



ROWHILL SCHOOL RELATIONSHIP SEX EDUCATION POLICY

Head Teacher

Geoff Bartrum

Chair of Governors

Stephen Jefferys

Policy ratified

Policy Review

March 2020(New)

Rowhill School

Relationship & Sex Education Policy

Mission Statement

That all students should aspire to be:

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

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

Ethos & Values

The school aims to be positive, innovative and demanding with high expectations of performance but balanced by high levels of support for each individual's well-being. The values we believe are needed to attain this ethos include:

- Teamwork, partnership & support to ensure the best possible learning environment is created
- Personal responsibility & leadership to ensure everyone understands their roles within the school and feel a sense of being and achievement
- Innovation, creativity & change to ensure that the school remains at the cutting edge of teaching and learning and behavioural development
- Resilient, optimistic & positive to ensure all stakeholders learn to cope with success and failure to develop self-esteem
- Challenge, opportunity & recognition to ensure all possible avenues for development are investigated and achievement rewarded
- Honesty, trust & compassion to ensure we become an emotionally intelligent community capable of understanding the feelings of others

Introduction

The teaching of Relationship & Sex Education at Rowhill School, using an integrated and consistent approach, is an important aspect of pupils' education. Relationship & Sex Education (RSE) includes supporting young people in developing self-confidence in preparing for physical and emotional changes into adulthood. We believe that the teaching of RSE should be shared with parents and be mutually supportive and complementary. It promotes an understanding of the range of family types and other people who contribute to providing children with the care, love and support they need to grow and develop,

In this document, RSE relates to 'learning about physical, moral and emotional development.' It is about understanding the importance of family life, stable and loving relationships, respect, love and care and promoting the British value of tolerance. We do not use RSE as a means of promoting any form of sexual orientation.

The policy has been developed to ensure that staff and parents or carers are clear about the statutory requirements regarding RSE, and that the pupils receive their educational entitlement. Through implementation of this policy, the school will meet specific aspects of the legal and statutory requirements. Every child is entitled to receive RSE. It is our intention that all children have the opportunity to experience a programme (in line with Department for Education guidelines) of RSE at a level which is appropriate for their age and physical development with differentiated provision if required.

Aims & Objectives

The Moral and Values Framework

RSE is required to be taught within a moral framework. Children will learn about moral values through all aspects of school life and in all curriculum areas, not just in RSE.

We aim to:

- help pupils develop sensitivity and respect for themselves and others.
- provide a friendly and caring environment in which children are able to ask questions and further their understanding.
- support pupils in taking responsibility for their actions and the consequences of their actions.
- provide equal opportunities for all children in a caring community in which each individual is encouraged to make a valuable contribution.

Aims of Sex and Relationship Education

Taking account of the age, maturity and needs of the pupils, RSE aims to:

- provide the knowledge and information in which all pupils are entitled.
- help children to develop feelings of self-respect, self-esteem, self-confidence, sympathy and empathy.
- provide the confidence to enable them to become participating members of society and to value themselves and others.
- prepare pupils for puberty and encourage them to take responsibility for their own actions.
- give them an understanding of reproduction and sexual development.
- give them an understanding of the importance of health and hygiene.
- develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media.
- respect and care for their bodies.
- give them information on where individuals and families can get help and support.
- answer pupils' questions honestly and sensitively – referring the children to parents where appropriate.

Context

We teach RSE in the context of the school's aims and values framework. Whilst RSE in our school means that we give children information about sexual behaviour, we do this with an awareness of the moral code and values which underpin all work in school. In particular, we teach RSE with the beliefs that:

RSE should be taught in the context of loving relationships and family life; respectful relationships, including friendships.

RSE is part of a wider personal, social, cultural, spiritual and moral educational process, including mental wellbeing.

children should be taught to have respect for their own bodies, including learning about health and prevention.

children should learn about their responsibilities to others, and be aware of the consequences of sexual activity; being safe online and media.

it is important to build positive relationships with others, involving trust and respect; intimate sexual relationships, including sexual health.

children need to learn the importance of self-control and the changing adolescent body.

RSE will also link into other parts of the PSHE curriculum covering physical health and fitness, healthy eating, drugs education and basic first aid.

Process

Teaching and Learning including Delivery of the Curriculum

We teach RSE discretely, however, some relationship aspects are covered through our pastoral system and some of the biological aspects are covered in Science.

We teach RSE through other subject areas (for example Science and PE) where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body and how it is changing and developing. Learners will learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved.

Since RSE incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum, but through all aspects of school life, including the playground. It is important then that all staff understand that they have a responsibility to implement this policy and to promote the aims of the school at any time they are dealing with children.

The Role of Parents

The school is well aware that the primary role in children's RSE lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective, we:

- inform parents about the school's RSE policy and practice.
- answer any questions that parents may have about the RSE of their child.
- take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSE in the school.

The Role of the Headteacher

It is the responsibility of the head teacher to ensure that both staff and parents are informed about our RSE Education policy and that the policy is implemented effectively. It is also the head teacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity. The head teacher monitors this policy on a regular basis and reports to governors on the effectiveness of the policy.

The Role of the School and Other Members of the Community

We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. Health professionals are expected to work within the school's RSE policy and on the instructions of the head teacher.

Confidentiality

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, or indicates that they may have been a victim of abuse, this will be dealt with in line with our child protection policy.

Answering Difficult Questions

If a child asks an explicit or difficult question, the staff will use their professional judgement in deciding the best way to answer it. This may be through individual work or discussion with the child. If the staff member is concerned, they can refer to the head teacher who can discuss the matter with the parent, or follow other appropriate procedures.

Procedures for Withdrawal of Pupils

Parents and carers have the right to withdraw their child from some, or all RSE lessons, but not statutory Science lessons. Should you be considering such a step, first talk it through with your child and their class teacher and then, if necessary, contact the head teacher.

Guidance used in creating this policy

Department for Education (Relationships Education; Relationships and Sex Education RSE and Health Education)

NAHT advice and guidance