



Relationship and Sex Education (RSE) Policy

Key Information	
Written by:	Sam Thomson
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1. Introduction

This policy covers The Park School's whole school approach to Relationships and Sex Education (RSE). We believe that RSE is vital for the personal, social and emotional development of our students. It equips young people with the information, skills and values they need to have safe, respectful and enjoyable relationships and empowers them to take responsibility for their sexual health and well-being. All our students have a right to holistic, inclusive and needs-led RSE. Through providing high quality RSE, we are upholding the ethos and values of our school and its commitment to equity of provision and celebration of difference.

This policy was produced in consultation with our staff, local governing body, pupils and parents. We will ensure the policy is effectively communicated to staff and parents, including through publishing the policy on our school website.

The information below complies with our statutory obligations to deliver RSE under sections 34 & 35 of the Children and Social Work Act 2017. It will have due regard for the DfE's statutory guidance and other relevant guidance. We will review the policy on a regular basis to ensure that it is in line with current Government guidance and legislation and to ensure that our RSE programme continues to meet the needs of our students. The policy should be read in conjunction with other relevant policies including: Science, PSHE, Safeguarding and Child Protection and Equality.

Students at The Park all have special educational needs. These range from moderate learning difficulties to severe learning difficulties and include children with a limited capability to communicate (children with language impairment and on the autistic spectrum.) We recognise, in our context, the need to give particular attention to ensuring that each child can communicate what they would like to say and to understand what others are saying to them. Students with SEND needs are over three times more likely to be abused than non-SEND students (Jones et al, 2012). Therefore, it is imperative that our policy sets out clear guidelines and has a whole school approach on providing high quality RSE.

2. Equality and Inclusion

RSE is key for promoting equality and inclusion. Our RSE is designed to promote gender equality through challenging gender stereotypes and sexism and sexual harassment in schools. We take these issues seriously and ensure that we embed content on gender equality throughout the curriculum. We are committed to an LGBT+ inclusive curriculum and we will also ensure that we take into account the religious and cultural background of all students when teaching RSE. An inclusive RSE at The Park School will seek to challenge all forms of discrimination and prejudice between students and promote understanding and respect as outlined under the Equality Act 2010. We are also committed to an RSE that makes every student feel valued and included and is relevant to them, we are mindful of the SEND Code of Practice 2014 when planning for this subject.

3. Definition

We define relationships education as learning about the physical, social, legal and emotional aspects of human relationships including friendships, intimate, sexual and committed relationships and family life. We define sex education as learning about the physical, social, legal and emotional aspects of human sexuality and behaviour, including human reproduction. This includes conception and contraception, safer sex, sexually transmitted infections and sexual health.

We believe that Relationships and Sex Education are best approached in an integrated way and using a gender equity and human rights framework. We will take care to highlight lessons that contain what we define as sex education so that we can respect the wishes of parents who have withdrawn their children from this content. Simultaneously, we will seek to nurture student's curiosity about the world around them, supporting their development and their respect for themselves and each other.

We seek to ensure that it gives our students the knowledge, skills, attitudes and values that will help them to:

- realise their health (including sexual health), wellbeing and dignity
- build self-esteem and self-worth
- explore and value their own and others' personal and sexual identity
- understand family structures, committed relationships and the legal status of different types of long-term relationships
- understand and make sense of the real-life issues they experience in the world around them
- manage and explore difficult feelings and emotions
- consider how their choices affect their own wellbeing and that of others
- develop as informed and responsible citizens
- understand and ensure the protection of their rights throughout their lives.

We believe that high quality, comprehensive RSE does not encourage early sexual experimentation but in fact builds young people's confidence and self-esteem and helps them understand the reasons for delaying sexual activity. Evidence shows that effective RSE plays a role in behaviour change, including reducing unprotected or unwanted sex and reducing harmful behaviour, including sexual harassment and sexual violence.

4. Subject content

The curriculum programme is developed by the PSHE lead in conjunction with the views of teachers, students and parents. We will meet the learning objectives and content outlined in the Relationships Education, Relationships & Sex Education and Health Education Guidance.

All content is delivered in a timely way and will be age and developmentally appropriate to meet the needs of our students. Our scheme of learning is attached in Appendix 1.

5. Delivery

RSE is delivered as part of our Personal, Social, Health and Economic (PSHE) education curriculum, which has planned, timetabled lessons across both key stages. The PSHE lead works with colleagues in related curriculum areas (science, computing and PE) to ensure joined up approach to what is taught in RSE. We supplement learning through using a whole school approach and utilising time outside of the classroom and we use external agencies where appropriate to deliver aspects of Relationships and Sex Education (see section below). The programme will be delivered in a non-judgemental, factual way, using the correct medical terms where appropriate (e.g. when teaching about external body parts). School staff will not express or be expected to express their personal views or beliefs when teaching RSE.

All staff who have responsibility for delivering RSE will undergo training on a regular basis to ensure they are up-to-date with the RSE policy and curriculum requirements regarding RSE. In addition to ongoing training, CPD will also be scheduled in response to updates to our RSE scheme of learning and any new development

in terms of course content.

6. Monitoring and Evaluation

We regularly monitor our RSE scheme of learning to ensure that the quality of teaching is consistent, that the curriculum is meeting the national requirements under the Relationships Education, RSE and Health Education guidance, and that learning outcomes are reflective of student need. This policy will be reviewed on a regular basis and any changes needed will be clearly communicated to the school community.

The implementation of the programme is monitored through:

- Lesson observations
- Planning scrutiny
- Looking at samples of pupils' work

Evaluation of our programme is crucial to ensure that we can continue to improve on provision and teaching effectiveness. The evaluation process involves structured and informal pupil and staff feedback including:

- Teacher evaluation of lessons and the overall RSE programme
- Evidence from lesson observations
- Feedback and evaluation by pupils
- Sampling pupil work

We use a range of assessment methods to get regular feedback on student progress in RSE. We also use student assessment to identify where extra support or intervention is needed. Lessons are planned to ensure that students of differing abilities, including the most able, are suitably challenged. Assessment methods used include:

- Project work
- Written assignments
- Students' pre- and post-unit self-evaluation
- Logbooks
- Subject learning conversations

7. Pupil Voice

Pupil voice is central to the culture and ethos of our school. Throughout our RSE scheme of work we embed pupil voice practices to enable students to express their views on the range of topics and issues that RSE covers and to ensure that they listen to other opinions and evidence, reflect on their own perspectives and take a broader view.

We want to ensure that all pupil voices are heard but that those views that are hurtful, offensive or exclusionary do not dominate and are addressed. We want to ensure a culture where human rights, social justice, inclusion and diversity are promoted.

8. Answering pupil questions

RSE explores a range of issues that may provoke questions from students

We view questions as a positive sign that pupils are engaged with what is being taught and feel able to express natural curiosities about themselves, their bodies and relationships with others.

As much as possible, where a question is relevant to the whole class, we will answer it to the whole group. There may occasionally be the need to deal with a question outside of the classroom if it is not suitable for the entire class.

Questions will always be answered in an age and developmentally appropriate way and take into account whether a parent/carer has requested their child to be removed from sex education lessons.

School staff will not be expected to answer personal questions about themselves or to ask direct personal

questions of their students that could make either party vulnerable.

We believe that an open approach to answering questions prevents students from learning inaccurate or harmful information online or from peers and older students. Exploring issues with the whole class helps to reduce the stigma and shame that can surround some of the issues explored in RSE. Importantly, we believe that children are better protected from harm and abuse when they can discuss issues openly with trained professionals and in a safe environment.

9. Working with parents/carers

Successful teaching of RSE involves parents/ carers and schools working together. We believe that parents/ carers can play an important role in the RSE of their children through exploring discussions at home that have taken place in school.

We work with parents/carers to ensure that they are aware of what we teach and may share examples of some of the key resources we use with parents/carers to reassure them of the content and to enable them to continue the conversations started in class at home.

As outlined within the Statutory Guidance, parents/carers have the right to request their child be withdrawn from all or part of sex education lessons that are delivered as part of RSE.

Parents/carers do not have a right to withdraw their child from Relationships Education or Health Education or from any sex education delivered as part of the Science curriculum.

All students will have the right to opt into sex education three terms before they turn 16 and the school will make arrangements for this to happen. In practice, this means that when a child turns 15 they have the right to be taught sex education if they want to. Although parents/carers have the right to request to withdraw their child from any or all of sex education as part of Relationships Education, it is our aim to encourage parents to see the value of RSE learning and its contribution to keeping children safe, developing their emotional, social and physical wellbeing and for promoting equality and social justice.

Should a parent decide that they do not wish their child to take part in any of these lessons, we would ask that they first speak to the subject lead to discuss their concerns. The subject lead will discuss the request with the parent/carer to fully understand and address any concerns/objections to the content of the curriculum.

If parents/carers do decide to withdraw their child, they should inform the subject in writing and the school will keep a record of this. Except in exceptional circumstances, we will respect the parents' request to withdraw their child up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school will make arrangements to provide the child with sex education during one of those terms.

We will remind parents annually that the request to withdraw is still in place and invite them to confirm whether they still want it.

10. Working with visitors and external agencies

From time-to-time The Park School may invite external experts and visitors to deliver parts of our RSE scheme of work.

External visitors will be selected in order to enrich and supplement our RSE by bringing particular skills, methods and expertise to the classroom and the whole school.

A teacher will always be present throughout these lessons to build on the pupil's learning after the session/s as well as answer any questions the students may subsequently have.

Any external visitor will be expected to comply with this policy and other related policies, including the school's confidentiality and child protection policy.

We will also ensure that:

- There is appropriate planning, preparatory and follow up work for the session.
- The visitor understands the cohort of children involved and they will be made aware of any specific issues relating to child protection.

11. Safeguarding and child protection

The Park School acknowledges that RSE is crucial for creating a culture of safeguarding within the school and for meeting our statutory obligations as outlined in Keeping Children Safe in Education.

RSE helps young people to understand the difference between healthy and abusive relationships and to understand how to get help if they are experiencing abuse, or have experienced, abuse.

We recognise that when discussing some of the issues RSE covers some students could disclose abuse or other harmful experiences. In cases of a disclosure, all staff have statutory training around child protection and will follow the schools safeguarding policy and procedures.

We also recognise that some students may be vulnerable to some of the content delivered in RSE due to a previous safeguarding concern, ongoing concerns or changes to their personal life. For those students, additional support will be given to prevent them being affected by the scenarios or topics in their planned lessons

While The Park School wants to create a learning space that feels safe for children and young people to disclose, we also want to protect children's privacy. We do this by using a number of teaching techniques including the use of a working agreement, where rights respecting ground rules are created with pupils on what makes a safe and welcoming environment for all.

Once ground rules have been set, they will be actively referred to. Through the use of ground rules and other approaches, such as distancing techniques, we believe the school can create a supportive environment for discussions that can be sensitive or difficult.

Policy written by Sam Thomson

Review Date 2022

APPENDIX 1

KS3 PSHE Curriculum _ SRE highlighted in yellow

Students can be withdrawn from highlighted topics

	Autumn 1 Health and Wellbeing	Autumn2 Relationships	Spring 1 Living in the Wider World	Spring 2 Health and Wellbeing	Summer 1 Relationships	Summer 2 Living in the Wider World
Ye ar 7	Transition to secondary school Personal identity and values Zones of Regulation	Making and maintaining friendships Bullying Communicating online	Staying safe and reducing risk – at home and on the road Emergency services and coping with emergency situations.	Staying healthy Medicines and household products – staying safe Personal hygiene	Changes at puberty Personal space and respecting each other – NSPCC Pants rule	Looking after the environment
Ye ar 8	Moving into year 8 Personal identity Team building Dealing with stress	IEPs Bullying Personal strengths Maintaining friendships	Staying safe and reducing risk Cyber safety Being safe in the community and home Basic first aid	Alcohol and drug misuse Healthy lifestyles	Healthy relationships Sexual feelings- crushes Boundaries and consent	Money management Identity and the world of work Opportunity in careers
Ye ar 9	Moving into year 9 Personal identity Rights and responsibilities Team building	Peer pressure Bullying Relationship changes Conflict resolution	Online presence Learning strengths and goal setting IEPs Lifesaving first aid	Diet, exercise, lifestyle balance and healthy choices Substance misuse	Gender and sexual identity Types of families Marriage and civil partnership	Safe choices in the virtual and physical communities The role of the police

	Autumn 1	Autumn2	Spring 1	Spring 2	Summer 1	Summer 2
Year 10	Transition to KS4 Black History Month (music) Dealing with mental health during periods of change – Anxiety and stress Drug and alcohol awareness Identity	Remembrance Bullying online and offline friendships teamwork Impact of advertising on financial choices (Christmas)	Discrimination and the Holocaust Levels of health care available and the NHS Safety in public – railways roads, what to do if you get lost	RSE – Relationship and sex expectations positive and negative relationships Peer pressure and consent Cancer awareness	Social responsibility- charity Young people and crime Looking after our environment Mentor responsibility	The influence and impact of peers, role models and the media World of work Money and Income
Year 11	Safe and healthy lifestyle choices – personal hygiene Drug and alcohol awareness Blood stem cell / organ donation Mental health and stress management Diversity (BHM)	Remembrance Bullying Cyber safety and sexting Application processes and skills for further education	Personal values Communities, belonging and challenging extremism Human rights Charity work	RSE- STIs, contraception Impact of the media and pornography Marriage including forced and arranged Becoming a parent	Social responsibility - homelessness Young people and crime Personal finance	The world of work and writing CVs Preparation for record of achievement and leaving school