



Pendle Community High School & College

Relationship and Sex Education Policy – September 2021

Document Purpose

This policy reflects the school values and philosophy concerning the teaching and learning of Relationship and Sex Education (RSE). The policy draws together National Curriculum guidelines and statutory requirements for Key Stages 3 and 4, as well as promoting the Spiritual, Moral, Social and Cultural (SMSC) development. Also, the fundamental British Values of democracy, the rule of law, individual liberty, mutual respect and the tolerance of those of different faiths and beliefs.

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 PSHE, which sets out in detail what our learners will be taught in relation to their ability range and key stage.

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.

As a maintained secondary school, we must provide RSE to all pupils as per the Children and Social work act 2017.

In teaching RSE, we must have regard to the guidance issued by the secretary of state, as outlined in section 403 of the Education Act 1996.

The approach and delivery of RSE at PCHS & C also 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, the aims of Relationships and Sex education (RSE) are to:

- Provide a framework in which sensitive discussions can take place.
- Revisit learning around puberty, and give pupils 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.

It also helps to give learners the knowledge, skills and understanding they need to lead healthy lives and to become informed, active, confident, resilient and empowered responsible citizens. It will prepare them for adulthood, to live a successful life, to be able to make their own safe, moral decisions after college when the pastoral care is taken away.

Learners are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum. They are expected to contribute to the best of their ability, to the life of the school and the community.

This is achieved through a variety of aims, including:

- 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.
- 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 of negative relationships, including all forms of bullying, abuse, sexual and other violence, including online encounters. 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 outlined in the Online Safety Policy and with reference to the non-statutory guidance Teaching Online Safety in Schools June 2019
- For the learners to recognise how the media TV, newspapers, magazines, celebrities can influence 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 curriculum

In Key Stage 3 Relationships education focusses 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

In Key Stage 4 Relationship and Sex Education 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 great care to ensure that there is no stigmatisation of children based on their home circumstances. Acknowledgement that families can include single-parent families, lesbian, gay, bisexual or transgender (LGBT) 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).

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 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.

The Relationship and Sex Education curriculum 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 non-statutory/non-science components of sex education within RSE up to and until three 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.

Requests for withdrawal should be put in writing and addressed 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.

Time Allocation / Cross-Curricular Links

The subject of RSE is allocated the appropriate amount of time within PSHE, 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.)

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 explicitly planned at the appropriate level of need and ability for all learners, which also allow learning outcomes, recording and assessment to be directly linked to learning objectives.

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.

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.
- Onwards and Upwards 'I can ...' statements within PSHE
- 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.
- Comments and input from parents and other professionals.

These contribute to supporting the staff team to 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 requests made to the SLT through the Onwards and Upwards system.

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 relevant storage area.

The primary resources will be kept in the GLP 06 in the storeroom. 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 the book kept inside the storeroom.

Any additional resources required for the delivery of RSE must first be notified to the Subject Leader who will put the requests onto the Onwards and Upwards system.

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 is 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:

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:

- PSHE Policy
- Autism Policy
- Online Safety Policy

Policy approved by Governors: October 2021

Review: July 2022

Signed: _____ Date: _____
(Chair of Governors)

Signed: _____ Date: _____
(Headteacher)