

**'A place to belong'**



# **The Haven Wolston**

## **Relationships and sex education (RSE) policy**

# Control Sheet

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<b>Document History:</b>			
<b>Version</b>	<b>Date of review</b>	<b>Author</b>	<b>Note of revisions</b>
2	November 2023	Anna Besley	No revisions made
3	November 2024	Chloe. Wilford	Policy re-written using The Key as a base policy.

## 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

The school would like to emphasise that by providing comprehensive RSE we are not encouraging pupils to become sexually active. The aim of this policy is to ensure that the right provision is in place so that pupils may have all the background knowledge they need to make informed decisions and responsible choices as they grow up.

Through the provision outlined in this policy we also aim to raise pupils' self-esteem and confidence, trying to develop communication and assertiveness skills that can help them stay true to their values if challenged by others, their peers or what they see in the media.

We hope to teach pupils to be accepting of the different beliefs, cultures, religions, sexual orientations, physical and mental abilities, backgrounds and values of those around them. We want our pupils to lead a healthy and safe lifestyle, teach them to care for and respect their bodies and provide them with all the right tools that will enable them to seek information or support, should they need it, both during their school years and after.

## 2. Roles and Responsibilities

**The School Board and senior leaders will:**

- Develop this school policy and review it on a yearly basis. This policy is developed in consultation with school parents, pupils and staff to ensure that it meets the needs of the whole school community.
- Ensure that all staff are given regular and ongoing training on issues relating to RSE and how to deliver lessons on such issues.
- Ensure that all staff are up to date with policy changes, and familiar with school policy and guidance relating to sex education.
- Provide support to staff members who feel uncomfortable or ill-equipped to deal with the delivery of relationship and sex education to pupils. This may be because they do not feel that their training has been adequate or that aspects of the curriculum are in conflict with their religious or cultural beliefs.
- Ensure that relationship or sex education is age-relevant and appropriate for all pupils; this means ensuring that the curriculum develops as our pupils do and meets their needs.
- Ensure that the knowledge and information regarding RSE to which all pupils are entitled is provided in a comprehensive way.
- Support parental involvement in the development of the RSE curriculum.
- Ensure that their personal beliefs and attitudes will not prevent them from providing a balanced RSE in school.
- Communicate freely with staff, parents and the governing body to ensure that everyone is in understanding of the school policy and curriculum for sex education, and that any concerns or opinions regarding the provision at the school are listened to, considered and acted on as appropriate. We want the provision of sex education at home to be complementary to the provision the school provides, and this should be clearly communicated to parents and additional support given where necessary or requested.

It is important that all school staff feel comfortable taking PSHE classes and answer questions from pupils. If the teacher or assistant does not feel confident leading RSE discussions then that is likely to be reflected by the pupils, and their learning may be compromised.

The school encourages regular professional development training for the teachers of PSHE and/or RSE in how to deliver sex education; this includes sessions on confidentiality, setting ground rules, handling controversial issues, responding to awkward questions and an introduction to the rationale of why teaching RSE is so important.

#### **All staff will:**

- Take it upon themselves to ensure that they are up to date with school policy and curriculum requirements regarding sex education. Any areas that they feel are not covered or inadequately provided for should be reported back to the Inclusion Manager.
- Attend and engage in professional development training around sex education provision.
- Encourage pupils to communicate concerns regarding their social, personal and emotional development in confidence, listen to their needs and support them seriously. If a pupil comes to a member of staff with an issue that that member of staff feels they are not able to deal with alone, they should take this concern to their line manager or DSL. No one else should be informed at this stage, and a breach of confidentiality may fall under staff misconduct and disciplinary procedures.
- Provide regular feedback to their managers on their experience of teaching RSE and pupil response.
- Ensure that their personal beliefs and attitudes will not prevent them from providing balanced RSE in school.
- Tailor their lessons to suit all pupils in their class, across the whole range of abilities, including those pupils with special educational needs. If teachers need support in this area they should speak to the Senior Leadership Team.

#### **Pupils**

Pupils are expected to attend relationship and sex education classes that are in their school timetable and take them seriously. Although they are not assessed through examination, these classes are still a very important part of the curriculum and a tool to aid personal development.

Pupils should support one another with issues that arise through RSE. Listening in class, being considerate of other people's feelings and beliefs, and complying with confidentiality rules that are set in class are key to effective provision. Pupils who regularly fail to follow these standards of behaviour will be dealt with under the expectations of learning policy.

We also hope that pupils will feel comfortable to talk to a member of staff, in confidence, regarding any concerns they have in school related to relationship and sex education or otherwise. Conversations of this nature between staff and pupils will be held in confidence; however, staff may take concerns to the Designated Safeguarding Lead (DSL) or Deputy Designated Safeguarding Lead (DDSL) if there is a child protection concern or they feel ill-equipped to deal with the issue at hand.

We ask pupils for feedback on the school's sex education provision yearly and expect them to take this responsibility seriously. Opinions on provision and comments will be reviewed by senior managers and taken into consideration when the curriculum is prepared for the following year's pupils. In this way, the school hopes to provide pupils with the education they need on topics they want to learn about.

#### **Parents**

The school expects parents to share the responsibility of relationship and sex education and support their children's personal, social and emotional development. We encourage parents to create an open home environment where pupils can engage, discuss and continue to learn about matters that have been raised through school PSHE. Parents are also encouraged to seek additional support in this from the school where they feel it is needed.

### 3. Implementation and Curriculum

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Teachers provide classes that are specific to the needs of the pupils in that class, and responsive to their behaviour and development.

Pupils may also receive stand-alone sex education sessions delivered by a trained health professional.

The Haven utilizes both the Jigsaw programme of study in reference to RSE including their 'Changing Me' units as well as the Twinkl PSHE curricula for Upper KS2 including their 'Growing Up' units.

The topics covered in each year group can be found in Appendix 1.

All pupils undertake these units during their PSHE lessons. Lessons are adapted to pupils' needs.

The Jigsaw Programme is aligned to the PSHE Association Programmes of Study for PSHE (mapping document available on the Community Area of [www.jigsawpshe.com](http://www.jigsawpshe.com)) and aligned to the definitions of Relationships and Sex Education offered by the Sex Education Forum (National Children's Bureau, April 2020). The Twinkl programme is also aligned to the PSHE Association Programmes of Study for PSHE (mapping document available on [www.twinkl.co.uk](http://www.twinkl.co.uk))

Through this aspect of our curriculum, we aim to explore different attitudes, values and social labels, and develop skills that will enable our pupils to make informed decisions regarding sex and relationships. It is important that pupils know the difference between fact, opinion and belief.

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

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatization 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: children looked after or young carers).

### 4. Terminology

Pupils will be taught the anatomically correct names for body parts, but slang or everyday terms used in certain social circles will be discussed; with a focus on what is and isn't acceptable or expected language.

### 5. Dealing with difficult questions

There may still be times when staff are faced with a difficult question in class that they feel uncomfortable or ill equipped to answer. In this case, they may wish to put the question to one side and seek advice from the Inclusion leader or Curriculum leader.

Ground rules in class are essential when discussing sensitive subject matter. Some strategies staff may use to support this might be:

- an anonymous question box; this will enable pupils to feel more comfortable to ask questions without being identified
- making the classroom a zone of silence; this means that whatever is discussed in the classroom stays in the classroom and should not be brought up at any other time. We hope this will give pupils the sense that they are in a safe zone to speak freely about sex and relationships.

## **6. Inclusion**

The Haven School recognizes that many of our pupils can experience significant challenges in making positive relationships.

These challenges may become more acute in relation to puberty, relationships and sex. Staff appreciate that such sensitivities may need to be managed on a personalized basis and not merely a generalized approach.

The school works hard to ensure that all aspects of the school curriculum are inclusive and support the needs of pupils of all ranges of abilities. Staff should differentiate lessons to ensure that all members of the class can access the information fully, and this is no different when it comes to RSE.

The school will use a variety of different strategies to ensure that all pupils have access to the same information. Some of these include:

- interactive teaching methods e.g. contraceptive card game.
- use of expert guest speakers.
- practical activities.
- speaking and listening tasks e.g. debate.
- independent research.
- using DVDs, video or imagery.
- group and paired activities.

## **7. Withdrawal from RSE**

The school aims to keep parents informed about all aspects of the RSE curriculum and urges parents to read this policy. Parents can request access to resources and information being used in class.

The school will do everything it can to ensure that parents are comfortable with the education provided to their children in school.

Parents do have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE up to and until 3 terms before their child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing to the headteacher. A copy of withdrawal requests will be placed in the pupil's educational record.

The headteacher will discuss the request with parents and take appropriate action.

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

## **8. Equal opportunities**

RSE lessons provide a good background for talking openly and freely about the diversity of personal, social and sexual preferences. Prejudiced views will be challenged and equality promoted. Any bullying that relates to sexual behaviour or perceived sexual orientation will be dealt with swiftly and seriously. This is the case for

bullying of any kind and the procedures regarding this are outlined in the school's expectations for learning and anti-bullying policies. This can be viewed on The Haven School website or requested in the main office.

## **9. Safeguarding and confidentiality**

We aim to provide a safe and supportive school community where pupils feel comfortable seeking help and guidance on anything that may concern them about life either at school or at home. Training around confidentiality is provided to all teachers. It may be the case that discussion around what is expected and unexpected in healthy relationships may lead to the disclosure of a child protection issue. If this is the case, the school's child protection and safeguarding procedure will be followed.

Personal information about pupils who have approached a teacher for discussion should not be shared with any other person. If there is a child protection concern, the information must only be shared with the Designated Safeguarding Officer and/or Deputy Designated Safeguarding Officer as is outlined in our child protection and safeguarding procedure. Staff members that breach the right to a child's privacy by disclosing or sharing confidential information with no reason to do so, will be dealt with under the school's staff discipline, conduct and grievance procedures. Staff can view this policy on the school's staff drive.

If a staff member is approached by a pupil under 16 who is having, or is contemplating having sexual intercourse, the teacher should:

- Encourage the pupil to talk to their parent or carer. Pupils may feel that they are more comfortable bringing these issues to a member of staff they trust, but it is important that children and their parents have open and trusting relationships when it comes to sexual health and the school will encourage this as much as possible.
- Refer the matter to a DSL/DDSL and follow all Safeguarding procedures.

Pupils with special educational needs may be more vulnerable to exploitation and less able to protect themselves from harmful influences. If staff are concerned that this is the case, they should seek support from the Inclusion Manager or another member of the Safeguarding Team to decide what is in the best interest of the child.

## **10. Advice and treatment**

Staff who are approached by pupils with a concern about having contracted or possibly contracted a sexually transmitted disease should refer them immediately to the DSL or deputy who will liaise with the young person's Sexual Health Clinic within the child's Local Authority.

Providing advice on contraception and practicing safe sex is a key part of the school's RSE provision in planned lessons. Any discussions outside of planned lessons should take place with the support of DSL to ensure safeguarding.

We also encourage parents to engage their child in open discussion about practicing safe sex.

There is no reason for staff to expect to be made aware of a pupil or colleague's HIV or hepatitis status, and no person will be discriminated against because of this if there is a disclosure of this type of information. The Haven School will educate pupils about HIV, AIDS and other sexually transmitted diseases as part of the RSE education.

The school's first aid policy covers protection for all school members against infection from blood-borne viruses.



## 11. Monitoring and reviewing

The academic and personal needs of our pupils develop in line with varying societal pressures and economic changes. Our aim is to provide RSE that is relevant and tailored to meet the needs of our pupils, depending on their age and stage of personal development. For this reason, we review the RSE curriculum annually and will inform parents of any revisions to the school policy or relationship and sex education curriculum.

We aim to monitor the effectiveness of our sex education provision through:

- yearly feedback from pupils or other stakeholders.
- feedback from staff.
- classroom observations.
- Curriculum map, scheme of work and planning moderation.
- Evidence of learning.

## 12. Monitoring arrangements

This policy will be reviewed **annually** by Chloe Wilford/Assistant Head. At every review, it will be approved by the full School Board.

## 13. Links with other policies and guidance

This policy links to the following policies and procedures:

- Safeguarding Policy.
- Expectations for Learning Policy.
- Anti-Bullying Policy.
- Curriculum Policy.

This policy links to the following guidance: -

- Statutory guidance
  - Equality Act 2010.
  - DfE: Relationships and sex education (RSE) and health education.
  - Part 3 of the Independent School Standards Regulations 2014.
  - Forced Marriage (Civil Protection) Act 2007.
  - Female Genital Mutilation Act 2003.
- Other guidance
  - Disrespect NOBODY: What is relationship abuse?
  - Brook: Healthy lives for young people.
  - PSHE Association.

## Appendix 1

Year Group	Resource /Site	Topics Covered
7	UKS2 Twinkl Growing Up	<p>Changing Bodies – genitalia, puberty, hygiene, physical contact</p> <p>Changing Emotions – expressing and managing feelings</p> <p>Just the way you are – personal identity and stereotypes</p> <p>Relationships – types of relationships, attraction, features of loving relationships</p> <p>Let's talk about sex – personal hygiene, reproductive organs, reproduction, conception and birth, physical contact</p> <p>Human Reproduction – processes of reproduction and birth, life cycles, caring for babies</p>
8	Age 11-12 Jigsaw Changing Me	<p>Puberty – Changes in someone's body and feelings about it</p> <p>Having a baby – Conception and foetal development</p> <p>Family relationships and choices</p> <p>Image and self esteem</p> <p>My changing feelings</p> <p>Rights to my body and FGM</p>
9	Age 12-13 Jigsaw Changing Me	<p>Different relationship types and attraction</p> <p>Romantic relationships and healthy features</p> <p>Looks and smiles – feelings and attraction</p> <p>Pornography and understanding relationships</p> <p>Alcohol and it's risks</p>
10 (2 year rolling programme)	Age 13-14 Jigsaw Changing Me Age 14-15 Jigsaw Changing Me	<p>Mental Health/Addiction</p> <p>Emotions</p> <p>Sleep</p> <p>Resilience</p> <p>Self-expression</p> <p>Societal changes</p> <p>Change and decision making</p> <p>Risk and personal safety</p> <p>Stereotypes and relationships</p> <p>Physical/Emotional changes</p>
11 (2 year rolling programme)	Age 15-16 Jigsaw Relationships	<p>Intimate romantic relationships</p> <p>Gender diversity and sexuality</p> <p>Coming out as LGBT+</p> <p>Power in relationships</p> <p>Harmful and illegal cultural practices e.g. FGM/breast flattening</p>