



Relationships and Sex Education Policy

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Our School Vision

We believe that Penn Hall is a very special school. We pride ourselves on our warm and caring atmosphere and the way in which we know each pupil and their family so well. Our vision is for every pupil to receive a high quality, personalised education that builds upon their strengths and abilities and prepares them for life beyond school. Through effective partnership working with families and other professionals we aim to develop our pupils into young adults who leave us as:

- Effective communicators who can express their feelings, choices and decisions
- Self-confident, happy and fulfilled citizens
- Lifelong learners

Our School Values

Our values were developed by pupils, staff and governors, identifying the everyday ways everyone in our community can be:

Positive and **Hardworking**

to make sure we are **all** the best that we can be

Our Positive Values

Be respectful
Be a team
Be proud

Our Hardworking Values

Don't give up
Be kind
Aim high

Our School Mission Statement

“Working together to be the best that we can be.”

Rationale and Ethos

Relationships and Sex Education (RSE) is a lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings. Effective RSE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain positive relationships. It also enables young people to make responsible and informed decisions about their health and well-being. The Education Secretary (2017) stated, “RSE and PSHE teach children and young people how to stay safe and healthy, and how to negotiate some of the personal and social challenges they will face growing up and as adults”.

This updated policy aims to offer additional support on new issues not included within existing guidance and will provide advice, which reflects updated legislation, including the Equality Act 2010 and the RSE Health Education Statutory guidance for September 2020.

Other related School policies and documents include the PSHE and Science curriculum, Safeguarding, Confidentiality, Behaviour, Inclusion, Anti Bullying, and Health and Safety, External Visitor Policy, Equality Policy, E-safety policy Extreme Radicalisation in Schools Policy.

At Penn Hall School we believe that Relationships and Sex Education (RSE) should be set in the context of clear values, including the value of family life, marriage and of loving and stable relationships in bringing up children. It should teach children and young people to develop values, attitudes, personal and social skills, and increase their knowledge and understanding to make informed decisions and life choices. RSE is important to ensure that children and young people grow up with the ability to enjoy the positive benefits of loving, rewarding and responsible relationships, to be informed, comfortable with the changes during puberty, being healthy and emotionally safe. We also teach our pupils to be digitally safe with e-safety being a vital message throughout school.

Effective RSE at Penn Hall School is dependent on partnerships at many levels; between our parents & carers, the children and young people – and at a strategic level between the local authority, local faith communities, health professionals, partners in children’s services and the voluntary community. At Penn Hall School, we aim to achieve an effective Relationships and Sex Education programme through building on these partnerships and the continued professional development of staff. Enabling the delivery of a developmental, planned programme, that is integrated into the curriculum and delivered over an extended period.

Penn Hall School believes that Relationships and Sex Education has four main elements:-

Attitudes and values

- Learning the importance of values
- Learning the value of family life
- Learning the value of love, respect and care; honesty and loyalty in relationships.
- Valuing diversity – an acceptance and exploration of difference, promoting equal opportunity, e.g. by considering media gender stereotypes and by being sensitive to the needs of culture and religion.
- Exploring, considering and understanding moral dilemmas.
- Developing critical thinking as part of decision-making.

Personal and social skills

- Personal skills
- learning to recognise and manage emotions and relationships confidently and sensitively
- developing self-respect, and empathy for others
- learning to make choices
- developing an appreciation of the consequences of choices made
- taking responsibility for one's own actions and learning
- Communication skills
- Being assertive and an independent decision maker

Negotiating with friends and others

- Practical skills
- Caring for oneself and others
- Being confident to access support and advice when needed
- Decision making skills – making sensible choices in the light of relevant information
- Making moral judgement about what to do, and acting accordingly
- Solving problems
- Managing conflict
- Learning how to recognise and avoid exploitation and abuse

Knowledge and Understanding

- Learning and understanding physical development through age appropriate information
- Understanding human sexuality, reproduction, sexual health, emotions and relationships; and the right to confidentiality.
- Develop understanding of important knowledge, so correcting misconceptions and misinformation.

Roles and Responsibilities

Those involved with the development of this policy include the PSHE Leads, Local Authority advisor and the SLT. Teaching staff and support staff are responsible for the delivery of lessons and key RSE messages. Teaching staff will receive ongoing training as required to support with developing awareness and needs. The PSHE Leads will deliver training and resources to staff and will monitor and report to the School Link Governor, SLT and the Governing Body at Penn Hall.

LA advisor can support with subject development, sharing best practice, updating any national guidance/training, LA trends. Safeguarding Lead will be responsible for checking policy for safeguarding compliance and deal with safeguarding matters should they arise. Parents and carers will be responsible for working in partnership with the school by being conversant with school policy and supporting learning within the home environment.

Legislation (statutory regulations and guidance)

We are required to teach Relationships Education/RSE as part of current curriculum advisory guidance on PSHE until August 31st, 2019. From September 1st, 2020, we will be teaching Relationships and Health Education as part of the mandatory statutory requirements. See current legislation compliance below:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010)
- Supplementary guidance SRE for the 21st Century (2014)
- Keeping Children Safe in Education – Statutory Safeguarding Guidance (2018)
- Children and Social Work Act (2017)

Curriculum

Penn Hall School offers education and support for children and young people aged 3-19 years who have special educational needs and disabilities within the categories of physical disability, severe learning disability, profound and multiple learning difficulty or autism spectrum condition. A small number of pupils in our secondary phase have a moderate learning disability accompanied by a physical disability. Many of our pupils have co-occurring difficulties which overlap and present a complex profile.

Our RSE programme is an integral part of our whole school PSHE provision. It is also supported by statutory requirements as set out in the National Curriculum for Science. We use a variety of approved resources and external visitors to deliver our RSE, Health and Relationships curriculum. Many of our resources are tailor made to suit the needs of different groups learning styles.

RSE will be delivered as part of a taught programme throughout the school but will also take the form of specific and tailored interventions as the need arises.

Because of our curriculum planning, RSE should empower our children and young people to:

- Develop confidence in talking, listening, and thinking about feelings, emotions and relationships
- Mature; build up confidence and self-esteem, emotional wellbeing, and the knowledge and skills needed to deal with the conflicting pressures of young people, to be able to lead confident, healthy, independent lives.
- Know about their bodies and be able to describe the parts and functions.
- Protect themselves and ask for help and support.
- Be prepared for puberty, and move with confidence from childhood to adolescence, and on into adulthood.
- Learn about the nature and importance of marriage and stable relationships for family life and bringing up children, and as key building blocks of community and society.
- Make good academic progress, as children who feel safe and supported are more likely to achieve higher standards.

RSE can assist and support parents in the difficult and changing role of education their children about relationships and sexual matters.

Safe and effective practice

We will ensure a safe learning environment by following our school policies. Staff will be trained in relation to developing a safe learning environment including safeguarding training, dealing with sensitive issues, issues around confidentiality, agreed ground rules shaped by students and using distancing techniques with students. All students will be given the opportunity to raise questions anonymously. All staff will be supported by pre-prepared resources, training in the delivery of resources, supported by internal and external staff. Teaching staff will endeavour to answer questions as openly as possible but if faced with a question they do not feel comfortable in answering within the classroom, provision will be made to meet the individual child/young person's needs. This may include involvement of school nurses, PSHE Leads, Safeguarding Leads or Head Teacher.

During PSHE lessons and discussions staff will establish clear ground rules with pupils to ensure they feel safe, listened to and supported.

We will address gender issues to reduce gender stereotyping and broaden views of gender roles and expectations. We will encourage and support communication between genders and improve understanding by girls and boys playing and working together. There will be an equal opportunity to explore the features of stable and healthy same sex relationships. This will be integrated into the RSE programme, rather than addressed separately or in only one lesson. It is recognised there will be a range of opinions regarding RSE. The starting principle when teaching each of these will be that the applicable law will be taught in a factual way so that pupils are clear on their rights and responsibilities as citizens.

Safeguarding

All staff will be trained in safeguarding. Teachers are aware that effective RSE which brings an understanding of what is and what is not appropriate in a relationship can lead to a disclosure of a child protection issue. In this situation staff should follow internal safeguarding policies including informing the safeguarding lead. Prior to teaching, teachers will consult with the designated safeguarding lead to ensure that issues can be addressed prior to the teaching of the subject and appropriate differentiation can be made.

Occasionally, appropriate and suitably experienced and/or knowledgeable visitors (such as school nursing team) from outside school may be invited to contribute to the delivery of RSE in school.

All visitors will be made familiar with and understand the school's RSE and Safeguarding policies and work within them and visitors are supervised/supported by a member of staff.

There may be times when a child wishes to confide in a teacher. It is the school policy that information may need to be passed on to the Headteacher or Safeguarding Lead if there is a risk of harm to the child. Children are informed that teachers cannot guarantee absolute confidentiality. The Headteacher will decide what action to take to protect the best interest of the child, enabling action to be taken by other professionals if deemed necessary.

The school is committed to working towards equality, promoting positive approaches to difference, and fostering respect for people of all cultural and social backgrounds whatever their age, sexuality, faith, ethnicity, gender, disability or additional educational need. Developing positive relationships between pupils of all backgrounds is an essential aspect of the work of the school. We will ensure that all young people receive Relationships and Sex education, and we will offer provision appropriate to the particular needs of all our students. We will respond to parental requests and concerns and will take specialist advice where necessary.

Parents as partners

The school recognises that the parents are key figures in helping their children to cope with the emotional and physical aspects of growing up and therefore have more responsibility in preparing them for challenges and responsibilities which sexual maturity brings. Parents are encouraged to support the school's RSE and have access to this policy in line with proposed government statutory guidance.

Parents are key partners in supporting the school to:

- Maintaining the culture and ethos of the family
- Teaching their children about Relationships and Sex
- Helping their children cope with the emotional and physical aspects of growing up
- Preparing them for the challenges and responsibilities that sexual maturity brings
- Identifying issues

As part of the RSE curriculum, we will support our parents to:

- Help children to learn the correct names of the body
- Talking with their children about feelings and relationships

Statutory Requirements and parents' rights to withdraw

From 1st September 2020 parents will have the right to withdraw children from any sex education that is not part of the National Curriculum Science programme. We will respect the parents' request to withdraw the 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, we will make arrangements to provide the child with sex education during one of those terms.

From 1st September 2020 parents will **no longer** have the right to withdraw their children from Relationships & Health Education in Lower School. This includes topics that cover same sex marriage, puberty and LGBT for example. These topics are covered under the Equalities Act 2010. All topics will be covered sensitively with an awareness of the age and developmental maturity of the pupils and the faith, ethnicity and culture of our community. We will welcome parental views of our PSHE/RSE curriculum and there will be a period of consultation in the summer term of 2020. Parents will have the right to withdraw children from any sex education that is not part of the Science programme.

Monitoring and Evaluation

This will in the first instance be undertaken by the lead teacher with responsibility for coordinating RSE, (part of the Social, Emotional and Mental Health Lead and Physical, Sensory Medical role), who will monitor the impact of the policy on children's learning, and report to SLT, who will assist the head teacher to report to the governing body. All monitoring will follow school policy.

Policy review date

This policy will be reviewed annually to ensure it continues to meet the needs of pupils, staff, parents and the wider community and that it is in line with current DFE advice and guidance.