



# **Social, Emotional, Mental Health (SEMH) Relationships Education (RE) Relationships and Sex Education (RSE) and Health Education Policy**

<b>Name of document</b>	Social, Emotional, Mental Health (SEMH) Relationships Education (RE) Relationships and Sex Education (RSE) and Health Education Policy
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## **1. Aims: Vision and Mission.**

### ***Individual   Inclusive   Independent***

At Strathmore we are dedicated to provide the best education and pastoral care to ensure that every learner becomes an active contributor to their community by championing independence and communication in a learning environment that is accessible to all.

Our aspiration for all our pupils is for them to live a **happy, safe, and healthy** life as **independently** as possible. We aim to achieve this by supporting learners to develop positive relationships and understanding of social responsibility by:

- Implementing practices to promote the importance of health and hygiene.
- Enabling learners to achieve their full potential in their academic, social, creative, personal, physical, and moral development.
- Supporting individuals to grow in confidence for positive contributions to the wider community.
- Preparing learners for different stages of physical and emotional development, including understanding of sexual content.
- Promoting appropriate contextual behaviour towards each other and others and respecting and treating everyone with dignity and respect.
- Helping learners to cope with their feelings and develop self-respect, confidence, and empathy.
- Teaching individuals appropriate concepts to describe themselves and their bodies.
- Creating a positive culture around issues of sexuality, gender identity and relationships. Acknowledging that families take many forms and promote the importance of healthy relationships including those in and outside the home.
- Addressing safety and security concerns, including drugs and the safe use of internet and social media.

## **2. Statutory requirements: Skills, Knowledge, and Concepts.**

This policy has been written in accordance with the statutory guidance for Relationships Education (RE), Relationships and Sex Education (RSE) and Health Education (2019), set out by The DfE which came into force in September 2020 (last updated in 2021).

The statutory aspects of the curriculum that have been considered and are relevant to all learners, regardless of age are listed in the table below:

Science	<p>Learners should be taught to:</p> <ul style="list-style-type: none"> <li>• Identify the basic parts of the human body</li> <li>• Notice that animals, including humans, have offspring which grow into adults</li> <li>• Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</li> <li>• Describe the life processes of reproduction and the changes as humans develop to old age (including puberty)</li> <li>• Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</li> </ul>
Relationships Education (RE)	<ul style="list-style-type: none"> <li>• Families and people who care for me – (which includes Marriage which in England and Wales is available to both opposite and same sex couples – Marriage Act 2013)</li> <li>• Caring friendships</li> <li>• Respectful relationships</li> <li>• Online relationships</li> <li>• Being safe</li> </ul>
Health Education	<ul style="list-style-type: none"> <li>• Mental wellbeing</li> <li>• Internet safety and harms</li> <li>• Health and prevention</li> <li>• Changing adolescent body</li> <li>• Drugs and alcohol</li> </ul>

<p>Additionally, with the exceptions stated below, pupils receiving secondary education must be taught the following Relationship and Sex Education (RSE)</p>	<ul style="list-style-type: none"> <li>• Self-awareness</li> <li>• Make sure that pupils are prepared for the changes that adolescence brings, including physical and emotional changes, menstrual health and wellbeing, erections, and wet dreams</li> <li>• Management of sexualised behaviour</li> <li>• Use of emotional expression</li> <li>• Draw on the knowledge of the human life cycle set out in science lessons to explain how a baby is conceived and born</li> <li>• Reflection on stages of life</li> </ul>
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The guidance sets out the expectations for schools with SEND pupils, signalling that RE and RSE should be taught to all whilst being both, age and developmentally appropriate, taking into account Social, Emotional and Mental Health (SEMH) needs or learning disabilities. Therefore, special schools, such as Strathmore, need to tailor content and teaching to meet the specific needs of pupils at different developmental stages.

### **3. Policy Development.**

Taking the above guidance into careful consideration, we have adapted our exciting SEMH framework to ensure the statutory areas of RE and RSE are covered within it.

The new SEMH framework follows the same format as the rest of the Strathmore Developmental Curriculum Framework, which is used for all learners. Using the principles of Early Years practice and Child Development, the Framework promotes a spiral approach to learning, ensuring learners will make their way through the framework at their individual rate of development. We therefore believe it is necessary to approach the teaching and learning of RE, RSE and healthy living in the same way as other subject areas.

#### **3.1. Coverage and Breadth.**

The newly designed **Social, Emotional and Mental Health (SEMH) and Relationships and Sex Education (RSE)** curriculum is organised into four strands that are as follows:

- Relationships Education
- Self Esteem and Self -Awareness
- Self- Regulation (feelings and behaviours)
- Relationships and Sex Education

Within each strand, there are eleven bands which correspond to developmental levels for pupils across the school (See Appendix A below) Therefore, all aspects from the SEMH Curriculum can be accessed by all learners. In the case of the Relationship and Sex Education strand, this is generally taught to secondary pupils who are developmentally at band 6 or above. However, we will depart from this approach for individuals that require specific support depending upon their physical, cognitive, emotional and social development.

At Strathmore, we teach Relationships Education (RE), Relationships and Sex Education (RSE) and Health Education as set out in this policy in accordance with the DfE recommendation and our legal obligations and following parental engagement. Given the particular needs of our learners, we place a strong emphasis on emotional literacy, building resilience and nurturing mental and physical health.

Additionally, we support cross-curricular connections in instruction by incorporating disciplinary areas such as Physical Education, The World around Me, Skills for Independence, and Communication.

<b>Social, Emotional and Mental Health (SEMH) and Relationships and Sex Education (RSE)</b>				
	<b>RE (Relationships Education) * Parental consent required</b>	<b>Self-esteem and self-awareness</b>	<b>Self-regulation (feelings and behaviour)</b>	<b>RSE (Relationships and Sex Education) * Parental consent required</b>
<b>Band 1</b>	<b>‘Learners understand adults/carers exist and are there’</b> <ul style="list-style-type: none"> <li>• Gazes at faces/makes fleeting eye contact.</li> <li>• Enjoys the company of others and seeks contact with others.</li> <li>• Learners react when talked to by familiar* adults, for example, changes facial expression, turns towards speaker, makes mouth movements.</li> <li>• Enjoys close contact with parents and main carers e.g., hugs,</li> </ul>	<b>‘Learners understand their actions affect their immediate environment’</b> <ul style="list-style-type: none"> <li>• Learners shows pleasure through their reactions e.g., smiles, laughs, vocalises. when engaging in physical interactions e.g., tickles, rough and tumble, massage.</li> <li>• Learners show a reflex response* to sudden sound or movement.</li> </ul>	<b>‘Learners show distress or discomfort and are comforted by a familiar person, place, object or activity with adult support’</b> <ul style="list-style-type: none"> <li>• Learners react to distress or discomfort when basic needs aren’t met, or they are parted from a preferred person, place, object, or activity.</li> <li>• Learners are comforted by close contact and positive</li> </ul>	

	smiles, gazes at parent/carer, shows enjoyment in close contact by smiling + reaching out.		touch from preferred and familiar adults when distressed. • Learners who have a low tolerance for physical contact are comforted by motivating objects or distractions.	
<b>Band 2</b>	<b>'Learners respond to familiar adults'</b> <ul style="list-style-type: none"> <li>• Learners respond to what carer/preferred adult is paying attention to or doing, e.g., following their gaze, or watching their activity.</li> <li>• Learners recognise and are responsive to parent's voice e.g., face brightens, behaviour/activity of learner changes.</li> <li>• Learners make vocalises or change in behaviour in response to playful interaction.</li> </ul>	<b>'Learners respond to familiar routines and items'</b> <ul style="list-style-type: none"> <li>• Learners respond to familiar situations by change in behaviour e.g., learner reacts positively when told its time for snack/time for favourite toy.</li> </ul>	<b>'Learners respond to familiar routines and items and may show response to change'</b> <ul style="list-style-type: none"> <li>• Learners respond to and show pleasure when engaging with their motivators.</li> <li>• Learners respond when a favoured routine, item or activity has finished e.g., cry when snack has finished.</li> </ul>	

(Appendix A)

### **3.2. Delivery of RE.**

- Learning is made accessible to pupils of all abilities by incorporating the learning into daily routines or teaching during discrete sessions where appropriate.
- Aspects of the Relationships and Health curricula are addressed through incidental learning opportunities, for example during whole school lunch times, play times, as these present opportunities to support and develop skills in real life functional contexts.
- Learners can be taught about relationships and emotions, assertiveness, conflict resolution, personal space, and healthy lifestyles indirectly through day-to-day experiences.
- Classrooms and learning environments are set up into zones (e.g., sand, water, exploration, role play, construction and reading) where learners are free to explore and develop their skills with the support from the class teams. These zones are all carefully planned on a fortnightly basis by the teacher and the class teams and meet the individual learning needs for each pupil.
- SEMH is a fixed subject and therefore opportunities for learners to access the SEMH – RSE framework will be planned for in at least three learning zones. Aspects of the Relationships and Health curriculum are also addressed during weekly whole school assemblies.

### **3.3. Delivery of RSE.**

Relationships and Sex Education is taught using a combination of methods of delivery at Strathmore School.

- RSE is delivered through a combination of discrete timetabled lessons, bearing in mind the fact that teachers may need to use a flexible approach to teach according to the group or individual needs.
- Teaching may take the form of whole class delivery and learners may also be grouped by stages of development or other considerations where appropriate.
- Teaching staff will use their own judgement as well as assessment against the framework as to which pupils access parts of RSE Curriculum, with guidance from the RSE leads.
- Pupils may also receive stand-alone Sex Education sessions delivered by staff, a trained health professional or other outside agencies, where it is deemed appropriate.

When delivering such lessons, a constructive approach towards individual knowledge will be considered, starting from pupils' own level of development. Our commitment to listening to learner voice will also play a big role in learning, to ensure comfort and confidence to communicate ideas. Additionally, learners will have opportunities to speak to staff individually at other times in the day, if they have questions they want to discuss privately, and the group will be encouraged to respect the confidentiality of what other learners share; as safeguarding is, of course, staff's paramount concern.

### **3.4. Delivery of Health Education.**

Health Education focuses on teaching the characteristics of good physical health and mental wellbeing is covered throughout our SEMH framework. These topics are taught, throughout the Key Stages using similar approaches to those detailed for the delivery of RE.

- In secondary and for learners with a greater level of understanding necessary, there are additional topics covered including Law, Substances (including drugs and alcohol), Online Safety and Healthy Lifestyles.
- When teaching these topics, more discrete lessons or one to one inputs, will be used and only delivered to those learners who have the relevant understanding to apply the skills and knowledge taught.
- Similarly to RSE, pupils may also receive stand-alone sessions delivered by staff, a trained health professional or other outside agencies, where it is deemed appropriate.

### **3.5. Parent consultation and right to withdraw.**

Parents' have the right to request that their child be withdrawn from some or all of Sex Education and Health Education that is not delivered as part of statutory Health Education, Relationships Education or Science Curriculum that covered in our SEMH/RE Framework. This includes highlighted elements of Sex Education such as puberty and reproduction.to pupils predominantly in Year 6, with prior consultation with parents (see parental consent notes in Appendix A).

When deemed appropriate for secondary learners to access the RSE curriculum, parents should first be offered the right to withdraw using the RSE consent form (see Appendix B below). The class teacher, subject coordinator or head teacher will discuss the request with parents, and as appropriate, with the child to ensure that their wishes are understood and to clarify the nature



and purpose of the curriculum. Strathmore School will document this process and a copy of the withdrawal request and outcome of the meeting will be placed in the pupil's educational record.

## (Appendix B)



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Dear Parents / Guardians,

At Strathmore, we want to build on our positive and supportive relationship with our families through mutual understanding, trust and co-operation. This will constitute a base of support to help our young people to feel positive about who they are and enjoy healthy, safe, responsible and fulfilled lives. **Relationships and Sex Education (RSE)** is a fundamental part of our students' curriculum in line with the DfE requirement to promote 'respect, confidence and responsibility for themselves, others and the wider world'.

Statutory guidance outlines what young people should know by the time they leave school. This includes understanding of good personal hygiene, expectation of change, positive body image, families, friendships, respectful relationships and being safe. These are covered in our **Social, Emotional and Mental Health and Relationships Education (SEMH-RE)** curriculum.

In Secondary Education, RSE is also required to cover a broader array of needs, based on ability. As part of RSE, the following aspects should be taught:

- Intimate and sexual relationships;
- Mental wellbeing and menstrual health;
- Internet safety and harms;
- Hygiene, health-risk prevention and basic first aid;
- Drugs, alcohol and tobacco.

This academic term, in **X class** will be learning about **X**, which is covered in our Relationships and Sex Education Curriculum. This/These aspect/s will be taught from **[insert day + am/pm]** in **[insert class / single sex groups or timetabled session]** by **[insert teachers' name(s)]**. These lessons will be taught using small group and differentiated instruction to learners at similar level. The topics covered by **[insert name]** will be **[insert from the framework]**. All curriculum framework content mentioned is available upon request for further details and subject policy can be found on the school website under 'Policies'.

A constructive approach towards individual knowledge will be considered, starting from pupils' own level of development. Our commitment to listening to learners' views will also play a big role in learning, to ensure comfort and communication. Additionally, learners will have opportunities to speak to staff individually at other times in the day, if they have questions they want to discuss privately, and the group will be encouraged to respect the confidentiality of what other learners share.

As parents you have a right to withdraw your child from all or part of those lessons which are outside the statutory Health Education, Relationships Education or Science Curricula. However, before doing so, we would encourage you to discuss any questions or concerns you have by speaking to the class teacher first. Similarly, if you wish to see the resources we are using or to discuss anything in person, we would welcome the opportunity to show you. Even once the lessons are underway, please do not hesitate to contact us with concerns that may arise.

Yours sincerely,

**[Class teacher signature]**

Please complete, sign and return this form, to inform us if you **do**, or **do not** wish your child to take part in the aforementioned lessons.

(insert parent/carers name) (insert learners name)

I \_\_\_\_\_ do not give consent for \_\_\_\_\_ to take part in the above RSE lessons.

(insert parent/carers name) (insert learners name)

I \_\_\_\_\_ do give consent for \_\_\_\_\_ to take part in the above RSE lessons.

Signature \_\_\_\_\_ Date \_\_\_\_\_



Registered Office: The Auriga Academy Trust Station Road, Twickenham TW1 4LT  
Company N°: 10284264 England and Wales

#### **4. Reflection of Strathmore's vision and ethos through curriculum subject.**

As stated above, SEMH – RSE explores the best methods to support children and young people with social, emotional, and mental health needs to prepare them to become successful learners, confident individuals, and responsible citizens.

Success is based on the flexible and supportive approach taken by educational professionals, meeting the highest standards, and providing an education tailored to individual learners' needs to equip them with the requisite knowledge and skills (Strathmore Developmental Framework) necessary to meet life's increasingly difficult challenges.

The SEMH – RSE curriculum is linked to our vision and values and reflects the young people we serve/educate. We recognize that they need a solid foundation of positive mental health to benefit fully from all the opportunities that are available to them.

The framework is designed to promote attainment in the core subjects included in this policy. Meeting the SEMH – RSE health needs of our pupils is of upmost importance to us at Strathmore School and as a consequence we have a bespoke curriculum.

[SEMH/RSE Strathmore Developmental Framework](#)