their family, but that they should respect those differences and know that our children's families are also characterised by love and care. That there are different types of committed, stable relationships.

4.3 Caring friendships

For example, how important friendships are in making us feel happy and secure, how people choose and make friends.

7.1.3 Issues are discussed in a sensitive non-judgemental way against the backdrop outlined above. Any RHSE lesson may consider questions or issues that some students will find sensitive. We know that some learners may have suffered at least one form of significant abuse. Therefore, before embarking on these lessons, we will write home to parents and carers for permission to be given to deliver the curriculum. Details of the content will be shared, and ground rules will be established, prohibiting inappropriate personal information from being requested or disclosed by those taking part in the lesson.

10. Complaints

Any complaint about RHSE teaching and learning should be made to the **Headteacher** in line with *EDAC15 Acacia School Complaints Policy*.

11. Monitoring Compliance

The **Headteacher** is responsible for monitoring compliance with this policy, and the impact on teaching and learning.

12. Linked Documents

12.1 Kisimul Policies

12.1.1 EDAC02 Acacia School Safeguarding and Child Protection Policy and Procedure

12.1.2 EDAC11 Acacia School Curriculum Policy and Procedure

12.1.3 EDAC15 Acacia School Complaints Policy and Procedure

12.2 Legislation

12.2.1 Equality Act 2010

12.3 Statutory and Best Practice Guidance

12.3.1 Inspecting teaching of the protected characteristics in schools (Ofsted 2023)

<https://www.gov.uk/government/publications/inspecting-teaching-of-the-protected-characteristics-in-schools/inspecting-teaching-of-the-protected-characteristics-in-schools>

Document Change Log

The Change Log is a register of all authorised changes made to this document.

Version	Description of change:	Change made by:	Date document republished:
1	Split from ED20, reviewed and reformatted	Paul Routledge	October 2024