



**Relationship and Sex  
Education Policy  
(RSE Policy)**

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### **Statement of Intent**

All Children are entitled to a Relationship and Sex Education.

Relationships Education in primary schools and Relationships and Sex Education (RSE) in secondary schools became compulsory in England from September 2020. The statutory Government guidance 'Relationships education, relationships and sex education (RSE) and health education' (2019) frames considerations for disabled pupils and pupils with special educational needs (SEN) within the Equality Act 2010 and the Children and Families Act 2014.

We understand our responsibility to deliver a high-quality, age-appropriate and evidence-based relationships and health curriculum for all our pupils. This policy sets out the framework for our relationships and health curriculum, providing clarity on how it is informed, organised and delivered.

We believe that a strong RSE alongside our embedded PHSE education is key to enabling our pupils to develop into well-rounded, valued members of society, who can make informed decisions about their wellbeing, health and relationships, and to build their self-efficacy. Health education focusses on equipping pupils with the knowledge they need to make good decisions about their own health and wellbeing and have strategies to keeps themselves and others safe.

RSE is taught sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and parents while always with the aim of providing pupils with the knowledge they need of the law.

The vision for pupils, staff and others linked to our school is to always look to achieve our personal best in every aspect of school life.

This policy reflects the beliefs of the governors and staff and the implementation of this policy is the responsibility of all members of the High Park School Community.

## Mission Statement

### At High Park School we:

- Respect, trust and value** ourselves and each other.
- Aim for our **personal best** and share in our successes.
- Hear every voice.**
- See **change** as a chance to **grow**.
- Make learning fun.**

### Our Vision:

We believe that every child and young person is a unique learner and must have a personalised learning pathway which will promote progress in every aspect of their development. The bespoke child-centred curriculum has communication and interaction at the heart of all teaching to enable deep, life-long learning.

We are committed to creating a school which:

- maintains the highest personal expectation of all, recognising and developing strengths and talents
- ensures that creative and inspirational teaching promotes active learning, independence, flexibility and resilience
- provides a learning environment that promotes positive behaviour and teaches skills in emotional and physical well-being
- develops curious, inquiring and creative minds through a meaningful and relevant curriculum
- develops a sense of self and others as members of the learning community
- delivers innovative teaching using an integrated *multi-disciplinary approach which is grounded in current research*
- builds and sustain strong partnerships for the benefit of the whole community
- celebrates the success and achievements of all

### The School will implement this policy in conjunction with the following policies –

- PHSE Policy
- Safeguarding Policy.
- E-safety Policy.
- Behaviour Policy.
- Anti-bullying Policy.
- British Values Policy.
- Teaching and Learning Policy.

This policy will also have due regard to the following guidance:

- DfE "Keeping Children Safe in Education" September 2021
- DfE 'Working Together to Safeguard Children' July 2018
- Section 80A of the Education Act 2002
- Children and Social Work Act 2017
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Equality Act 2010

- DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2013) 'Science programmes of study: key stages 1 and 2'
- DfE (2021) 'Teaching about relationships, sex and health'

## 1. Key Roles and Responsibilities

- 1.1. The governing body has overall responsibility for the implementation of the school's PHSE Policy.
- 1.2. The governing body has overall responsibility for ensuring that the PHSE Policy, as written, does not discriminate on any grounds, including but not limited to, ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- 1.3. The governing body has overall responsibility for reviewing the PHSE Policy annually.
- 1.4. The Principal has responsibility for handling complaints regarding this policy, as outlined in the Complaints Policy.
- 1.5. The Principal will be responsible for the day-to-day implementation and management of the PHSE Policy.
- 1.6. The PHSE co-ordinator is responsible for liaising with other staff and professional agencies to devise a suitable scheme of work to ensure a comprehensive PHSE education that achieves the aims laid out in this policy.
- 1.7. As required by statutory guidance, the governing body and Principal will consult with parents to ensure that the RSE and PHSE policies reflect the needs and sensibilities of the wider school community.
- 1.8. High Park will work with parents and carers throughout the year and will ensure that parents are routinely kept informed about their right to withdraw their children from PHSE and RSE education.

## 2. Aims of the RSE Curriculum

For the purpose of this policy:

- "Relationships and sex education" is defined as teaching pupils about healthy, respectful relationships, focussing on family and friendships, in all contexts, including online, as well as developing an understanding of human sexuality.
- "Health education" is defined as teaching pupils about physical health and mental wellbeing, focussing on recognising the link between the two and being able to make healthy lifestyle choices.

For the majority of our pupils the focus is on developing the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy.

Where appropriate for our older pupils in Key Stage 3 and above teaching will build on the knowledge acquired in Key Stage 1 and 2 developing pupils' understanding of health, with an appropriate focus on risk areas such as relationships through social media, making unhealthy choices and unhealthy relationships.

## 2.1. Pupils will:

- Have a better understand the nature of human relationships and develop positive healthy relationships with peers and adults
- See and value the importance of stable loving relationships and develop an understanding of what constitutes an appropriate loving relationship that is appropriate to their age and cognitive stage
- Be prepared for the changes that occur to their bodies, minds and emotions as a consequence of growth from childhood to adulthood.
- develop skills and correct their misconceptions
- develop an understanding of where to seek information and access facilities
- learn strategies to keep themselves safe and keep others safe (minimising the risk of abuse)
- Understand safety issues, both in real life and online.
- learn the skills, knowledge and understanding to be happy, fulfilled and independent individuals in adult life.
- Develop responsibility and independence within school which they will take forward into their future lives.
- Respect other people, in particular, learning to respect the different cultural/ethnic/religious/gendered viewpoints of others in our school community and the wider world.
- Understand what constitutes 'socially acceptable' behaviour at school and in society.
- Develop self-confidence, self-esteem and self-worth.
- Make positive, informed choices as they make their way through life.
- Where appropriate, know the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
- Develop an understanding about personal hygiene and germs, including bacteria and viruses, how they are spread and treated, and the importance of hand washing.
- Develop an understanding of / confidence around immunisation and vaccination.

## 3. Curriculum Content and Delivery

At High Park School we follow the *PSHE Association's* SEND PSHE Planning Framework. This framework is arranged under the following 6 headings:-

1. [Self Awareness](#)
2. [Self Care](#); Support and Safety (*self-advocacy and asserting control over own body*)
3. [Appropriate touch/behaviour for Public and Private spaces and places](#)
4. [Relationships; Managing Feelings](#) (*learning about your own emotions, the emotions of others and recognising and implementing strategies to manage these before they become overwhelming*)
5. [Relationships; Changing and Growing](#) (*including Puberty and body change e.g. wet dreams, erections, menstruation*)
6. [Healthy Lifestyles](#) (*including personal hygiene, health check routines including immunisations and emotional and mental wellbeing*)
7. [The World I Live In](#)

Intended learning outcomes in the PSHE Planning Framework have been identified in progressive stages; starting with the first stage 'Encountering' where there is effective engagement in the learning process through to the final stage 'Enhancement' where learning is generalised and transferable .

Each stage builds on the one before and assumes that the pupil has met the previous stage's outcomes, in some cases introducing new or additional learning in successive stages. There are four Corner Stones of development that must be embedded into everyday practice and provision;

- Public and Private – *through learning about keeping themselves safe and protecting their dignity, respecting the dignity of others and making choices and respecting others choices*
- Self and body awareness – *through our sensory curriculum*
- Positive Physical Touch – *through our Additional Curriculum with support/guidance from our Occupational Therapist, Aromatherapist, to promote pupils' self-advocacy.*
- Emotional Regulation – *Mutual and self-regulation supported by the SCERTS Framework*

This and the use of the Brooks Traffic Light Tool helps our RSE/PHSE Leads and to make informed decisions about targeted bespoke work to keep pupils safe, develop appropriate skills and to assess and respond to socially inappropriate behaviours (sensory seeking and sexualised).

The Department for Education has expectations for what pupils should know by the end of certain Key Stages. For further information, please see the Department for Education's guidance for schools on relationships education, RSE and health education.

### **Early Years**

Children in the Early Years follow the Early Years Foundation Stage curriculum. There are no expectations from the Department for Education regarding to Relationships Education for Early Years pupils. Areas of relationship and Health Education can be delivered through our thematic curriculum work; particularly *Ourselves and Other Animals, Fabulous Food (Fruity and Fresh) and Marvellous Me (All about Me)*.

### **Primary**

Pupils in Primary should be taught the following areas by the end of Key Stage 2, according to the guidance from the Department for Education:

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

Areas of Relationships Education and Health Education can be delivered through our thematic curriculum, particularly *People Who Help Us, Fabulous Food (Shall we take a picnic) and Marvellous Me (My Own Past and Present)*.

### **Secondary**

Pupils in Secondary should be taught the following areas by the end of Key Stage 4, according to the guidance from the Department for Education:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

Areas of Relationships and Sex Education and Health Education can be delivered through our thematic curriculum, particularly *People Who Help Us/Superheroes, Fabulous Food (Exciting Tastes / tastes exciting) and Marvellous Me (At the...)* and linked to the Health Routine preparation.

### **Post-16 (Key Stage 5)**

In the Post 16 student will address healthy living, personal care, self-awareness, family and friends, emotions, and relationships as part of their curriculum including community-based leisure, recreational and work experience, as appropriate to the individual.

## 4. Timetabling and Cross-Curricular Teaching

- 4.1. Relationship Education is cross-curricular and fully embedded into all teaching
- 4.2. Where appropriate aspects of Relationship Education or Relationship and Sex Education will be taught in discrete lessons such as Boys/Girls Group or specific targeted work for individual pupils or small groups.
- 4.3. We recognise that the national curriculum age-related expectations are not appropriate for many pupils with special educational needs and disabilities (SEND). In which case, the school ensures the curriculum is broad, balanced and differentiated to suit all pupils' needs. A copy of the school's curriculum is available upon request.
- 4.4. The school plans its curriculum with communication, early literacy and numeracy and PHSE at the core of all learning

The school seeks opportunities to draw links between relationships, sex and health education and other curriculum subjects wherever possible to enhance pupils' learning. Relationships, sex and health education will be linked to the following subjects in particular:

- **Science** – pupils learn about the main external parts of the body and changes to the body as it grows from birth to old age, including puberty.
- **ICT** – pupils learn about e-safety, including how to use technology safely, responsibly, respectfully and securely, how to keep personal information private and how to access help and support.
- **PE** – pupils explore various physical activities, are physically active for sustained periods of time, engage in competitive sport and understand how exercise can lead to healthier lifestyles.
- **PHSE** – pupils learn about respect and difference, values and characteristics of individuals

## 5. Partnership Working

- 5.1. We collaborate with pupils, parents/carers, the school nurse, paediatricians, clinical psychiatrist, social workers and colleagues from respite/residential services. This enables pupils to transfer their learning in RSE into all aspects of their life.
- 5.2. Parents', carers' and, where possible, the individual's consent will be sought prior to specific Sex Education which may take the form of group activities relating to general aspects of Sex Education or individual sessions addressing individual issues. Families have the right to withdraw their child from Sex Education, but this should be used as an opportunity to engage the families in discussion about the school curriculum and the importance of learning about this important area in a sensible, measured manner, rather than through experimentation. Families can be invited into school to look at resources and the curriculum.
- 5.3. With regard to faith-based issues, entitlement should be balanced when teaching this topic, however the Equality Act 2010 means the subject should be delivered to all and this overrides some faith-based beliefs. LGBTQ+ issues and the concept of equality should be woven in as a normal part of life.
- 5.4. External experts may be invited to support from time-to-time with the development of curriculum content and /or delivery of the programme and will be expected to comply with the provisions of this policy. The intended use of external experts is to enhance the curriculum delivered by teachers, rather than as a replacement for teachers.

## 6. Reporting and Confidentiality

- 6.1. Every lesson should reinforce the school's Safeguarding procedures and that every effort is taken to ensure that pupils know that they can seek support and advice from staff across the school.
- 6.2. Where there are safeguarding issues raised either by a pupil, a member of staff or a visitor the school safeguarding procedures must be followed.
- 6.3. Teachers will stop full class discussions where pupils begin to reveal personal, private information related to sensitive issues. If teachers feel concerned about anything shared by a pupil, they will follow the appropriate response as laid out in the Child Protection and Safeguarding Policy.
- 6.4. Teachers will ensure pupils are aware of the expectation of them to participate sensitively and respectfully in class discussions of sensitive issues.
- 6.5. Teachers will focus heavily on the importance of healthy relationships, though sensitivity will always be given as to not stigmatise pupils based on their home circumstances.

## 7. Assessment

- 7.1. Pupils' knowledge and understanding is assessed through observations during discrete lessons and observations of lessons where learning in RSE is embedded into cross curricular learning.
- 7.2. Assessment is carried out routinely through the year in accordance with our assessment calendar and targets are adjusted accordingly.
- 7.3. Progress in Provision (PiP) Targets have replaced Individual Education Plan (IEP) and records the small incremental steps of progress required to achieve the Annual Targets which are set as part of the Educational Health and Care Plan review process. The Annual Targets are devised from the End of Key Stage Targets reviewed during the EHCP meeting. Progress within PiP targets is recorded in pupils Evidence of Progress Books recording progress in the 4 areas of need as identified in the SEND Code of Practice and in English, Maths, Science and PHSE.

## 8. PHSE/RSE Coordinator

- 8.1. The PHSE/RSE coordinators will:
  - Raise awareness amongst teachers and other staff of their contribution to the pupils' personal and social development.
  - Agree the overall aims, objectives and priorities of the PHSE curriculum.
  - Establish a shared view of best practice to which all pupils are entitled.
  - Develop and review this policy.
  - Agree the priorities for pupils' personal, health and social development.
  - Identify the major opportunities for meeting these priorities across the curriculum.
  - Provide appropriate support and training for teaching and learning staff.
  - Monitor the PHSE programme through lesson observations, learning walks book scrutiny and monitoring of target setting.
  - Evaluate the PHSE programme via feedback in staff meetings, staff questionnaire and pupils' response to lesson delivery and content.
  - Carry out a continuous process of review and development of the programme as part of the annual cycle of school improvement.
  - Attend relevant courses and network meetings.