

Park Lodge School Reference:	PLS10
Category:	School Policies
Policy Title:	Relationships and Sex Education Policy
Version Number:	V 1.1
Reviewed on:	New policy not yet reviewed
Next Review Date:	
Lead Officer:	Darryl Holdcroft
Ratified by:	Sharon Donaldson

Version Control Table		
Date Ratified:	Version Number:	Status:

Date:	Key Revision:

## Relationships and Sex Education Policy

### **Intent**

Relationships and Sex Education (RSE) at Park Lodge School places an emphasis on encouraging an understanding of healthy relationships; the importance of stable, loving relationships and respect, love and care. The ability to make informed decisions and choices is a key strand of positive personal development for all our students, as well as a key part of keeping themselves safe.

RSE at Park Lodge School also reflects the needs of our students, and is delivered in conjunction with the Healthcare Team, with consideration for each young person's Care and Treatment Plan. All staff involved in the delivery of RSE must be sensitive to the students' experiences and emotions. Some students will receive a higher level of support and input due to their needs and past experiences; working on areas of the RSE curriculum more intensively, through 1:1 and/or therapeutic support.

### **Statutory requirements**

*Secondary Relationships and Sex Education:* As a secondary independent school we must provide RSE to all students as per section 34 of the Children and Social work act 2017. In teaching RSE, we are required to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At Park Lodge School we teach RSE as set out in this policy.

### **Definition**

Relationships and Sex Education (RSE) is an educational entitlement for all children and young people. It is lifelong learning about physical, moral and emotional development and sex, sexuality, sexual health healthy lifestyles, diversity and personal identity. It enhances the self-worth and confidence of each individual and encourages mutually respectful relationships and empathy for others.

RSE involves a combination of sharing information and exploring issues and values. RSE is not about the promotion of sexual activity.

Clear, relevant and inclusive RSE plays a crucial part in safeguarding children and young people, especially those with special educational needs and disabilities who are more vulnerable to abuse and exploitation. It also complements and underscores other key strands of delivery, including e-safety, anti-bullying and equality and diversity.

### **Implementation**

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

### **Specific provision for Relationships and Sex**

#### **Education**

The purpose of RSE is to assist children and young people to prepare for adult life by supporting them through their physical, emotional and moral development and helping them to understand themselves, respect others and form and sustain healthy relationships.

Relationships and Sex Education is taught across all year groups as part of the discrete curriculum of PSHE and the Science curriculum. The curriculum has been adapted in order to reach all students whilst they are admitted to hospital and is intended to complement their home school education. The delivery of the curriculum is inclusive of all students to ensure that they:

- Receive accurate, clear, comprehensive and up to date relationships and sex education that is LGBTQ+ inclusive.
- Are prepared for the opportunities, responsibilities and experiences of life.
- Develop positive attitudes to sexuality.

Health professionals may be involved in the delivery of some aspects of the RSE curriculum, particularly targeted programmes where a need has been identified.

The programme is designed to support and complement the role of parents and carers in this sensitive area. If students ask questions outside the scope of this policy, teachers will respond in an appropriate manner, so they are fully informed and do not seek answers from unreliable sources.

### **Summary of Programme Content**

The main aims of the Relationships and Sex Education programme are to give young people the knowledge and understanding to build healthy, enjoyable and loving relationships as they move into adulthood.

‘Relationships’ should be understood to include friendships, family relationships, relationships in the wider world e.g. work colleagues/strangers, and for secondary school students, intimate relationships. Students are encouraged to recognise the responsibilities of parenthood and to respect themselves and others. Students are educated in the importance of behaving responsibly and respectfully in sexual matters, particularly with regard to the importance and understanding of consent.

Moral and ethical issues are presented and discussed in order to grow students’ understanding around issues such as staying safe in the digital age (online and media), defining and respecting personal boundaries, recognising unhealthy relationships etc. The programme looks at the biology of sexual maturation, focusing on the physical and emotional changes associated with puberty as well as the related issues of personal hygiene.

Students will learn about intimate and sexual relationships, and sexual health. Students receive information about sexually transmitted infections including HIV and AIDS and the importance of practicing safe sex. Students receive information about contraception and its importance in guarding against unwanted pregnancy and sexually transmitted infections. The programme covers the legal implications of sexual behaviour.

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, LGBTQ+ 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).

Students are made aware of people and places they can go to for appropriate help or advice.

For more information about our curriculum, see our curriculum map in Appendix 1

### **Teaching Strategies**

It is good practice to set out ground rules to help create a safe environment in which students do not feel anxious or embarrassed by ensuring the following:

- teachers/ health professionals will not have to answer personal questions.
- no student will be forced to take part in a discussion.
- students will be encouraged to use the anatomical name for body parts.
- the meaning of words will be explained in a factual way.

Park Lodge School has a commitment to ensure that the programme is relevant to all students and is taught in a way that is age and stage appropriate. Some students, for a variety of reasons, may benefit from 1:1 and small group RSE sessions. It may be appropriate to include occasions when single sex groups have an opportunity to explore issues which may be particularly sensitive. This work may be done by the teaching teams or in some instances by other teams e.g. the therapeutic team.

Teachers will use distancing techniques which involve de-personalising discussion and using role play to 'act out' situations.

Teachers will be given training on how to respond to difficult questions. If a question is asked that is too personal or too explicit then the teacher should:

- acknowledge the question and arrange to speak to the student later in a more appropriate setting and/or
- in consultation with a member of the SLT, or Designated Safeguarding Lead.

Teaching methods employed within Relationships and Sex Education are as significant as the content of the programme. The strategies employed should enable students to practice the skills of negotiation, decision making, assertion, research, problem solving and collaboration. Students should be given a range of opportunities to explore and develop their own attitudes and values, including exploring their own and others prejudices, engaging in discussion, preparing presentations, challenging stereotypes and considering evidence.

It is important that the teacher promotes an atmosphere in which students can:

- feel comfortable and trusted
- feel able to contribute
- use language as a tool for exploration
- feel supported
- support each other
- express their feelings.

Students should be encouraged to work in an active way, through methods such as:

- role play and theatre workshops
- debating
- discussion

- projects
- displays
- case studies
- TV, films, documentaries and Health Education publications
- Visitors

## **Roles and responsibilities**

### **The Advisory Board**

The Management Committee 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 students from non-statutory components of RSE.

### **Staff**

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual students
- Responding appropriately to students 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 Headteacher.
- PHSE teachers are primarily responsible for delivering RSE, however the RSE policy is expected to be upheld across the curriculum. Additional support will also be delivered when required by healthcare professionals. The RSE provision will be co-ordinated by the Head of PSHE and SENDCO

### **Students**

- All staff are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

### **Parents' right to withdraw**

All parents will have access to the Relationships and Sex Education Policy upon request.

Parents have the right to withdraw their children from the non-statutory/non-science 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 2 of this policy and addressed to the Headteacher.

A copy of withdrawal requests will be placed in the student's educational record. The Headteacher will discuss the request with parents and take appropriate action. This will include but not be limited to agreeing to the request without caveat, agreeing to the request with caveat(s) or refusing the request as it infringes on the young person's right to a statutory academic education e.g. the biology curriculum. Where permission is not granted parents/carers may write to the chair of The Management committee for their consideration.

Alternative work will be given to students who are withdrawn from Relationships and Sex Education.



## **Child Protection and Confidentiality**

All staff are in a position of trust and are expected to work within the agreed parameters of this document.

RSE can be a sensitive issue. To protect privacy and engender respect for all, teachers will be expected to develop ground rules with students at the onset of potentially sensitive issues. Students should also be informed that staff cannot offer or guarantee students unconditional confidentiality. If a student were to make any form of disclosure, staff must ensure that it is treated and reported in line with the safeguarding policy and procedures and inform the Designated Safeguarding Lead.

Staff must be aware of the school Child Protection and Safeguarding Policy as the teaching of RSE may raise the sensitive issue of child abuse. Joint guidance by the DfE *Working Together to Safeguard Children* (pub. July 2018) sets out how all agencies should work together to promote children's welfare and protect them from abuse and neglect in addition to Keeping Children Safe in Education 2020.

## **Training**

Staff are trained on the delivery of RSE as part of their induction, have the necessary teaching/subject qualifications depending on the component, and it is included in our continuing professional development calendar.

## **Monitoring arrangements**

The delivery of RSE is monitored by the Headteacher through lesson observations, work scrutiny and learning walks in PSHE.

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

This policy will be reviewed by the Headteacher annually. At every review, the policy will be approved by the Management committee.

## **Protected Characteristics.**

The Equality Act became law in 2010. It covers everyone in Britain and protects people from discrimination, harassment and victimisation. Everyone in Britain is protected. This is because the Equality Act protects people against discrimination because of the protected characteristics that we all have. Under the Equality Act, there are nine Protected Characteristics:

- Age
- Disability
- Gender reassignment
- Race
- Religion or belief
- Marriage or civil partnership
- Sex
- Sexual orientation
- Pregnancy and maternity

At Park Lodge School, we actively promote these in our curriculum and work to embed them into our ethos.

Under the Equality Act you are protected from discrimination:

- When you are in the workplace
- When you use public services like healthcare (for example, visiting your doctor or local hospital) or education (for example, at your school or college)
- When you use businesses and other organisations that provide services and goods (like shops, restaurants, and cinemas)
- When you use transport
- When you join a club or association (for example, your local rugby club)
- When you have contact with public bodies like your local council or government departments

## **Appendix 1: By the end of secondary school students should know:**

TOPIC	STUDENTS SHOULD KNOW
<b>Families</b>	<p>That there are different types of committed, stable relationships</p> <p>How these relationships might contribute to human happiness and their importance for bringing up children</p> <p>What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony</p> <p>Why marriage is an important relationship choice for many couples and why it must be freely entered into</p> <p>The characteristics and legal status of other types of long-term relationships</p> <p>The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting</p> <p>How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed</p>

TOPIC	STUDENTS SHOULD KNOW
<p><b>Respectful relationships, including friendships</b></p>	<p>The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships.</p> <p>How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice)</p> <p>That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people’s beliefs.</p> <p>About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.</p> <p>That some types of behaviour within relationships are criminal, including violent behaviour and coercive control.</p> <p>What constitutes sexual harassment and sexual violence and why these are always unacceptable.</p> <p>The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.</p>
<p><b>Online and media</b></p>	<p>Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.</p> <p>About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.</p> <p>Not to provide material to others that they would not want shared further and not to share personal material which is sent to them.</p> <p>What to do and where to get support to report material or manage issues online the impact of viewing harmful content.</p> <p>That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.</p>

	<p>That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.</p> <p>How information and data is generated, collected, shared and used online.</p>
<b>Being safe</b>	<p>The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.</p> <p>How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)</p>

TOPIC	STUDENTS SHOULD KNOW
<p><b>Intimate and sexual relationships, including sexual health</b></p>	<p>How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.</p> <p>That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.</p> <p>The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women.</p> <p>That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.</p> <p>That they have a choice to delay sex or to enjoy intimacy without sex</p> <p>The facts about the full range of contraceptive choices, efficacy and options available the facts around pregnancy including miscarriage.</p> <p>That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help).</p> <p>How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing.</p> <p>About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.</p> <p>How the use of alcohol and drugs can lead to risky sexual behaviour.</p> <p>How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.</p>

**Appendix 2: Parent form: withdrawal from sex education within RSE**

<b>TO BE COMPLETED BY PARENTS</b>			
<b>Name of child</b>		<b>Class</b>	
<b>Name of parent</b>		<b>Date</b>	
<b>Reason for withdrawing from sex education within relationships and sex education</b>			
<b>Any other information you would like the school to consider</b>			
<b>Parent signature</b>			

<b>TO BE COMPLETED BY THE SCHOOL</b>	
<b>Agreed actions from discussion with parents</b>	

