



RELATIONSHIP & SEX EDUCATION (RSE) POLICY

Version: JUNE 2022

Status	Statutory
Responsible Management Committee (MC)	Curriculum
Date last approved by MC	6 th July 2022
Responsible Person	Headteacher
To Review Date	JUNE 2023
Last Amended Date	JUNE 2022

Rationale

At Herefordshire Pupil Referral Service (HPRS) we believe that Relationship and Sex Education (RSE) encourages self-respect and develops respect for others. It is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of family life, stable and loving relationships, respect, love and care.

We recognise that effective relationship and sex education requires our pupils to examine and question their own attitudes and those of others. They will also need to consider their values and relationships in order to make decisions. Although the emphasis is towards attitudes and decision making skills, it is important to provide basic sexual information including safe sex practices, lesbian, gay, bisexual, transgender, intersex and questioning (LGBT+) relationships and acceptance that there are many different sexual orientations.

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

- **Review** – staff pulled together all relevant information including relevant national and local guidance
- **Staff consultation** – all staff were given the opportunity to look at the policy and make recommendations
- **Parent/stakeholder consultation** – parents and any interested parties were invited to attend a meeting about the policy
- **Pupil consultation** – we investigated what exactly pupils want from their RSE
- **Approval** – once amendments were made, the policy was shared with The Management Committee and approved.

Aims

HPRS aims to meet its statutory duty to deliver Relationship and Sex Education (RSE) by:

- Providing 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
- Helping pupils develop feelings of self-respect, confidence and empathy
- Helping pupils learn how to manage emotions and relationships confidently and sensitively
- Supporting pupils to develop an appreciation of the consequences of choices made
- Creating a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Ensure that our need to respect all members of our community is at the forefront of our minds when delivering RSE

Statutory requirements

HPRS will have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the Education Act 1996. At HPRS we teach RSE as set out in this policy.

Definition of RSE

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. Parents/Carers who have concerns as to the nature of the topics covered in delivering RSE should in the first instance discuss these concerns and their wishes with the Headteacher.

Delivery of RSE

RSE is taught within the Personal, Social, Health and Economic (PSHE) education curriculum, primarily through dedicated teaching sessions, tailored to specific year groups as appropriate. Pupils also receive stand-alone sex education sessions delivered by a trained health professional. Pupils will be supported with developing the following skills:

- Communication, including how to manage changing relationships and emotions
- Recognising and assessing potential risks
- Assertiveness
- Seeking help and support when required
- Informed decision-making
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict
- Discussion and group work
- Appropriate online interaction and safety These skills are taught within the context of family life
- Learning how to recognise and avoid exploitation and abuse.
- Empower pupils with skills to be able to avoid inappropriate pressure or advances
- How to actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn

Roles and Responsibilities

The Management Committee has delegated the approval of this policy to the Head of Centre. The Head of Centre is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from components of RSE.

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 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 Headteacher.

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity in line with the ethos of our school.

Confidentiality

Teachers are not legally bound to inform parents of any disclosure unless the Headteacher has specifically requested them to do so. Pupils will be encouraged to allow teachers to liaise with parents/carers with regard to issues that would benefit from being shared. Pupils will be informed in the eventuality that a confidence must be breached due to the nature of the disclosure.

Teachers conduct RSE lessons in a sensitive manner, and in confidence. However, if a child makes a reference to being involved (or likely to be involved) in sexual activity, then staff will deal with it as a matter of safeguarding/child protection and immediately inform the Designated Safeguarding Lead. Staff will respond in a similar way if a child indicates that they may have been a victim of any other type of abuse, including FGM. The Designated Safeguarding Lead will then deal with the matter in consultation with other social, health and education professionals, in accordance with statutory safeguarding procedures.

Inclusion

Due to the considerable diversity that exists between students it may not be appropriate for all students to cover every aspect of the curriculum. Curriculum delivery will be sensitive to the needs of each individual/group taught.

Sexual Identity and Sexual Orientation

We aim to address issues of sexual orientation with sensitivity and honesty, answer appropriate questions and offer support if required. Young people, whatever their developing sexuality need to feel that sex and relationship education is relevant to them.

Parents'/Carers Right to Withdraw

Parents'/Carers have the right to withdraw their children from components of RSE. Requests for withdrawal should be put in writing and addressed to the Head of Centre. A copy of withdrawal requests will be placed in the pupils' educational file. The Head of Centre will discuss the request with Parents'/Carers and take appropriate action. This will normally be to exceed to the wishes of the Parent/Carer, make alternate provision for the pupil(s) at the time RSE is taking place and continue to update Parents'/Carers so that changes in their wishes at a later time can be accommodated. Alternative work will be given to pupils who are withdrawn from RSE.

RSE within the Curriculum

PHSE at Key Stage 3 (years 7-9)

The emphasis in Key Stage 3 is on developing and maintaining relationships. Issues addressed include:

- What is friendship?
- Characteristics we find attractive in people;
- Sharing our thoughts and feelings;
- Image and the pressures young people are exposed to
- Problematic relationships and know where to seek help, support and guidance with this

PHSE at Key Stage 4 (years 10-11)

The PHSE programme at Key Stage 4 includes:

- Understanding a range of relationships;
- Family lifestyles and sexuality, including an awareness of culture and individual differences and LGBT
- Understand the qualities and attributes that help form individuals' positive consensual relationships;
- Understand that individuals share rights and responsibilities within a relationship;
- Be aware of the law in relation to sex and sexuality;
- Understand how the body works in relation to sexual activity
- Understand the range and purpose of male and female contraception methods and knowledge of sexually transmitted infections
- Be aware of the agencies able to give help, advice and treatment on contraception and sexual health
- Communicate about sex, sexuality and relationships effectively

Delivery and Monitoring Arrangements

The content and delivery of RSE is monitored by the Headteacher through:

- Ensuring relevant aspects are planned for in the annual delivery programme of PSHE/RSE
- Suitable materials are devised and provided to staff with appropriate training
- Monitoring the effectiveness of RSE through the observation of sessions
- Providing a respectful attitude to the wishes of Parents/Carers
- Reviewing the effectiveness of materials used in RSE
- Working closely with the School Nurse and other professionals to deliver appropriate RSE
- Monitoring and ensuring the sexual safety of pupils, advising as appropriate in line with our safeguarding responsibilities
- Ensuring equality of access to RSE