



Relationship and Sex Education Policy

Responsibilities

Status	Statutory
Review cycle	Every two years, or earlier if needed
Key school staff member & role	Sarah Griffey – Head of Secondary
Policy written / reviewed	July 2024
Ratified by the governing body	September 2024
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Version control details

Version number	Date of version	Details of updates, changes or review
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1.1	August 2025	Updated Science Teacher details



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1. Mission Statement

That all students should aspire to be:

- successful learners
- confident individuals
- responsible citizens
- effective contributors

2. Vision Statement

As a specialist school for a range of complex SEN which should ensure we have a highly skilled, flexible workforce to meet the needs of the all of our students, by providing a provision which meets the aspirations of the mission statement; working closely with a range of partners to enhance student outcomes.

3. Aims

The aim of this policy is to provide a working document that gives clear guidance to staff, parents, carers and governors so that all staff are aware of how to tackle any Relationship and Sex Education (RSE) related issue in line with the policy.

Specifically, it will influence the school's approach to RSE in:

- The taught National Curriculum Science Program of Study in line with the PSHE association [PSHE Association | Charity and membership body for PSHE education \(pshe-association.org.uk\)](http://pshe-association.org.uk)
- RSE modules within each Key Stage delivered within a planned Personal, Social, Health and Citizenship Education (PSHE) programme
- Pastoral support for students who experience difficulties
- Provision of appropriate information through leaflets and books in the PSHE room and display of posters and appropriate materials in units and communal areas
- Condom distribution – In accordance with the Get It scheme.

Rowhill school aims to deliver the RSE programme in a manner that will revisit topics, so they build upon their existing knowledge and skills throughout the school. It is intended that RSE be taught through active learning activities, as appropriate.

The taught RSE curriculum is based on the RSE matrix and the SCARF programme [SCARF: Safety, Caring, Achievement, Resilience, Friendship \(coramlifeeducation.org.uk\)](http://coramlifeeducation.org.uk), with a chosen pathway for each class group on a yearly basis thus ensuring the content delivered builds on past knowledge and mirrors the needs and maturity of the group.



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The aim is to ensure that the whole content is covered at the appropriate level for each cohort by the end of Year 11.

Our approach to RSE will be conducted within a clear morals and values framework based on the following principles:

The value of stable and loving relationships

- Respect, understanding and empathy towards others who may have different backgrounds, cultures, sexuality, feelings and views
- The development of relationships, including sexual relationships, based on mutual consent, rather than coercion
- The right not to be abused by other people or be taken advantage of
- The right of people to follow their own sexuality, within legal parameters.

We also believe that students have an entitlement to:

- Age and circumstance appropriate RSE
- Access to help from trusted adults and helping services.

RSE involves consideration of a number of sensitive issues about which different people may hold strong and varying views. The school's approach to RSE will be balanced and take account of, and be sensitive to, different viewpoints but will not be based on personal bias. We shall endeavor to have a balanced approach that is educational, rather than biased.

4. Statutory requirements and guidance

The Relationships Education, Relationships and Sex Education, and Health Education (England) Regulations 2019 are made under sections 34 and 35 of the Children and Social Work Act 2017, and provide that pupils receiving secondary education must be taught RSE and Health Education.

The new subjects of Relationships Education and RSE must be taught in special schools such as Rowhill.

To give effect to the duty in section 34 of the 2017 Act and the power in section 35 of that Act, the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 amend existing provisions in the Education Act 1996 and the Education Act 2002 and insert new provisions into the Education (Pupil Referral Units) (Application of Enactments) (England) Regulations 2007, the Education (Independent School Standards) Regulations 2014 and the Non-Maintained Special Schools (England) Regulations 2015.



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The new provisions include a requirement for the Secretary of State to publish guidance on Relationships Education, RSE, and Health Education and require schools:

- to have regard to that guidance
- to make a statement of policy on their provision of Relationships Education and RSE
- to set out the circumstances in which a pupil is to be excused from RSE.

5. Policy Development

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

- Review – a working group pulled together all relevant information including relevant national and local guidance
- Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
- Parent/stakeholder consultation – parents and any interested parties were invited to read and comment on the draft policy
- Pupil consultation – will become part of the annual planning of the RSE for each class
- Ratification – once amendments were made, the policy was shared with governors and ratified.

6. Definition

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.

7. Curriculum

The content of the RSE curriculum follows the PSHE organisation's scheme based on the 5 areas for development. 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



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7.1 Key stage 1 and 2

RSE is delivered through the SCARF programme. Rowhill School bought into the Coram Life Education organisation to deliver SCARF and ensure both teacher and learners receive the right support. SCARF focuses on:

- Safety
- Caring
- Achievement
- Resilience
- Friendship

7.2 Key stage 3 and 4

Whilst there will be a certain amount of dovetailing between the Science department and PSHE, it has been decided that the responsibility for delivery of RSE will lie within the PSHE department. As these are important topics, elements of the curriculum from a biological perspective will be taught in science lessons. The development and sequencing of the programme will use the matrix (scheme) to plan and record the development of each cohort which then passes with that cohort through their time at school.

The National Teenage Pregnancy Strategy (Department of Health 1999) which is inextricably linked to the National Strategy for Sexual Health and HIV (Department of Health 2001) states that evidence suggests that young people lack the information which enables them to make decisions regarding their sexual health and that it is time to re-examine the traditional approaches to solve these problems.

Recommendations from the Ofsted Report (2002 and 2005) suggest that schools and schools should broaden their coverage and their definition of achievement in sex and relationships education to include the development of young peoples' values, attitudes and personal skills in addition to the acquisition of factual knowledge. Key Stage 4 learners complete an RSE unit of work and will achieve the AQA unit award certificate.

8. Delivery of RSE: Specific considerations for teaching RSE at Rowhill

Autistic individuals may present with particular difficulties in forming, and maintaining healthy and positive relationships and communicating their feelings, emotions and needs. The need for guidelines on an integrated sex education and relationship programme will be specific to the needs and level of ability of everyone.



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The Relationship and Sex Education programme acknowledges that pupils/students mature at their own speed and individual plans will be developed, delivered, and monitored following their individual developmental and physical stages.

Relationship and Sex Education is cross-curricular, and it will therefore form part of the wider curriculum (PSHE framework), including personal health and wellbeing, which aims to influence the development of self-awareness, gender and sexuality throughout the school life. As such many students will have access to personalised mentoring from key staff within their Hubs or classes.

Students will be encouraged as much as possible to take an active part in any decision making, with self-advocacy and the skills of socially appropriate behaviour, informed consent and assertion. The individual's choice must be respected within the understanding that it does not impact on the life, health, safety, and welfare of others.

Upon request, parents are provided with written information regarding the content of the Relationship and Sex Education programme (each year) and they are given an opportunity as part of the Annual Review process to discuss with staff any related matters that cause them concern.

Parents will be reassured that the personal beliefs and attitudes of teachers/staff will not influence the teaching of Relationship and Sex Education within the PSHE framework.

Concerned parents are invited to discuss their concerns with teachers/staff so that a solution can be sought.

9. Roles and Responsibilities

9.1 The Governing Body

The Governing Body will approve the RSE policy, and hold the Headteacher to account for its implementation.

9.2 The Headteacher

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE (see section 8).



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9.3 Staff

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 the non-statutory/non-science components of RSE

Staff directly involved in teaching RSE:

Rowhill School				
RSE lead	Mrs Sarah Griffey			
Science teachers	Mr David Brooks	All Primary Teachers	Secondary Nurture Class form tutors	ACP Tutors
PSHE teachers	Mrs Sarah Griffey	All Primary Teachers	Secondary Nurture Class form tutors	ACP Tutors
Get It Scheme professional	Ms Sue Callahan			

9.4 Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

9.5 Ground Rules

It will be the responsibility of the facilitator to create a 'safe' workshop environment to reduce anxiety and embarrassment and eliminate unintended personal disclosures.

Establishing ground rules at the beginning of a lesson will help to facilitate a safe environment, which will benefit the scope and contributions to the topics under discussion. The key ground rule is that no personal questions will be asked.

Those that deliver the RSE programme are careful to ensure that their personal beliefs and attitudes do not influence the teaching of sex and relationships. To this end ground rules have been agreed to provide a common values framework within which to teach.



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There are clear parameters as to what will be taught in whole class setting and what will be dealt with on an individual basis:

- Students will be given preparation so that they will know how to minimise any embarrassment they feel
- No one (teacher or pupil) should be expected to answer a personal question.
- No one will be forced to take part in a discussion
- Only the correct names for body parts will be used
- Meanings of words will be explained in a sensible and factual way.

All staff are aware that everyone has views on RSE related issues. However, while it is respected that everyone has the right to their own viewpoint, all RSE issues are taught without bias. Topics are presented with all viewpoints so that students are able to form their own, informed opinions but are also encouraged to respect that fact that others may have quite different viewpoints.

9.6 Outside Agencies

Outside agencies and speakers may be involved in inputting to RSE lessons. The school will only work with agencies and speakers who are appropriate to pupil needs. We shall work in partnership with them and jointly plan their work within the school. Students have an entitlement to age and circumstance appropriate RSE and to pastoral support. They will be actively consulted about their RSE needs and their views will be central to developing the provision. Any external agency will be expected to comply with this policy and be vetted in according to school procedures.

10. Parents/Carers

10.1 Informing Parents/Carers

We are aware that some parents/carers find it hard to cope with their children's sexual development and are happy for the school to take the initiative. We will take every opportunity to inform and involve parents and carers at all levels.

The Department for Education states:

In relation to the teaching of relationships, sex and health education (RSHE), there are specific requirements which mean that all schools must publish a relationships or a relationships and sex education policy, and consult parents on it. Further to this, the statutory guidance on RSHE is clear that when consulting parents, schools should provide examples of the resources that they plan to use, and ask to see the materials external providers will use in advance.



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10.2 The right to withdraw

In secondary education from September 2020:

- Parents will not be able to withdraw their child from any aspect of Relationships Education or Health Education
- Parents will be able to withdraw their child (following discussion with the school) from any or all aspects of Sex Education, other than those which are part of the Science curriculum, up to and until three terms before the age of 16.
- After that point, the guidance states that 'if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those terms'
- Where pupils are withdrawn from sex education, schools should document the process and will have to 'ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.'

11. Training

Staff have been made aware of the contents of the policy and how they should engage in the delivery of the policy, i.e. through taught RSE lessons by specifically competent staff, through other aspects of PSHE, through tutor session and personal mentoring sessions where applicable.

The PSHE Lead will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE. These sessions will be monitored before delivery to ensure they are compliant with this policy. Coram Life Education have provided staff at Rowhill school with SCARF training.

12. Monitoring arrangements

The PSHE Lead is the named RSE coordinator. The RSE Co-ordinator has responsibility for overseeing the tuition of RSE. The RSE Co-ordinator thoroughly reviews any potential resource to ensure that there is no stereotyping, bias or prejudice and that they are suitable for the age group of the audience.

The delivery of RSE is monitored by the Headteacher, head of Hubs and the PSHE Lead through:

- Planning scrutiny (PSHE association, schemes of work mapping)
- Learning walks/Lesson observations
- Internal department planning
- Regular cross Hub monitoring meetings by RSE lead
- PSHE subject development plan and termly meetings



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Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems. Active learning methods, which involve children's full participation, will be used. This includes use of quizzes, case studies, research, role play, video, small group discussion and use of appropriate guest speakers. Students will also be given many opportunities to reflect on what they have learnt in RSE lessons.

Relationship and Sex Education takes place within mixed sex classes or single gender groups as deemed appropriate and relevant, with the students' usual class teacher. Should a teacher be absent it would not be undertaken by a short-term supply teacher.

Rowhill school has a trained Get It scheme Professional (in line with the organisation Metro), which allows learners over the age of 13 to have access to free condoms.

13. Considerations

Young people may have varying needs regarding RSE depending on their circumstances and background. The school strongly believes that all students should have access to RSE that is relevant to their particular needs. To achieve this the school's approach to RSE will take account of the following aspects.

13.1 Ethnic and cultural diversity

Different ethnic and cultural groups may have different attitudes to RSE. The school will consult students and parents/carers about their needs, take account of their views and promote respect for, and understanding of, the views of different ethnic and cultural groups.

13.2 Varying home backgrounds

We recognise that our students may come from a variety of family situations and home backgrounds. We shall take care to ensure that there is no stigmatisation of children based on their home circumstances.

13.3 Sexuality

On average, about 5% of our students will go on to define themselves as gay, lesbian or bi-sexual (GLB). Students may also have GLB parents/carers, brothers or sisters, other family members and/or friends. All our students will meet and work with GLB people. Our approach to RSE will include sensitive, honest and balanced consideration of sexuality. We shall actively tackle homophobic bullying.



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13.4 Special educational needs

Our students present with a range of presenting special educational needs, including Social, Emotional and Mental Health, Communication and Interaction and Cognition and Learning. These presenting needs may result in particular RSE needs, which will be carefully planned for by staff.

13.5 The teaching programme for Relationship and Sex Education

We intend that all students shall experience a programme of RSE at a level which is appropriate for their age and physical development.

13.6 Contraceptive advice

Older students will be taught, in the context of sexual intimacy and safer sex, that intercourse should always involve using a condom. The level of discussion and information is raised throughout the pupil's school life.

13.7 Confidentiality

Teachers conduct RSE lessons in a sensitive manner and in confidence, however, if a learner makes a reference to being involved, or likely to be involved in sexual activity, or indicates that they may have been a victim of abuse, this will be dealt with in line with our Child Protection policy, Designated Safeguarding Lead (DSL) and logged on My Concern. At the beginning of the topic it will be stated that this is an appropriate place to discuss RSE but if any concerns are raised about a learner's safety then it will be reported.

- END OF POLICY -