

Relationships and Sex Education Policy

**Approved by: TLA
Committee**

Date: June 2024

**Next review due by:
June 2025**

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1. Aims

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- To teach our students to make responsible and informed decisions about their lives and keep themselves and others safe
- Provide a foundation for life-long learning about the emotional, social and physical aspects of growing up, relationships and sexual health

2. Statutory requirements

As a non-maintained Specialist school we must provide relationships education to all pupils as per The Relationships Education, Relationships, Sex Education, and Health Education (England) Regulations 2019, made under sections 34 and 35 of the [Children and Social work act 2017](#).

The law requires all schools from September 2020 to deliver Relationships Education (in primary schools) and Relationships and sex education (in secondary Schools). Health Education is compulsory in all schools except independent schools.

This statutory guidance frames considerations for disabled pupils and pupils with special educational needs (SEN) within the Equality Act 2010 and the Children and Families Act 2014:

'114. Schools will retain freedom to determine an age appropriate, developmental curriculum which meets the needs of young people, in consultation with parents and the local community. Schools must also comply with the relevant provisions of the Equality Act. Where appropriate this may also require a differentiated curriculum.'

3. Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to feedback about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

5. Curriculum

PSHE & RSE plays an important role for all our students as we support them to develop their independence and thrive in life beyond Parayhouse School. PSHE & RSE are taught both directly and indirectly throughout the student's time at Parayhouse.

The PSHE & RSE framework is divided into six areas based on the PSHE Association's Planning Framework for pupils with SEND:

- Self-Awareness
- Self-Care, Support and Safety
- Managing Feelings
- Changing and Growing
- Healthy Lifestyles
- The World I Live In

This Framework maps against the Department for Education (DfE) Statutory Guidance for Relationships Education, RSE and Health Education, which sets out what school pupils should know by the time they leave both Primary and Secondary School.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils 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 online.

The PSHE & RSE curriculum is delivered in each Pathway according to each student's cognitive ability and learning style, while ensuring the needs of all our students are met, as they enter puberty and move towards adulthood.

Sex education will focus on:

- Intimate sexual relationships
- Contraception

6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught using science outcomes. We use the PSHE association for our resources, guidance and outcomes alongside a range of other curriculum tools such as SoSafe!.

The SoSafe! Program provides teachers with skills and simple visual tools to enhance the social, social-sexual and social safety training of people with moderate to severe learning disability. SoSafe! Use a standardized framework of symbols, visual teaching tools and concepts to teach strategies for moving into intimate relationships in a safe and measured manner, and provides visual communication tools for reporting physical or sexual abuse.

For our learners in the Semi-Formal Curriculum Pathway

Relationship education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

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

For more information about our RSE curriculum and how it is delivered, see Appendices 1, 2 & 3.

For our learner in the Formal Curriculum Pathway

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

For more information about our RSE curriculum and how it is delivered, see Appendices 1, 2 & 3.

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).

7. Roles and responsibilities

7.1 The Governing Board

The governing board will approve the RSE policy, and hold the Head teachers to account for its implementation.

7.2 The Head teachers

The Head teachers are responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from [non-statutory] components of RSE (see section 8).

7.3 PSHE/RSE Leads

The PSHE/RSE curriculum leads, under the direction of the assistant head and head teachers, will take lead responsibility of the PSHE/RSE curriculum area. They will:

- Design, develop and regularly review the vision, aims and purpose for the RSE curriculum
- Maintain the RSE curriculum over time, amending it as required
- Liaise with other teachers and senior leaders in the process of developing and implementing the RSE curriculum
- Make sure that the RSE curriculum:
 - Is well planned, sequenced and relevant
 - Meets the needs of all pupils
 - Reflects the requirements of the National Curriculum
 - Is implemented effectively and consistently across the school
- Establish and manage an appropriate system for assessing progress to ensure the RSE curriculum has a positive impact on pupils' learning
- Keep up to date with national and international developments that may affect the RSE curriculum
- Hold team meetings for key teachers (and therapists as appropriate) on the RSE curriculum once a term, to keep staff informed of any developments or changes
- Provide support to staff regarding teaching and learning, resources, and planning
- Monitor teaching and learning through learning walks, book looks, and talking with pupils to assess how well the RSE curriculum is being implemented and how well it is delivered across the school
- Provide feedback to staff based on the above observations to identify training needs and provide continuing professional development (CPD) in the RSE curriculum

7.4 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils 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 Head teachers.

All class teachers will be required to plan and deliver RSE.

7.5 Pupils

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

8. Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the [non-statutory/non-science] components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the head teachers.

Alternative work will be given to pupils who are withdrawn from sex education.

Parents have the right to withdraw their children from the [non-statutory] 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.

A copy of withdrawal requests will be placed in the pupil's educational record. The head teachers will discuss the request with parents and take appropriate action.

Alternative work will be given to pupils who are withdrawn from sex education.

9. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar through teacher and best practise meetings. The key teacher or Therapist leading RSE and our SoSafe programme will carry out regular learning walks to monitor the teaching and resourcing of RSE and will identify training needs.

The head teachers may also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

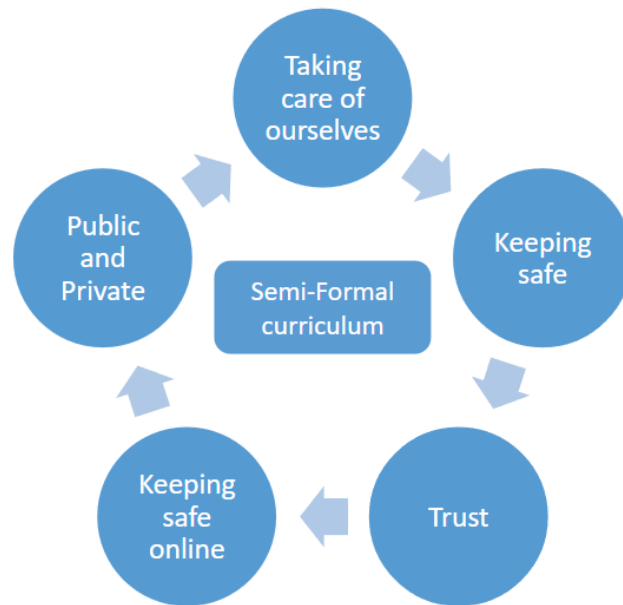
10. Monitoring arrangements

The delivery of RSE is monitored by the SLT and subject leads through:

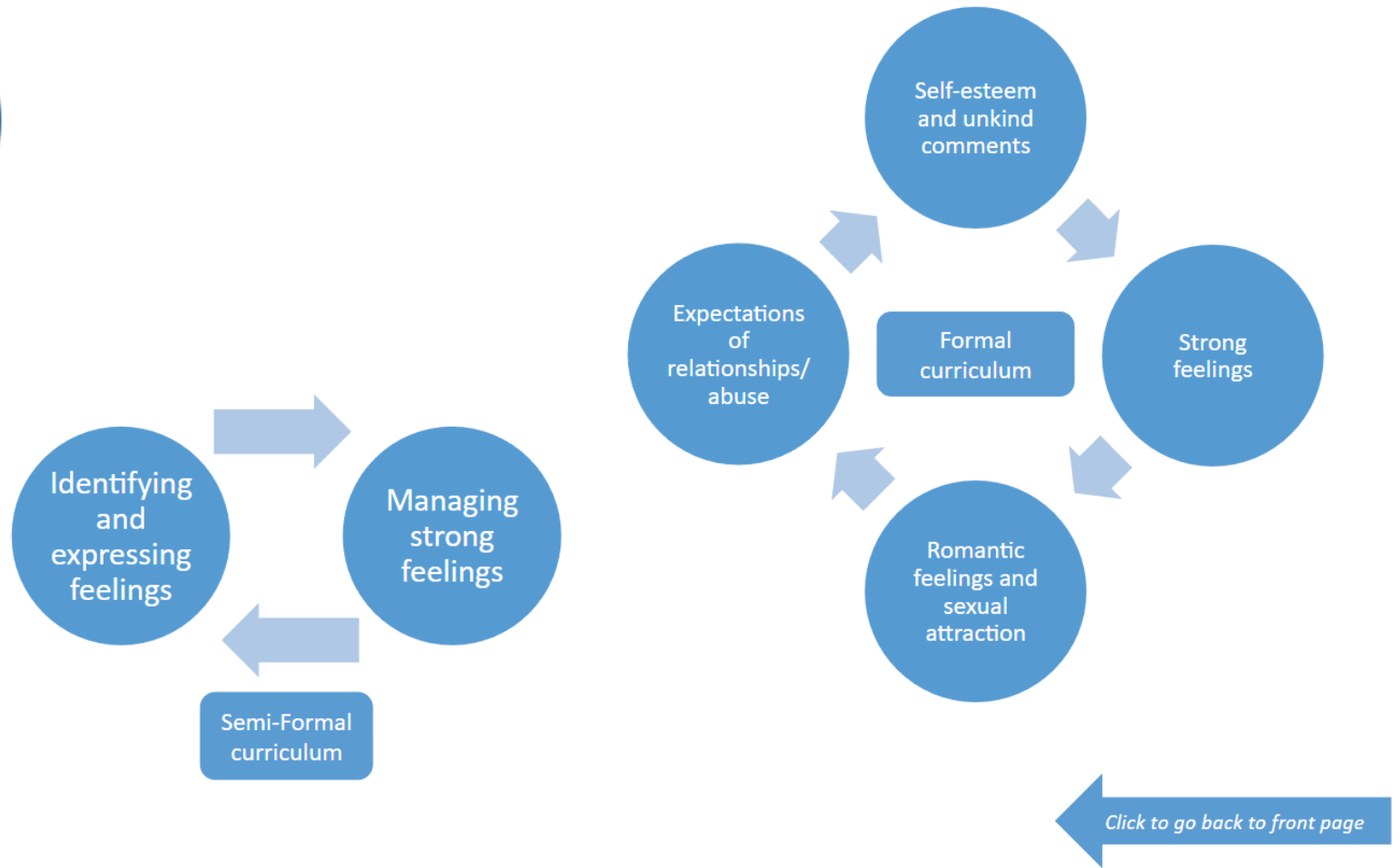
Book looks, moderation, lesson observations and learning walks.

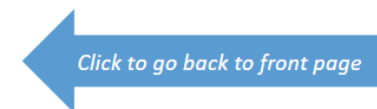
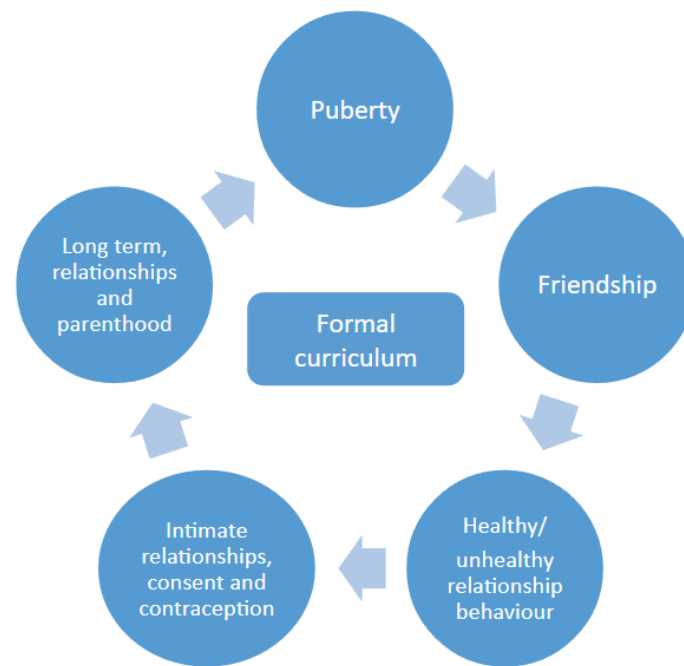
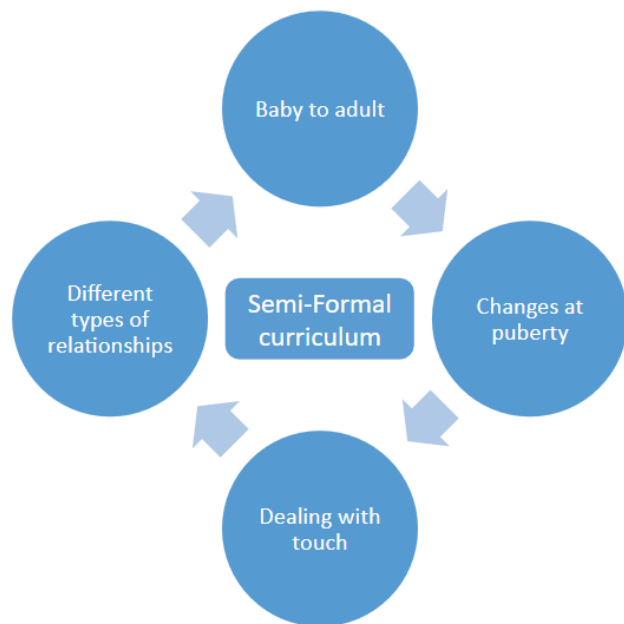
Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by Holly Bristow Co-Headteacher, annually. At every review, the policy will be approved by The Teaching and learning committee (TLA) and uploaded to Governor Hub.



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Appendix 2: [Best Practice Principles for Teaching PSHE education](#)

Effective teaching

Best practice principles for teaching PSHE education

Take a positive approach

Balance knowledge, skills and attributes

Provide accurate, unbiased information

Start from where the pupils are

Don't inspire, glamourise, or instruct in harmful behaviours

Don't set out to shock, shame, or scare

Make learning accessible to all

Assess learning and progress

Give time for personal reflection

Handle myths with care

PSHE
Association

A safe classroom

Establishing a safe teaching and learning environment for PSHE education lessons

Agree ground rules

Use distancing strategies

Handle questions safely

Consider vulnerabilities

Signpost support

Ensure inclusivity

Know your policies

For more information, see our guidance on [Handling complex issues safely in the PSHE classroom](https://pshe-association.org.uk/guidance/ks1-5/handling-complex-issues-safely-classroom).
<https://pshe-association.org.uk/guidance/ks1-5/handling-complex-issues-safely-classroom>

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Appendix 4

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

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	Include notes from discussions with parents and agreed actions taken.