



# **Greenvale School Relationships and Sex Education Policy**

**Signed: June 2020  
Next Review: June 2022**

## **Relationships and Sex Education Policy**

*“Today’s children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.”* (DfE’s Relationships Education, Relationships and Sex Education (RSE) and Health Education, 2019)

### **1. RSE POLICY**

#### **1.1 Definition of Relationships and Sex Education**

*Relationships and Sex Education (RSE) is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It should equip children/ and young people with the information, skills and positive values to have safe, fulfilling relationships, to enjoy their sexuality and to take responsibility for their sexual health and well-being.*

To embrace the challenges of creating a happy and successful adult life, students need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Students can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support. High quality, evidence-based and age-appropriate teaching of these subjects can help prepare students for the opportunities, responsibilities and experiences of adult life. They can also enable schools to promote the spiritual, moral, social, cultural, mental and physical development of students, at school and in society.

#### **1.2 DfE Statutory Requirements**

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all students receiving primary education and Relationships and Sex Education (RSE) compulsory for all students receiving secondary education.

Schools are free to determine how to deliver the content set out in this guidance, in the context of a broad and balanced curriculum. Effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable size and communicated clearly to students, in a carefully sequenced way, within a planned programme or lessons. Teaching will include sufficient well-chosen opportunities and contexts for students to embed new knowledge so that it can be used confidently in real life situations.

#### ***Public Sector Equality Duty (2011)***

*The aim of the general equality duty is to integrate considerations of the advancement of equality into the day-to-day business of public authorities. Those subject to the equality duty, must in the exercise of their functions, have due regard to the need to:*

- *Eliminate unlawful discrimination, harassment and victimisation and other conduct that is prohibited by the Act.*
- *Advance equality of opportunity between people who share a characteristic and those who don't*
- *Foster good relations between people who share a characteristic and those who don't*

*The Act states that meeting different needs involves taking steps to take account of disabled people's disabilities. It describes fostering good relations as tackling prejudice and promoting understanding between people from different groups.*

### **1.3 Policy Aims**

This policy reflects the department for Education 2019 guidance. From September 2020 the Department for Education is introducing compulsory Relationships Education for primary students and Relationships and Sex Education (RSE) for secondary students. Also it will be compulsory for all schools to teach Health Education.

Greenvale School delivers a whole school Personal and Social Health Education programme (PSHE) which includes carefully planned components that relate to educating young people with SEND about Relationships and Sex Education (RSE). The RSE programme incorporates a range of resources made specifically for young people with disabilities and provides students with concise, factual and age appropriate information.

The aim of the programme is to equip your child/young person with the necessary skills and knowledge to make informed decisions about their health, wellbeing, relationships and to prepare them for successful adult life. Our main aim as a school is to support all young people to be happy, healthy and safe and to make a positive contribution to society.

Each young person will be provided with a content that is age and developmentally appropriate and sensitive to the personal needs and religious background of each pupil. Lesson design and the delivery of RSE themes and content will be appropriately linked and adapted according which educational pathway each student is following. The RSE curriculum also considers the appropriate coverage of different RSE themes, content and learning approaches that relate directly to each student's special educational needs; RSE awareness and awareness of personal choices and potential risk, communication styles and social and cognitive understanding.

Taking account of the age, maturity and needs of the students, Relationship and Sex Education at Greenvale School aims to:

- Give clear information, developing an awareness and understanding of the human body
- Support students to understand and express their feelings through providing the vocabulary, developing confidence and communication skills
- Develop an understanding and valuing of others beliefs, needs and feelings
- Equip students with the skills needed to develop healthy, equal and safe relationships
- Develop an understanding of the individual's ability to make healthy choices
- Provide information and strategies to help keep students safe, both off and Online

## **2. RSE Practice**

### **2.1 The Moral and Values Framework**

Greenvale School follows the DfE's recommendations that Relationship and Sex Education is taught within a framework, which gives due regard to moral considerations and the values within family life. Students learn about moral values through all aspects of school life and all curriculum areas, not just RSE and PHSE.

- This takes account of students' level of knowledge and awareness of the issues being addressed
- This aims to develop students' self-respect through the promotion of self-esteem
- This acknowledges the value of each individual student
- This reflects an understanding of the range of family groups that children live in
- This aims to develop respect and sensitivity to others through a knowledge of Difference and diversity

It should encourage and support students to:

- Take responsibility for their actions and the consequences of their actions
- Develop beliefs and opinions on complex issues
- Develop trust in relationships with other people
- Help them make informed choices and keep themselves safe
- Promote wellbeing and independence

### **2.2 Online Safety and Social Media**

*Schools should be aware that for many young people the distinction between the online world and other aspects of life is less marked than for some adults. Young people often operate very freely in the online world and by secondary school age some are likely to be spending a substantial amount of time online. Where topics and issues outlined in this guidance are likely to be encountered by students online, schools should take this into account when planning how to support them in distinguishing between different types of online content and making well-founded decisions.*

*More broadly, the internet and social media have other important characteristics which young people should be aware of in order to help them use them discriminately. For example, social media users are sometimes prepared to say things in more extreme, unkind or exaggerated ways than they might in face to face situations, and some users present highly exaggerated or idealised profiles of themselves online. Some platforms attract large numbers of users with similar, sometimes extreme, views, who do not welcome dissent or debate. Young people should be aware that certain websites may share personal data about their users, and information collected on their internet use, for commercial purposes (i.e. to enable targeted advertising).*

*In addition, criminals can operate online scams, for example using fake websites or emails to extort money or valuable personal information. This information can be used to the detriment of the person or wider society. Schools should take these factors into account when planning teaching of these subjects and consider the overlap with their wider curriculum to ensure students know how to keep themselves and their personal information safe. (DfE 2020)*

Therefore, at Greenvale School the RSE and PHSE curriculum links strongly with the Computing curriculum and regular delivery of additional online safety workshops.

### **2.3 How Relationships and Sex Education is organised in the curriculum**

RSE is not delivered in isolation, but firmly embedded in all curriculum areas including Personal, Social, Health Education and Science.

- At Greenvale School, the main RSE content is delivered as part of a wider topic to provide a context for learning. Many aspects of RSE are taught throughout the year, whilst some specific age-related aspects are delivered at a pre-planned point during the year in order that parents are informed and can be involved in supporting their child
- RSE is normally delivered by class teachers in mixed gender groups other than when it is deemed more appropriate for topics to be covered in single gender groups
- Staff receive regular training on how to deliver RSE sensitively and matched to student age and SEND
- Additional keeping safe workshops are also delivered to Woodland Pathway students by their Key Stage Co-ordinator
- PSHE Ground Rules are used in all RSE lessons
- Students are able to ask anonymous questions by writing a note for the class worry box or 1:1. Pupil questions can also be asked via the learning mentors help box found outside the main office.
- Resources used are differentiated and sensitive in order to meet the needs of the students and curriculum
- Correct medical vocabulary and terminology will be used throughout the RSE and PSHE curriculum
- RSE is delivered through a varied range of activities, which promote dialogue and understanding. These include: tutor time, active teaching and learning, role play/scenarios, and discussions
- External agencies can be invited to support the delivery of RSE. These include: the school nurse and the police
- External agencies and visitors are familiar with and understand the school's RSE policy and safeguarding policy and work within these documents
- All input to RSE lessons is part of a planned programme and negotiated and agreed with staff as an integral part of curriculum development
- All visitors are supervised/supported by a member of staff at all times
- The input of visitors is monitored and evaluated by staff. This evaluation informs future planning
- Parents/Carers are regularly informed about RSE curriculum content and delivery

#### **All Staff are responsible for:**

- Delivering RSE in an appropriate and sensitive way
- Ensuring RSE is an integral part of the wider curriculum and school life
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual students

- Responding appropriately to students whose parents have agreed in advance with the Headteacher for their young person to be withdrawn from a component of RSE

## **2.4 Resources**

Resources are kept centrally and are approved by the PSHE co-ordinator and the senior leadership team before use. Resources are chosen as appropriate for students' age and maturity and are representative of different cultures, lifestyles and backgrounds.

## **2.5 Assessment, recording and reporting**

The main PSHE policy outlines the procedure for assessment, recording and reporting; additional records may be appropriate when students receive individual tutorial support or work in small groups. Staff should keep records (and share information with parents when appropriate) but should use professional judgement about the detail of reporting necessary or appropriate.

## **2.6 Answering difficult questions**

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. If a student asks an explicit or difficult question, staff use their judgement in deciding the best way to answer it. This may be through individual work or discussion with the student. Answers will be relevant and appropriate and respectful of pupil age, communication style, cognitive understanding and SEND. If the staff member is concerned they can refer to a member of SLT who can discuss the matter with the parent, or follow other appropriate procedures in line with school policy.

## **2.7 RSE Education Principles and Practice Model**

*A working agreement model for use in certain/appropriate groups to establish ground rules for successful RSE:*

Each person: -

- Is worthy of respect and to be listened to
- Is responsible for respecting others and listening to them
- Has the responsibility for choosing what they want to share
- Has the right not to share
- Is responsible for keeping the confidentiality of others
- Is allowed to change their mind
- Is allowed to make mistakes

Students will be reminded that the classroom is NOT a safe space to share highly personal information about themselves or others in a public forum which might leave someone vulnerable to bullying or other risks - students will be supported to an appropriate context /signposted if they need further support.

## **2.8 Subject Content**

Topics covered by all students are as follows:

### **Relationships:**

- What type of relationship can you have?
- What makes them different?
- What are the different type of families and partnerships?
- What is a healthy relationship?
- What does the word lesbian and gay mean?
- Professional and personal relationships
- Consent/ safe relationships
- Stranger Danger
- Communicating feelings and choice
- Respecting personal space

### **My body:**

- What is puberty?
- Changes in my body (menstruation, body hair, private parts)
- Body parts
- Does everyone go through it and at what age?
- What does my body look like when I am happy, sad and excited?
- How does a baby develop?
- What does a new baby need to keep happy and safe?

### **Keeping safe and looking after myself:**

- How can I look after myself now that I am going through puberty?
- Personal Hygiene and developing independence with self-care
- Public and private behaviours
- Keeping Safe; recognise, react, report
- Drugs and Alcohol and related risks
- Online Safety and Social Media
- Types of touch and personal space
- Public and private (appropriate and inappropriate behaviours)
- People who help me/ getting advice in school
- Emotional and mental well- being
- Who can I talk to if I want help or advice? Agency/Health signposting
- Respecting own privacy and that of others
- Where can I find information about puberty and sex safely?

### **Additional topics: These include: -**

- Sexual Relationships
- Contraception
- Sexually transmitted infections
- Sexual Wellbeing and Checks
- Pregnancy and having a child
- Sexuality

- Sexual identity/gender identity
- Mental health
- FGM
- Modern Slavery and Human Trafficking
- The LGBT community
- Exploitation
- Domestic Violence
- What is grooming?
- Sexting

### **3. Parental involvement**

The DfE's, Relationship and Sex Education Guidance states that parents and carers are vital to the development of their children's understanding of health and relationships. That is why at Greenvale School, we are committed to work with parents and believe that it is important to have the support of parents and the wider community for the PSHE and RSE programme. Parents were consulted in the development of this policy and are provided with the opportunity to find out about and discuss the school's programme through parents' evening, parent's coffee mornings, in policy development, the school website, displays and an open-door policy. To promote effective communication and discussion between parents and their children we notify parents through information evenings and letters home. We also encourage an open-door policy to help ensure that parents can discuss issues with the school staff in a positive, sensitive and proactive manner.

#### **3.1 Parental rights to withdraw their young person from RSE lessons**

It is a statutory requirement that all students participate in Relationships Education and the content of Sex Education that is part of the content from the Science Curriculum that covers Reproduction. Parents and Carers who wish to withdraw their young person from sex education lessons should contact the Headteacher directly. Greenvale school will always take a student's specific needs arising from their SEND into account when making decision around RSE content and method of delivery.

Once those discussions have taken place, except in exceptional circumstances, the school should 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, the school should make arrangements to provide the child with sex education during one of those terms.

#### **3.2 Complaints Procedure**

Any complaints about the Relationship and Sex Education programme should be made through the school's complaints procedure and in the first instance be directed to the Headteacher. Who will then discuss the request with parents and, as appropriate, with the young person to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum.

### **3.3 Safeguarding**

The RSE curriculum content, coverage and subject matter have been carefully informed by DfE statutory and non-statutory recommendations and DfE policy designed to support the development, education, well-being and safety of children and young adults including those with SEND.

Safeguarding and Keeping Children Safe in Education forms an integral part of the RSE curriculum content and delivery and staff and parents/carers should be directed to the KCSIE Policy for further guidance on safeguarding and disclosure if they have a safeguarding concern.

### **3.4 Specific Issues: Child protection- Sexual abuse**

The school is legally required to refer concerns regarding child protection issues, including sexual abuse, if staff suspect abuse or a student makes a disclosure they should immediately report to the DSL who will investigate further and refer on to Social Services. (see KSCIE and Safeguarding Policy)

#### ***Confidentiality***

A trusting relationship between staff and students is an important aspect of effective Relationship and Sex Education, however it is important for students to understand that teachers cannot offer unconditional confidentiality. The member of staff will make a professional judgement about the significance of what an individual student may say based on their knowledge of that student and their particular circumstances. Any concern should be discussed immediately with the DSL or DDSL.

### **3.5 Use of visitors**

*“Visitors should complement but never substitute or replace planned provision. It is the PSHE co-ordinator’s and teacher’s responsibility to plan the curriculum and lessons.”* (Relationship and Sex Education Guidance DfE, 2019)

When appropriate, visitors such as the school nurse may be involved in the delivery of Relationship and Sex Education. Content will be discussed and mutually agreed with SLT and the PHSE Co-ordinator. Safeguarding procedures for visitors in school will be followed and should adhere to school policy and practice.

### **3.6 RSE and Bullying** (see *Anti Bullying Policy 2019* for further information)

The RSE curriculum plays an important part in supporting students in forming and managing positive, rewarding and appropriate relationships. High quality relationships education is an essential component in supporting students to recognise, challenge and report bullying behaviours and also not to exhibit such behaviours themselves towards others. More information can be obtained from the Anti Bullying Policy.

This policy has been written in consultation with the parents, carers, staff, students and governing body.

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Staff/Parent Conducted Consultation June 2020

Ratification by Governing Body \_\_\_\_\_2020

Review of this policy

**This policy will be reviewed every 2 years by the PHSE Co-ordinator and SLT Curriculum Lead.**

## **Appendix**

### **Section A Relevant Policies/Guidance for further information**

- Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers (DFE 2019)
- National Curriculum for Science
- Greenvale School Safeguarding Policy
- Greenvale School Anti- Bullying Policy
- Greenvale School Behaviour Policy
- Greenvale School British Values Policy
- Greenvale School PHSE Policy
- KCSIE - Keeping Children Safe in Education (statutory guidance)
- Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline)
- Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between students) • Equality Act 2010 and schools
- SEND code of practice: 0 to 25 years (statutory guidance)
- Mental Health and Behaviour in Schools (advice for schools)
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)
- Sexual violence and sexual harassment between children in schools (advice for schools)
- The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)
- Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of students' spiritual, moral, social and cultural (SMSC))
- What to do if you're worried a child is being abused - Advice for practitioners DfE
- Writing your school's relationship and sex education policy (PSHE Association Sept 2018)
- Public Sector Equality Duty (2011)