



Pendle Community High School & College

Relationship and Sex Education Policy

Document Purpose

This policy reflects the school values and philosophy in relation to the teaching and learning of Relationship and Sex Education (RSE). The policy draws together National Curriculum guidelines and statutory requirements for Key Stages 3, as well as promoting the Spiritual, Moral, Social and Cultural (SMSC) development which includes British Values.

The policy seeks to address the individual learning needs of our young people and sets out a framework within which teaching staff can operate and provides guidance on planning, teaching and assessment.

This policy should be read in conjunction with the Scheme(s) of Work for RSE which sets out in detail what our learners in different Key Stages of different ability ranges will be taught.

This policy has been approved by the Governing Body following consultation with the wider teaching staff and is subject to regular annual reviews by the staff team and Governors.

The approach and delivery of RSE at PCHS & C takes due regard' to the Secretary of State's Sex and Relationship Education Guidance (DfEE, 2000)

Audience

This document is intended for all staff and other stakeholders with classroom responsibilities, school governors, parents, the Local Authority and Ofsted. A copy of this policy is made available for all staff within the curriculum policy file on the T Drive. A copy of this policy is also available to parents via the website.

Aims

At Pendle Community High School & College RSE promotes SMSC development, enabling learners to become more self-confident, responsible and independent, within their own parameters. It also helps to give learners the knowledge, skills and understanding they need to lead healthy lives and to become informed, active, responsible citizens. Learners are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing to the best of their ability, to the life of the school and the community. This is achieved through a variety of aims including:



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- To ensure that learners will work at a level appropriate to their ability using a variety of suitable materials within their Key Stage or from an earlier one if deemed appropriate.
- To understand that as individuals, we depend on family, school and society.
- To use appropriate behaviour, according to the situation.
- To relate positively to others.
- To exercise personal responsibility and initiative.
- To enable learners to value, respect and be proud of their own cultural background and understand the traditions of other cultures.
- To recognise and challenge stereotypes and discrimination.
- For learners to develop a sense of personal worth.
- To foster learner's appreciation of the significance, awe and wonder of life.
- To be able to understand the difference between right and wrong. To support learners to make informed choices about health and wellbeing matters including emotional health and wellbeing and sexual health.
- To inspire learners to develop and maintain a variety of healthy relationships within a range of social/cultural contexts and to develop parenting skills.
- To understand the concept of consent in a variety of contexts including in sexual relationships.
- To respect equality and be a productive member of a diverse community.
- For the learner to understand and recognise the risks or negative relationships including all forms of bullying, abuse, sexual and other violence and online encounters and how to identify and access appropriate advice and support.
- Staff should also be aware of their general responsibility for safeguarding students when using online or digital devices as outline in the Online Safety Policy.!
- To recognise how the media TV, newspapers, magazines famous celebrities can influences the choices that they may make.
- For the learners to identify and recognise how relationships can change over time.
- To support learners to recognise and manage emotions within a range of relationships.

The approach to the Relationship and Sex Education (RSE) at PCHS & C allows learners to find out more about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health in an age appropriate and sensitive way in line with their cognitive ability. It offers learners essential skills for building positive, respectful, non-exploitative relationships and staying safe both on and offline. All aspects are taught as part of the PSHE planned programme of study. Additional support is available



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from the school nurse for those learners identified as requiring 1-1 or small group support in specific areas. The school nurse also supports through delivering aspects of the RSE from a medical aspect as an addition to the curriculum taught aspects. At PCHS & C staff are aware of and work and live within the intended spirit, of the Equality Act 2010 ensuring that teaching is accessible to all learners, including those who are lesbian, gay, bisexual and transgender (LGBT). By seeking to promote an inclusive RSE we will foster good relationships between learners where all types of prejudice can be tackled to promote understanding and respect for each other.

The Relationship and Sex Education is monitored by the governor responsible for PSHE at PCHS & C and is evaluated as part of their meetings with the subject lead.

At PCHS it is acknowledged that parents have the `right to withdraw` their child from the RSE aspect of the PSHE curriculum. This information is available to them in the school handbook which each parent/carer receives on entry to the school and on the school website via this policy document.

Time Allocation / Cross-Curricular Links

The subject of RSE is allocated the appropriate amount of time, taking into account NC guidance, to provide all learners with a broad and balanced curriculum which is appropriate for their needs. For some learners the breadth and balance of the curriculum is addressed through personalised timetables.

This subject affords opportunities to link to other curriculum areas such as:

- **Literacy** (e.g. Discussions, sharing own experiences. Recording information for external accreditation. Using labels)
- **Numeracy** (e.g. Counting days in a menstrual cycle. Age related numbers linked to the law, sequence stages of development.)
- **Vocational Education** (e.g. The different relationships within a work environment.)
- **Science** (e.g. Life cycles, puberty, stages of pregnancy)
- **Computing** (e.g. Online reinforcement through the use of the internet, social media, YouTube etc.)



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Meeting the needs of independent and supported learners within RSE

Using this personal approach, teachers can devise activities in all areas of RSE, which are planned specifically at the appropriate level of need and ability for all learners, which also allows learning outcomes, recording and assessment to be directly linked to learning objectives. (Refer to **Appendix 1: Teaching & Learning Guidance**)

At Pendle Community High School & College the statutory guidance identified in the National Curriculum Programmes of Study for RSE have been adapted to ensure that coverage is appropriate for the needs of all independent and supported learners. This can be found in the subject map and schemes of work for RSE as found in **Appendices 2 & 3**.

Assessment, Recording and Reporting of Learner Progress

Introduction - Monitoring Learner Progress and Achievement

At Pendle Community High School & College, we have a good knowledge of the strengths and areas for development of individual learners. From this, accurate judgements can be discerned to ensure targets are sufficiently challenging to meet staff's high expectations through:

- External assessment module leading to nationally recognised accreditation.
- The monitoring and evaluation of Individual Education Plans (IEPs) and individual objectives, target planning and recording.

In addition, summative information can be found through:

- The Annual Review of a learner Education, Health & Care Plan.
- Through the annual End of Year Report.

Additional supporting comments can be gathered through:

- Regular Parents' Evenings.



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- Comments and input from parents and other professionals.

These contribute to supporting the staff team to fully monitor, evaluate and record learner's progress.

Subject Development and Resources

The whole school development of RSE and purchase of resources is planned through the annual Subject Development Planning cycle and expenditure evaluated as part of that process.

The Subject Leader is responsible for providing a regularly updated audit of resources available for their subject area which is made available to all teachers with a further copy available in the staff work room and relevant storage area.

The main resources will be kept in the GLP 06 in the store room. The doors will be locked from Friday to Monday and during all holiday periods. A box will be made available for each topic with a list of contents included. All resources will be required to be signed out and back in by a book kept inside the store room

Any additional resources required for the delivery of RSE must first be notified to the Subject Leader.

Health and Safety

The Subject Leader for RSE has a general responsibility for the application of the LA and Schools Safety Policies within their subject area and are directly responsible to the Headteacher for the application of all health, safety and welfare measures and procedures within their own department/ area or work.

All employees working within the subject area and/ or specialist room have a responsibility to take reasonable care of their own health, safety (including suitable dress and footwear) and welfare of other persons who may be affected by their acts or omissions while at work. They also have a responsibility to co-operate with the subject leader so that employers can comply with their statutory duties and specific responsibilities in terms of Health and Safety as identified below:-

- All heavy boxes should be kept on the bottom two shelves in the tambour units.
- All equipment that is damaged must be reported to the Subject Leader.

Appendices:



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- 1. Teaching & Learning Guidance**
- 2. Subject Maps for Key Stages 3 & 4**
- 3. Schemes of Work**

Footnote:

This curriculum policy for Relationship and Sex Education should be read in conjunction with the following policies:

- Whole School Policy for Curriculum, School Organisation, Curriculum Planning and Assessment Reporting & Recording (2016)**
- Autism Policy (2016)**
- Online Safety Policy (2017)**

This is not an exclusive list of policies and should not indicate to the reader that there are no other policies relevant to the understanding of best practice within our learning community.

Policy redrafted: April 2018

Policy approved by Staff:

Policy approved by Governors:

Review date: April 2019

Signed: _____ Date: _____
(Chair of Curriculum Committee)



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Signed: _____ Date: _____
(Headteacher)