

Heart of the Forest Community Special School

Relationships and Sex Education (RSE) Policy

This policy should be read alongside the school's e-safety policy and Safeguarding and Child Protection/Vulnerable Adult Policy. Please also refer to Keeping Children Safe in Education (September 2016) and Safer Working Practices.

What is relationships and sex education?

Relationships and Sex Education (RSE) is learning about our bodies, health and relationships; with a particular focus on puberty and growing up, sexual health, sexual intimacy, dealing with emotions, managing personal relationships and keeping safe.

RSE is taught gradually, so that learning can be built on year-by-year in a way that is appropriate to the age and maturity of each child; responds to the needs they have and enables them to successfully manage the challenges they face as they grow up. RSE teaches children and young people to develop values and attitudes, learn personal and social skills, and increase their knowledge and understanding to enable them to make informed decisions and healthier life choices.

RSE makes an essential and significant contribution to safeguarding children and young people during their school-age years and into the future. RSE should enable young people to develop skills and confidence to access professional advice and appropriate health services. It enables children to understand their physical and emotional development and allows young people to take increasing responsibility for their own health and well-being and that of others.

Why relationship and sex education is important.

Every parent/carer and every school wants to see children grow up safely and be able as an adult to enjoy the positive benefits of loving, rewarding and responsible relationships, to be informed, comfortable with the changes during puberty and emotionally supported. Parents and carers play a vital role in providing the building blocks for healthy and fulfilling social and personal relationships while protecting their children and young people from harm. They should lead on instilling values, but schools have a clear role in giving young people accurate information and helping them to develop the skills they need to make safe and responsible choices.

The legal position on RSE

Under current arrangements there are a number of statutory requirements on schools in respect of RSE. Head teachers and Governing Bodies are required by law to have regard to this guidance as follows:

- The Education and Inspections Act 2006 places schools under a duty to promote the well-being of their pupils.

- The Education Act, 1996, as amended by the Learning and Skills Act 2000, requires Head teachers and Governing Bodies to ensure that pupils learn of the nature of marriage and the importance for family life and the bringing up of children, and that they are protected from unsuitable teaching and materials.
- Schools must teach the statutory requirements of RSE within the National Curriculum Science Order for all phases. This includes the biological aspects of naming body parts, puberty, and reproduction and infection avoidance.
- All schools are required by section 404 of the Education Act 1996 to have an up-to-date RSE policy. It is the responsibility of the Governors to ensure that the RSE policy is up-to-date and fit for purpose. The policy must be consulted on and it must be available.
- Section 405 of the Education Act 1996 provides the right of parents to withdraw their child from all or part of the RSE provided at school which fall outside those aspects included in the National Curriculum.

Implementation

The aims of RSE follow three main elements.

1. Values and attitudes

- Learning the value of respect, love and care
- Learning to value and respect ourselves and others
- Developing an understanding and valuing diversity
- Promoting a positive attitude to healthy life style and keeping safe
- Developing an understanding of the value of family life and an appreciation of the many different types of family.
- Exploring moral dilemmas and developing critical thinking as part of decision making

2. Knowledge and understanding

- To recognise and name the external and internal parts of the body and understand their function
- To know the basic rules for keeping themselves safe and healthy
- To know about human life processes such as puberty, human sexuality, reproduction and birth
- To learn who can provide help and support

3. Personal and Social Skills

- To learn how to identify and manage emotions confidently and sensitively
- To develop self-respect and empathy for others
- To develop communication skills with peers, school and family
- To learn how to assess risk and develop strategies for keeping safe
- To develop the ability to give and ask for help

- To learn to make choices based on an understanding of difference and an absence of prejudice
- To learn to manage conflict and learn how to recognise and avoid exploitation and abuse

The RSE curriculum

RSE is delivered through the taught National Curriculum Science schemes of work, RSE modules within the PSHCE programme, pastoral support for individual pupils as necessary and appropriate information through leaflets and books in the library. It also links to the school's safeguarding curriculum.

When delivering RSE the school will take account of

- The needs of boys and girls
- Ethnic and cultural diversity
- Varying home backgrounds
- Sexuality
- Special educational needs
- Modern day use of technology - sexting, grooming, internet safety

The designated RSE subject leader maintains an overview of RSE provision and has overall responsibility for its development within school. All teachers are involved in the provision through either direct teaching or pastoral support. Non-teaching staff have a pastoral role and also support within planned lessons.

The school nurse plays a key role in supporting with the delivery of RSE and the schools consults and works in partnership with health professionals such as the Community Learning Disabilities Team. Outside agencies and speakers may be used if appropriate to the pupils' needs. Where outside visitors are involved in the support and or delivery of RSE, they will be asked to abide by the school's child protection and confidentiality policies, and under no circumstances should they be left alone with a class or individual children. Where appropriate children and young people will be consulted regarding their RSE needs.

All staff must ensure that their own personal beliefs and attitudes do not influence the teaching of RSE.

The aim will always be to give pupils preparation time in order to minimise any embarrassment they may feel. No person (staff or pupil) is expected to answer a personal question or to take part in a discussion. The correct names for body parts are used and the meanings of words are explained relative to the pupil's level of understanding.

Selecting teaching materials for RSE

A wide range of teaching materials for RSE have been produced nationally and locally, by voluntary sector agencies, commercial companies, local authorities and religious bodies. It is important to select resources that are suitable for our pupils (see PINK resources for suggestions).

Checklist for selecting teaching materials/resources

- Is the resource consistent with the values set out in the RSE policy?
- Does the resource portray positive images of a range of children and young people?
- Does the resource show positive role models for girls and boys/women and men - and avoid stereotypes relating to gender and sexual orientation?
- Is the resource inclusive on the basis of home and family circumstance, gender, race, sexuality, race, faith, culture and disability?
- Is it appropriate for the age, ability and maturity of the children and young people?
- Does the use of the resource fit into a planned and developmental programme of RSE?
- Have parents and carers been consulted about resources?
- Is it factually correct and up-to-date?
- Is the resource contemporary in terms of the realities of children and young people's lives?
- Are teachers confident in using the resource?
- Will the resource be used in its entirety or will it be more appropriate to adapt it and select from it?

Safeguarding

It is the responsibility of every member of staff to know and abide by the school's child protection procedures. If any member of staff has a concern about the safety of a pupil they **must** record their concerns and pass them on to the School's Designated Child Protection Officer. Confidentiality of young people making a disclosure cannot and must not be guaranteed by school staff. The school accesses theatre productions (such as Chelsea's Choice), ChildLine assemblies and targeted workshops to teach selected pupils about how to keep themselves safe.

Monitoring, review and evaluation

This Policy undergoes a detailed review by staff, parents/carers and Governors as appropriate. It can be found on the school website and hard copies can be provided on request. The Governing Body with the Head teacher monitors the effectiveness of the Policy

Ratified on:

Chair of the Governing Body: