



Relationship and Sex Education (RSE) Policy

| Key Information | |
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| Written by: | Samantha Thomson |
| Date Updated: | 30/08/23 |
| Statutory / Non statutory: | Statutory |
| Monitoring and review: | |
| Governor approval date: | |
| Next review date: | Autumn 2026 |

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, 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. Policy development

Any significant changes to this policy will be developed in consultation with staff, pupils and parents. The consultation and policy development process will involve the following steps:

1. Review – a member of staff or working group will pull together all relevant information including relevant national and local guidance
2. Staff consultation – school staff will be given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties will be invited to attend a meeting about the policy
4. Pupil consultation – we would investigate what exactly pupils want from their RSE
5. Ratification – once amendments are made, the policy will be shared with governors and ratified

5. Subject content

The curriculum programme has been 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 DfE Relationships & Sex Education (RSE) and Health Education Guidance 2019. 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.

6. Delivery

RSE is delivered as part of our Personal, Social, Health and Economic (PSHE) education and social studies 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.

7. Monitoring

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 and Sex Education (RSE) and Health Education guidance 2019, and that learning outcomes are reflective of student need.

Monitoring of RSE will be through:

- Learning walks
- Planning scrutiny
- Looking at samples of pupils' work

Students' development in RSE is monitored by class teachers as part of our internal assessment systems.

8. Roles and responsibilities

The governing board

The governing board will approve the RSE policy and hold the headteacher to account for its implementation.

The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE (see section 11).

Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-scientific components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the PSHE lead.

9. 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.

10. 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. 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.

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.

11. 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.

12. 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.

13. Confidentiality and child protection

Ground rules will be set at the beginning of lessons regarding confidentiality. It will be made clear to students that staff cannot offer unconditional confidentiality, but they can be reassured that their best interests will be maintained and they will be encouraged to talk to their parents or carers. If confidentiality has to be broken the student will be informed and then supported appropriately. If a disclosure or disclosures are made by a student the school's child protection procedure will be followed. Students will be informed of sources of confidential help, for example, via the school nurse or GP.

14. Complaints

In the first instance any concerns may be discussed with the teacher involved but, if a parent prefers, they may talk directly to the Head Teacher or another member of the senior leadership team.

APPENDIX 1

KS3 PSHE Curriculum _ SRE highlighted in yellow

| | Autumn 1 | Autumn2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--------|--|---|---|---|---|---|
| Y 7 | Transition to secondary school Emotions and Zones of Regulation School Council Personal identity and values Introduction to careers | Friendship qualities Bullying Cybersafety Responsible use of social media/phones | Identifying risk Staying safe at home and on the roads First Aid introduction Emergency services and coping with an emergency. Childrens Mental Health Week | Personal hygiene Staying healthy- making good choices Medicines and household products – Self care | Changes at puberty Personal space and respecting each other Appropriate touch- NSPCC Pants rule Uncomfortable feelings | The Environment Money management Parliament RSE Day Transition to Year 8 |
| Y 8 | Moving into year 8 Zones of Regulation School Council Careers – personal qualities Dealing with stress | Friendships Teamwork Bullying Responsible use of social media Careers Human Rights Personal strengths and challenges (careers) | Staying safe online Being safe in the community Basic first aid Childrens Mental Health Week | Healthy lifestyles including food choices and sleep Effects of alcohol and smoking Self care | Healthy relationships Sexual feelings- crushes and romantic relationships Boundaries/ consent Introducing gender and sexual identity | Money management Government and parliament RSE Day Transition to Year 9 |
| Y 9 | Moving into year 9 Zones of regulation School Council Personal identity - characteristics and skills Responsible use of social media Team building | Peer pressure Bullying Relationship changes Conflict resolution Human Rights Protected characteristics | Online presence – being SMART Lifesaving first aid Childrens Mental Health Week Skills strengths and qualities | Healthy online relationships Self care The wheel of wellbeing Effects of alcohol Exercise and healthy diet Growth Mindset | Gender and sexual identity Types of families Marriage, civil partnerships and the law | Staying safe outside Role of the police RSE Day Transitioning to year 10 |

KS4 SOCIAL STUDIES CURRICULUM

| | Autumn 1 | Autumn2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---------|---|--|--|--|--|--|
| Year 10 | Transition to KS4 Zones of Regulation Identifying good and bad mental health Name ways to look after mental health Drug and alcohol awareness The NHS Black History Month | Friendships and teamwork Bullying - online Parliament Positive relationships Impact of the media on relationship expectations Media influence on finances | Safety at home and in public – railways roads, what to do if you get lost Discrimination and the Holocaust Equality Act Childrens mental health week | Peer Pressure Consent – assertive communication Online safety Positive and negative Relationships Relationship abuse Public sexual harassment | Charities Young people and crime – County Lines Knife Crime Criminal Justice system Cancer awareness | Pride Month Fake News Diversity RSE Day Mentor training |
| Year 11 | Transition to Year 11 Zones of regulation Blood stem cell and organ donation Drug and alcohol awareness Media and mental health Black History Month | Responsible use of Social Media Cyber safety and sexting - Peer pressure Bullying Parliament Relationship challenges and abuse Body image | British Values Personal values Community, belonging and challenging extremism Human rights Holocaust Memorial day Homelessness Childrens Mental Health Week LGBTQ+ history month | STIs, contraception Pregnancy Harmful behaviour in relationships Pornography Different families and parental responsibilities Marriage and forced marriage FGM | Charities and natural disasters Mental health Crime and punishment | Personal finance Pride Month Preparation for record of achievement |