

Relationship, Sex and Education (RSE) Policy

Person responsible for the Policy	Headteacher
Date last reviewed	May 2022
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Is this Policy to appear on the school website	Yes

Introduction

This policy outlines Churchill Park Academy's commitment to provide an effective and accessible Relationships, Sex and Health Education for all pupils in support of that offered by parents and carers; who are the first educators of their pupils in this area. It has been written with regard to the DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance 2019 and other relevant guidance documents and statutory requirements. The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 made under sections 34 and 35 of the Pupils and Social Work Act 2017 make Relationships and Health Education compulsory for pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. We believe high quality Relationships, Sex and Health Education (RSHE) is every child's right, no matter what their level of need or ability. The RSHE teaching in this school contributes to our statutory duty to safeguard pupils and prepare them for the responsibilities and experiences of adult life. RSHE is taught as appropriate for individual pupils, as pupils' learning needs will not necessarily correspond to their chronological age or key stage.

What is RSHE?

RSHE is lifelong learning about physical, moral and emotional development. Through RSHE pupils learn about relationships, diversity, respect, healthy lifestyles, safety, the body and how it changes, reproduction and birth in an accessible, developmentally appropriate and sensitive manner.



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Our key aim in providing RSHE throughout the school is to safeguard our pupils. During their time at Churchill Park Academy pupils will learn key knowledge and skills to ensure pupils can be safe, healthy and enjoy fulfilling relationships, helping to keep them safe and prepare them for adult outcomes as set out in the SEND code of practice.



RSHE is taught in a way which is complementary to the wider ethos, values and principles of our school. RSHE in this school is learning about the body, feelings, beliefs, relationships, rights and responsibilities and knowing how and when to ask for help if needed. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. RSHE lessons will be suitably differentiated and adapted to the cognitive and emotional levels each individual pupil is working towards.

RSHE empowers children to build self-esteem, offer positive and open views, support mutual respect and celebration of self and others, providing a strong foundation to be successful in life by:

- Providing a spiral curriculum, allowing for the development of knowledge relevant to the age and stage of the learner.
- Providing an inclusive learning environment which is safe and empowering for everyone involved, based on the belief that bullying, prejudice and discrimination is unacceptable.
- Teaching non-biased, accurate and factual information that is positively inclusive.
- Developing character skills to support healthy and safe relationships ensure comfortable communication about emotions, bodies and relationships using appropriate terminology.
- Promoting critical awareness of differing attitudes and views presented through society, the media and peers to enable the nurturing of personal values based on respect.
- Providing protection from shock or guilt.
- Actively involving pupils as evaluators to ensure relevance.
- Ensuring pupils are informed of their rights, including the legal framework and how to access confidential help to keep themselves and others safe.



The RSHE programme is based on the specific needs of our pupils with learning outcomes appropriate to their different developmental stages. RSHE will be embedded within our broader curriculum areas, including PSHE, Science and PE, in addition to more focused learning through RSHE sessions, circle-times and small group interventions. Pupils will be helped to appreciate difference and to respect themselves and others.

Our school values diversity, encourages respect for all and promotes tolerance for, and celebration of, difference. We do not discriminate against pupils because of any protected characteristic (age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation as in the Equality Act 2010.) At times, when there is an identified need, we may take positive action through our planning and delivery of RSHE to deal with disadvantages facing those with a particular characteristic. There are many different faith and cultural perspectives on aspects of RSHE. As a school we will deliver RSHE in a factual, non-judgmental way ensuring that teachers do not promote one faith or cultural viewpoint but rather provide a balanced approach that acknowledges the wealth of views and opinions of our community and teaches tolerance. Parents and carers are key partners in RSHE and are best placed to support their children to understand how their learning at school fits with their family's faith, beliefs and values. To support this process, we will ensure that parents are made aware of what will be taught and when. We will use a range of materials and resources that reflect the diversity of our school population and encourage acceptance and tolerance. We want every child and family to feel included, respected and valued. Teachers will plan in different ways and use a variety of teaching strategies to meet the needs of individuals through the SEND framework with an awareness that SEND pupils may experience disadvantage because of their 'protected characteristic'. Some pupils may have experienced adverse childhood experiences that may impact on their ability to engage with RSHE in a variety of ways. Care will be taken to ensure that, where this is the case parents and carers are consulted about the most appropriate way for the pupil to access the curriculum. A range of different families and relationships will be explored within RSHE. All children whatever their identity, developing



identity, or family background needs to feel that RSHE is relevant to them and sensitive to their needs. This means that resources and books used will show both disabilities and families of all kinds, including mum/dad, two mums, two dads, fostering, adoption, single parent, extended family and others. This reflects both our school community and wider society.

The Curriculum

High quality teaching that is differentiated and personalised is the starting point to ensure accessibility for all pupils. The curriculum has been designed to meet the specific needs of our pupils. It has been based upon the PSHE Association Education Planning Framework for pupils with SEND. It runs alongside the Early Years and Foundation stage curriculum as part of the pupil's personal, social and emotional development and Understanding of the World. This bespoke curriculum aims to provide a comprehensive programme for each colour band, which fully covers, but is not limited to the statutory requirements.

The Churchill Park Rainbow Curriculum Progression is implemented in a bespoke manner, mapping out progressive learning opportunities within each topic, using a wide range of methods in order to meet the interests and needs of the pupils. The PSHE spiral curriculum starts at colour band gold progressing to colour band red. The curriculum includes opportunities to link British Values, SMSC, cultural capital and school's Key skills into the curriculum.

Teachers create a safe space and use a range of teaching and learning styles, including activities such as the use of different stimuli, discussion, play, role-play, games, social stories, investigations, circle-time, social stories, problem-solving activities, learning outside of the classroom and activity days. High quality engaging resources are pivotal and are tailored to meet the developmental ages of our pupils within their pathways. Pupils are able to express their opinions and views through a total communication approach using a variety of mediums, including visuals, symbols, PSHE question boxes located in classrooms (where appropriate), questionnaires, school council discussions and correspondence throughout the year e.g., reports and EHCP annual reviews. Lessons signpost key words, building a deep vocabulary to

develop understanding whilst giving opportunity to opportunity to explore, recognise and acquire key skills. Pupils are provided with opportunity to explore and master concrete ideas before progressing to more abstract concepts.

Teachers should use this curriculum as appropriate for their pupils, as pupils' learning needs will not necessarily correspond to their chronological age or key stage in many aspects of their learning in PSHE education. The curriculum will allow teachers to plan pupils' learning experiences and assess, monitor and evidence progress and achievement in PSHE, Life skills and Citizenship education. It is important that all pupils feel safe and able to participate in RSHE lessons. To support the involvement of all pupils, teachers and support staff will (where appropriate) create a group agreement with each class outlining expectations around rights, responsibilities and respect. The group agreement will be a working document that all pupils agree to follow. The group agreement will outline rules regarding questions. As with any topic pupils will ask questions during RSHE to further their understanding. Due to the sensitive nature of the topic teachers will employ strategies to ensure that questions are asked and answered in a factual, balanced and age-appropriate way. The group agreement will remind pupils that personal questions are not appropriate. When pupils can write independently, they will be introduced to the 'question box', into which they can place their written questions or their name on a question symbol so they can ask their question at a different time. This allows the teacher the opportunity to group questions into themes and filter any that may need answering on an individual basis or, in some cases, referred to parents. All staff will be mindful of their safeguarding role and will follow the relevant school procedures if a question raises concerns of this nature. Teachers will use the following strategies to deal with unexpected questions:

- If a question is personal, the teacher will remind pupils of the rules set in the group agreement.
- If the teacher doesn't know the answer to a question, the teacher will acknowledge this and will research the question and provide an appropriate answer later.



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- If the question is too explicit, is outside set parameters, is inappropriate in a whole class setting or raises concerns about sexual abuse the teacher will attend to it on an individual basis and follow the school's safeguarding procedure. Sometimes pupils may ask questions about issues that are not part of the planned coverage; this could show that the taught curriculum is not meeting their needs. This will be fed back to the senior leadership team as part of the evaluation and monitoring process.

Assessment opportunities are built into every lesson where teachers evaluate and assess progress. Lessons include opportunities to explore pupil's existing knowledge and end with opportunities to consolidate, demonstrate and reflect upon learning. Assessment is ipsative and is measured in conjunction with pupils personalised learning goals and EHCP targets.

Some elements of RSHE are taught (as appropriate) through national curriculum Science, these include

- Notice that animals, including humans, have offspring which grow into adults
- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.
- Pupils should be taught to describe the changes as humans develop to old age.
- Describe the life process of reproduction in some plants and animals.
- Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.
- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.

The Curriculum is organised into six sections which apply the RSHE requirements.

1. Self-Awareness (Me, who I am, my likes, dislikes, strengths and interests)

2. Self-care, Support and Safety (Looking after myself and keeping safe; aspects of Relationships and Sex Education.)

3. Managing Feelings (Understanding feelings, and that how I feel and how others feel affects choices and behaviour; aspects of Relationships and Sex Education)

4. Changing and Growing (How I and others are changing; new opportunities and responsibilities; aspects of Relationships and Sex Education)

5. Healthy Lifestyles (Being and keeping healthy, physically and mentally)

6. The World I Live In (Living confidently in the wider world)

All teachers have responsibility for planning and delivering RSHE. Teaching assistants may provide additional support. Everyone involved in the teaching of RSHE will follow the school policy. The personal beliefs and attitudes of teachers will not influence the teaching of RSHE. A balanced and non-judgmental approach will be taken. Teachers, and all those contributing to RSHE will work to the agreed values within this policy.

The RSHE curriculum is monitored and evaluated by the senior leadership team.

All staff delivering RSHE receive annual staff training and as required by updated legislation. This updates staff on the most recent legislation and provides an opportunity for staff to ask any questions that they might have. Staff will be supported by the senior leadership team and outside agencies, such as a community nurse and will attend additional external training if necessary.

Right of withdrawal from Sex Education

Parents/ carers are able to withdraw their child from this learning if they choose to. We believe that RSHE is a partnership between school and parents/carers and the wider community. We recognise that parents are the first teachers of their children and welcome their engagement with our RSHE curriculum. The school will provide support to parents and carers through

coffee mornings and parent forums/ online questionnaires; providing an opportunity to develop awareness of emerging RSHE topics, review the resources being used and consider ways to build on RSHE at home. The school operates an open-door policy enabling parents/carers to discuss RSHE at relevant times throughout the school year. In the development of the RSE curriculum and policy we have consulted with parents and carers and the wider school community; this has been through parent, carer and community forum meetings and surveys. Parent/ carer voice indicated the following points which are considered in the delivery of the curriculum and form a focus of other parental engagement with RSHE.

- Parent support to manage puberty and questions and sexual relationships at home in particular for pupils with ASD
- For pupils to develop an up to date understanding of the world views on relationships.
- The content in Relationship's education should be tailored to pupil's development and maturity not defined by age.
- Parental worry that RSE may encourage pupils to explore or engage in activities, pupils do not fully understand.

Guidelines from the department of Education state parents will continue to have a right to request to withdraw their child from sex education delivered as part of RSE in secondary schools which, unless there are exceptional circumstances, should be granted up to three terms before their child turns 16. At this point, if the child themselves wishes to receive sex education rather than be withdrawn, the school should make arrangements for this to happen in one of the three terms before the child turns 16. There is no right to withdraw from Relationships Education at primary or secondary as we believe the contents of these subjects – such as family, friendship, safety (including online safety) – are important for all children to be taught. It is important that RSHE delivered in school is explored in more detail within the context of individual families. Parents will be informed of the appropriate objectives which will be delivered to their children as appropriate for the individual needs

of their child. Whilst we always try to work with parents/carers to explore their views, we also accept that parents/ carers can exercise their right to withdraw their child from the sex education elements of the curriculum (other than that which comes within the Science curriculum). There is no right to withdraw from Relationships Education or Health Education. Parents/ carers can exercise their right to withdraw their child from sex education by class contacting the pupil's class team who will then arrange a meeting with the parent's/ carers, class teacher and SLT.

Teachers will plan appropriate, purposeful education for children who are withdrawn from sex education.

Confidentiality, safeguarding and child protection

Everyone involved in RSHE will be clear about the boundaries of their legal and professional roles and responsibilities. Teachers will discuss confidentiality with pupils through the development of a group agreement at the start of lessons, making it clear that teachers cannot offer unconditional confidentiality. Pupils will be informed that if confidentiality has to be broken, due to safeguarding concerns, they will be informed first and then supported as appropriate. Teachers will be aware that effective RSHE, which brings an understanding of what is and is not acceptable, can lead to disclosure of a child protection issue. Everyone involved in RSHE will be alert to signs of abuse and report concerns or suspicions to the Designated Safeguarding Leads as outlined in the schools safeguarding policy. Any disclosure of sexual activity from a pupil would raise immediate child protection concerns that would be dealt with in a sensitive manner in line with local safeguarding procedures.

Menstrual well-being

Some pupils will begin menstruation in primary school. To support pupils who are menstruating we provide interventions tailored specifically to the student.

If a hard-copy of the document is required the school will be happy to provide this upon request. The school will work with parents requiring the policy in an alternative format, ensuring equitable accessibility for all.



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This policy should be read in conjunction with;

- Anti-bullying policy
- Behaviour policy
- Safeguarding policy
- Equality Statement
- SEND policy