

Children's Support Service

RELATIONSHIPS AND SEX EDUCATION POLICY

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| Statutory/Non-statutory | Statutory |
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| Reviewed | Annually |

RELATIONSHIPS AND SEX EDUCATION POLICY

Purpose:

This policy has been written in consultation with the PSHCE Department across the CSS Service. It will then be shared with Staff, Students, and Parents via the website and referenced in the Initial meeting packs, for new students where they are asked to agree to the content of RSE. It sets out to explain how the school delivers Relationship and Sex Education (RSE) and the principles behind this which always promote the safeguarding of all pupils in a range of situations.

It is important that pupils are taught and understand about responsible choice and emotional wellbeing as they prepare for adulthood. Our aim is to develop RSE in a holistic way which encompasses a range of topics that are related.

The school is committed to:

- The importance of educating young people to reflect upon their own feelings and values in order to understand and respect the feelings and values of others.
- Empowering individuals to take responsibility for their choices and decisions, and the associated outcomes for their physical, emotional, and mental wellbeing throughout their life.
- Ensuring the safeguarding of all pupils through work completed on self-worth, self-esteem, the law, consent and where to access any help or support that is needed throughout their life.

The rationale:

We believe it is important to deliver RSE as part of the curriculum because; effective RSE is essential if young people are to make responsible and well-informed decisions about their lives. RSE goes beyond the biological aspects and addresses the emotional, moral, and ethical issues as well as explaining the physical processes and changes that take place. It is important that young people are helped to learn respect for themselves and for others and can move with confidence through adolescence and into adulthood in 21ST Century Britain. It will also promote the responsible use of Social Media and E safety. The curriculum will also refer to the relevant aspects of the Law in relation to the topics covered, including sexual harassment.

We are required to teach RSE because:

From September 2020 the revised Department for Education Statutory Guidance will state that all schools must deliver Relationships education (in Primary schools) and Relationships and Sex Education (in Secondary Schools) This coming into place after the recommendation of the Child and Social Work act of 2017.

High quality RSE helps create safe school communities in which pupils can grow, learn, and develop positive, healthy behaviour for life. It is essential for the following reasons:

- Children and young people have a right to good quality education, as set out in the United Nations Convention on the Rights of the Child.
- Children and young people want to be prepared for the physical and emotional changes they undergo at puberty, and young people want to learn about relationships. Older pupils frequently

say that sex and relationships education was 'too little, too late and too biological'. Ofsted reinforced this in their 2013 Not Yet Good Enough report.

- Schools maintain a statutory obligation under the Children Act (2004) to promote their pupils' wellbeing, and under the Education Act (1996) to prepare children and young people for the challenges, opportunities, and responsibilities of adult life. A comprehensive SRE programme can have a positive impact on pupils' health and wellbeing and their ability to achieve and can play a crucial part in meeting these obligations.

Equal Opportunities and inclusion:

For the policy to remain relevant, it should be reviewed annually, taking into account the current demographic of the school including the:

Number, age, background, culture, faith, difference and diversity, gender, race, religion, sexuality and ability of the current group of pupils attending the school.

When delivering RSE consideration should be given to; Equal opportunities, background, culture, faith, family circumstances, SEN, EAL, difference and diversity, discrimination, bullying, gender, race, religion, sexuality, ability, disability, and appearance.

In addition, all pupils at the school will receive RSE at a level that is appropriate to them and consideration should be given to personal circumstances when delivering sensitive topics.

Curriculum:

RSE is taught throughout all the key stages every year at an appropriate level with consideration given to prior attainment and understanding. Correct names for all body parts will be used throughout the service for safeguarding purposes.

In Key Stages 3 and 4 we will be using a combination of programmes that have been quality assured by the PSHE Association, as well as other published resources.

All Key stages cover different types of relationships, which include challenge around 'Gender Stereotypes' and exposure to a diverse family structures, from Key stage 1. This then this builds in Key Stage 2, 3 and 4 to talk about and explore a variety of different types of relationships, which is fully inclusive of the LGBTQA+ community, recognising nationally supportive weeks and days such as "Schools Diversity Week" which are celebrated across the Service.

Key 1 and 2 will be:

Using the Growing Up with Yasmine and Tom Scheme of work.

<https://www.fpa.org.uk/relationships-and-sex-education/growing-up-with-yasmine-and-tom>

Topics in Key Stage 3 will be:

- Puberty, Adolescence and Human Reproduction
- Friendships, respect and boundaries
- Identity and relationships
- Sex, the law and consent
- Contraception and STIs

- Communication, Behaviour and Sexual Health.
- Recognising and Managing Risk.
- Healthy Relationships, Consent and Equalities
- Impact of Pornography and Sexting

Topic in Key Stage 4 will be:

- Healthy relationships, consent and equalities
- Communication in relationships including contraception and sexual health
- CSE and Grooming
- Family life
- Impact of Pornography and Sexting
- Addressing extremism and radicalisation

Pupils will be taught in mixed groups on most occasions; however, some sessions will be single sex where deemed appropriate.

Staff Approach and Training:

Staff delivering RSE throughout the curriculum will have regular training to update them with the most current information and legislation. It will also address the most up to date social influences and how to address these appropriately.

Staff will approach and deliver RSE in an unbiased and objective way within the boundaries of current National guidance provide by the government and the PSHE Association.

On occasions we will use outside agencies with specific expertise to support our broad and balanced curriculum. These sessions will always be attended by a CSS member of staff to ensure safeguarding. Anyone to one work will only be delivered by an outside agency if parental permission has been given and DBS checks have been evidenced. That person will then be entered onto our Single Central Record.

Assessment and Outcomes:

We will assess RSE and progress using formative and informative assessment models. Starting point assessment must be taken at the beginning of each topic to ensure that their prior knowledge is secure. Throughout all of the Key Stages RSE will be assessed and recorded through Curriculum records/SIMS and reviewed half termly across the PSHCE curriculum to check that good progress is being made by all pupils. Regular book looks will take place to check on progress and where there are gaps in pupil's

attainment this will be addressed through targeted interventions; such as The School Nurse, Brook, Sisters in Strength or the Children's Society.

The learning outcomes of the programme will be:

To prepare pupils for the opportunities, responsibilities and experiences of later life including:

- To know and understand how to make informed and safe choices.
- To be well informed within the context of the law and their rights.
- To understand they have the right to say no.
- To promote positive emotional and physical wellbeing.
- To know where to access appropriate help when needed
- To foster a safe environment to discuss related topics.

Equal Opportunities and inclusion:

In order for the policy to remain relevant it should be reviewed annually, taking into account the current demographic of the school including the:

Number, age, background, culture, faith, difference and diversity, discrimination, gender, race, religion, sexuality and ability of the current group of pupils attending the school.

This will also be supported by data generated from the SHEU survey and Risk Avert survey.

Links to other Policies:

The development of this policy has particular links to other policies within the school including:

- Equality and Diversity
- PSHCE
- Science
- Safeguarding and Child Protection
- Teaching and Learning, AFL and marking
- Drugs.
- E safety
- Behaviour, relationships and anti-bullying
- Harmful sexual behaviour / peer-on-peer abuse
- Healthy Schools guidance

Specific Issues:

When delivering RSE lessons one may experience specific issues such as:

- Sexually explicit questioning.
- Inappropriate behaviour.
- Safeguarding issues based around disclosure, which may include FGM, grooming, CSE and E safety.
- Parental withdrawal.

These issues should be dealt with according to the specific situation and if a member of staff is unable to deal with the situation, they should seek advice and assistance from a staff member senior to them.

When dealing with specific spontaneous questions it is important that the pupil feels that their question is valued and taken seriously. If any staff member is not sure how to answer a question or it raises safeguarding issues the answer to the question should be delayed but not ignored.

In the same way inappropriate behaviour in lessons can be pre-empted by setting clear classroom boundaries within such sensitive lessons, ensuring all parties are considered and respected.

Any safeguarding issues raised should be dealt with as highlighted in the Safeguarding section.

Discussions based around learner's sexuality and gender assignment / reassignment and questioning should also be dealt with sensitively and reference to specific procedures in supporting these young learners.

Parental withdrawal during RSE lessons conducted as part of the PSHCE framework is only down to the discretion of the parent, when educating about the sexual intimacy of relationships, and this is only supported up to 15 years of age, when the young person can opt in without parental consent. From this point the school has the right to educate about all aspects outlined on the RSE curriculum.

However, open dialogue with parents and considered discussion may help in overcoming these issues. Parental involvement in the development and content of RSE should be reviewed annually ensuring views are valued and relevant.

Consent for RSE will be sought at the induction of new pupils.

Disclosures and Safeguarding:

When delivering such a sensitive topic consideration should be given to the safeguarding of every child and staff member in the school. Any disclosures made to a member of staff should be managed within the guidelines set out in the safeguarding policy.

When delivering RSE to any group, staff members should be sensitive to the pupils' background and current circumstances, ensuring the pupils feel safe when dealing with sensitive topics. If a pupil is experiencing any sort of intense therapy related to sensitive issues covered in the lessons, then it may

be necessary to have sensitive conversation with parents and carers, and on occasions withdraw the learner from some of the lessons and support them in an alternative way. Additionally, consideration

should be given to staff if they disclose any sensitive issues that are personal to them and be sign posted to the appropriate services and support.

Appendix:

Please refer to the RSHE road map to be found at:

[Roadmap to statutory RSE | www.pshe-association.org.uk](http://www.pshe-association.org.uk)

[Professionals - Essex Sexual Health Service](#)



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