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Relationships

and Sex Education policy



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# 1. Aims

The aims of relationships and sex education (RSE) at our school are to:

* Provide a framework in which sensitive discussions can take place
* Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene.
* Help pupils develop feelings of self-respect, confidence and empathy.
* Create a positive culture around issues of sexuality and relationships including LGBT+ and HBT.
* Teach pupils the correct vocabulary to describe themselves and their bodies.
* As High Close School is a special school, it recognises that it has a sensitive role to play with regards to Relationships and Sex Education. Pupils with complex needs generally need more help in coping with the physical and emotional aspects of growing up, they may need more help in learning what sorts of behaviour are and are not acceptable and they may need to be warned and prepared against unacceptable behavior by adults. To this end we aim to provide more RSE on our timetable.
* It is recognised that the prime responsibility for bringing up children rests with parents and carers, and that they are key figures in helping their child to cope with the emotional and physical aspects of moving into adolescence and adulthood. Teaching at the school therefore aims to be complementary and supportive to the role of parents and carers.

# 2. Statutory requirements

[As a non-Maintained Residential Special School we must provide RSE to all pupils as per section 34 of the [Children and Social work act 2017.](http://www.legislation.gov.uk/ukpga/2017/16/section/34/enacted)](http://www.legislation.gov.uk/ukpga/2017/16/section/34/enacted)

[As a non-maintained Residential Special School, we will refer to the guidance issued](http://www.legislation.gov.uk/ukpga/2017/16/section/34/enacted) [[RSE and health education 2020](http://www.legislation.gov.uk/ukpga/2017/16/section/34/enacted)](https://www.gov.uk/government/news/relationships-education-relationships-and-sex-education-rse-and-health-education-faqs)

Our Rowan unit is not required to provide sex education, but does need to teach the elements of sex education contained in the science curriculum.

In teaching RSE, we must have regard to [guidance](https://www.gov.uk/government/consultations/relationships-and-sex-education-and-health-education) issued by the secretary of state as outlined in section 403 of the [Education Act 1996.](http://www.legislation.gov.uk/ukpga/1996/56/contents)

 In teaching RSE, we must have regard to giving female students the opportunity and to be aware of FGM as per the [FGM: Guidance for schools 2019](http://nationalfgmcentre.org.uk/wp-content/uploads/2019/06/FGM-Schools-Guidance-National-FGM-Centre.pdf)

In teaching RSE, we must be aware of any changes to the Keeping Children safe in Education document and implement any changes into our practice if linked to the delivery of RSE. [Keeping children safe in education 20213](https://assets.publishing.service.gov.uk/media/64f0a68ea78c5f000dc6f3b2/Keeping_children_safe_in_education_2023.pdf).

In teaching RSE, there also must be a focus on Sexual violence and sexual harassment between children in schools and colleges with further details found in this document [Sexual violence and sexual harassment.](https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges)

# 3. Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance.
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.- to still be completed (Appendix 3).
3. Parent/stakeholder consultation – parents and any interested parties were invited to fill out a questionnaire about the policy (Appendix 2).
4. Pupil consultation – we investigated what exactly pupils want from their RSE (Appendix 1).
5. Ratification – once amendments were made, the policy was shared with governors and ratified.

# 4. Definition

RSE is about giving young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It enables them:

* To know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship.
* It covers contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure).
* To understand what is acceptable and unacceptable behaviour in relationships especially regarding and understanding the issues of LGBT+ and HBT issues.
* To understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed.
* To have knowledge about safer sex and sexual health remains important to ensure that young people are equipped to make safe, informed and healthy choices as they progress through adult life.
* To understand and have knowledge regarding child-on-child sexual violence and sexual harassment.

RSE does not encourage early sexual experimentation. It is about teaching young people to understand human sexuality and to respect themselves and others. It enables young people to mature, build their confidence and self-esteem and understand the reasons for delaying sexual activity.

RSE also supports people, throughout life, to develop safe, fulfilling and healthy sexual relationships, at the appropriate time.

# 5. Curriculum

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don’t seek answers online.

Sex education in the Rowan Unit will focus on:

* Preparing boys and girls for the changes that adolescence brings
* How a baby is conceived and born

# 6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the Science and PSHE curriculum.

Pupils also receive stand-alone sex education sessions delivered by a trained health professional.

High Close delivers the RSE programme through these areas:

* Specialist PSHE teaching.
* Formal Key Working in residential units
* Informal Link working for day units
* Teachers and Learning Support Assistants
* The Family Resource Team
* The School Counselling Team
* LGBTQ+ group
* External agencies used where appropriate to enhance programme

High Close teaches RSE by:

* Delivery across the curriculum e.g. biological aspects through the Science curriculum and other aspects through PSHE.
* Including but not limited to; quizzes, case studies, research, role play, video and small group discussion.
* A wide range of teaching methods enabling students to actively participate in their own learning both inside and outside the classroom.
* Specific groups or individuals identified to receive differentiated learning through Keyworkers or the Head of PSHE.
* Collapsed timetable days.

A pupil may be referred to receive a Relationships and Sex Education intervention; this may be on an individual basis or as part of a selected group. Key Workers take on this role as well as the Family Resource or School Counselling Teams. A referral can be made by a member of staff or parents/carers if there are concerns relating, but not limited to; inappropriate touching, appropriate relationships, body image, changes during puberty, peer pressure, LGBT, human reproduction, boundaries, choices, risk and consequences.

These support systems and interventions are available to all pupils. Individuals are selected and a tailored plan is delivered to meet their needs.

The young person must always be offered the opportunity to discuss their sexual health in a private, confidential environment. All personal information and records are stored securely onsite in accordance with the Data Protection Act 2018.

The Head of PSHE will meet with the Head of Care and the Team Manager of the Family Resource Team to assess any Safeguarding issues surrounding pupils that may affect the delivery of planned RSE sessions.

**Rowan Unit:**

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

* Families and people who care for me
* Caring friendships
* Respectful relationships
* Online relationships
* Being safe

Primary sex education in the Rowan Unit will focus on:

* Preparing boys and girls for the changes that adolescence brings
* How a baby is conceived and born

**Secondary school:**

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

* Families
* Respectful relationships, including friendships
* Online and media
* Being safe
* Intimate and sexual relationships, including sexual health
* Develop a respectful understanding of LGBT+ and HBT issues
* Body confidence and self-esteem

**Residential setting**:

Key working and group activities in the Units look at interpersonal relationships as well as reinforcing work on the following:

* Families
* Respectful relationships, including friendships
* Online and media
* Being safe
* Intimate and sexual relationships, including sexual health
* Develop a respectful understanding of LGBT+ and HBT issues
* Body confidence and self-esteem

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances. Families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

# 7. Parents’ right to withdraw

**Rowan Unit**:

* Parents do not have the right to withdraw their children from relationships education.
* Parents have the right to withdraw their children from the non-statutory components of sex education within RSE.
* Requests for withdrawal should be put in writing using the form found in Appendix 4 of this policy and addressed to the Principal.
* Alternative work will be given to pupils who are withdrawn from sex education.

**Secondary School**:

* Parents have the right to withdraw their children from the non-statutory components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.
* Requests for withdrawal should be put in writing using the form found in Appendix 4 of this policy and addressed to the Principal
* A copy of withdrawal requests will be placed in the pupil’s educational record. The Principal will discuss the request with parents and take appropriate action.
* Alternative work will be given to pupils who are withdrawn from sex education.

# 8. Training

Staff are trained in all aspects of Safeguarding. The RSE Lead looks at specific training needed and cascades this as appropriate.

# 9. Roles and responsibilities

9.1 The governing board

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

9.2 The Principal

The Principal is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 7).

9.3 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 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 Principal.

This policy will be reviewed by the Principal, annually. At every review, the policy will be approved by the governing board and Senior Leadership Team.

**Appendices**

1. Student RSE consultation 2023:

Key Stage 3: <https://form.typeform.com/report/u3omjltq/gIvQIbW4wzDYNTUL>

Key Stage 4: <https://form.typeform.com/report/oxPuIYO9/xSZrQHRX9PxU4ol9>

1. Carer and Parent RSE consultation 2023

<https://form.typeform.com/report/wiYTNGmV/Yfs1CzD888Yv7ifB>

1. Staff RSE consultation 2023

<https://form.typeform.com/report/k6VJQZJl/b6yXbT74A2qF7rdq>

1. Withdrawal from sex education within RSE form

Parent form: withdrawal from sex education within RSE

| To be completed by parents |
| --- |
| Name of child |  | Class |  |
| Name of parent |  | Date |  |
| Reason for withdrawing from sex education within relationships and sex education |
|  |
| Any other information you would like the school to consider |
|  |
| Parent signature |  |

| To be completed by the school |
| --- |
| Agreed actions from discussion with parents |  |
|  |  |