



**Greys Education Centre**

An Alternative Provision Academy

# **BILTT Greys Education Centre**

## **Relationship and Sex Education (RSE) Policy**

Reviewed: by Jo Tift 1<sup>st</sup> March 2021  
To be Reviewed March 2023

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## 1. Context / Introduction

From September 2020, Relationships Education will be compulsory for all primary pupils. Relationships and Sex Education (RSE) will be compulsory for all secondary pupils and Health Education will be compulsory for all pupils in state-funded schools.

RSE will cover the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, forced marriage, rape, domestic abuse and FGM, and how these can affect current and future relationships

- This policy helps ensure that the whole school community (pupils, parents/carers, staff, and LAB members) have a shared understanding of this important area of the curriculum. It is accessible to all stakeholders on the school website or by request.
- This is a working document which provides guidance and information on all aspects of RSE and aims to provide a secure framework within which staff can work.
- The term Relationships and Sex Education, RSE, is used in this policy rather than Sex Education. This is to stress that our approach goes beyond provision of biological information to also focus on clarifying attitudes and values, and developing self-esteem and the skills to manage relationships

The policy must:

- Define sex and relationship education;
- Describe how relationship and sex education is provided and who is responsible for providing it;
- Say how relationship and sex education is monitored and evaluated;
- Include information about parents' right to withdrawal; and
- Be reviewed regularly

RSE is a lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of loving and caring relationships. It is about the teaching of sex, sexuality and sexual health. Research demonstrates that good, comprehensive RSE does not make young people more likely to become sexually active at a younger age.

Greys provides full time educational packages for pupils across all phases from age 5-16 who are unable to attend mainstream schools due to exclusion or illness. In addition, Greys works in partnership with local schools providing partnership placements for pupils at risk of PEX. Throughout the academic year we impact on over 100 pupils across Bedford Borough who come from a range of different religions, cultures and ethnic groups. In addition, we also work with pupils who have a statement of special educational need usually due to BESD also support and educate young people in the care of the local authority. The majority of our pupils are entitled to free school meals.

In addition, many of our pupils present with a wide range health and social needs and we work in partnership with a range of different agencies to support pupils including the YOS, Social care, drugs and alcohol advice, Brooks sexual health care and the police.

## 2. Policy Aims

The aim of RSE is to provide children with age appropriate information, explore attitudes and values, and develop skills in order to empower them to make positive decisions about their health-related behaviour. This will take place with consideration of the qualities of relationships within families. The Trust Board and Heads of School have consulted with parents/carers, staff, pupils and members of the wider community in order to develop this policy which has the following aims:

- To provide the knowledge and information to which all pupils are entitled
- To raise pupils' self-esteem and confidence, especially in their relationships with others
- To help pupils to develop skills (language, decision making, risk assessment, assertiveness) and to make the most of their abilities
- To develop pupils' understanding of the importance of a healthier safer lifestyle
- To develop pupils' understanding of pressure from peers and the media, and their ability to resist these
- To provide a description of how RSE is delivered, monitored and evaluated in the school
- To help pupils learn to respect and care for their bodies
- To prepare pupils for puberty and adulthood
- To help pupils learn how to gain access to information and support

Effective RSE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables young people to make responsible and informed decisions about their health and wellbeing.

Effective RSE is essential if young people are to make responsible and well informed decisions about their lives. It helps support young people through their physical, emotional and moral development. It helps young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.

As part of RSE, pupils should be taught about the nature and importance of marriage, within single sex and opposite sex relationships, for family life and bringing up children. However, we recognise and value that there are strong and mutually supportive relationships outside of marriage. Therefore, pupils should learn the significance of marriage and stable relationships as key building blocks of community and society. Care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances.

All those who teach aspects of RSE within school, including visitors, are expected to be guided by the following values framework which represents the values held in common by the whole school community. The teaching of RSE will encourage students to:

- Value and respect themselves
- Value and respect others for who they are, not for what they have or what they can do
- Value healthy sexual relationships which are based on mutual respect, care and goodwill
- Value and respect differences in people's religion, culture, sexual orientation, physical and mental ability and social background
- Value and respect their own and others' rights to make choices in sexual relationships after having accepted responsibility for considering the consequences of those choices
- Value stable and loving relationships for the nurturing of children and as the basis of a society in which people care for one another

The personal beliefs and attitudes of teachers will not influence the teaching of RSE in this school.

### 3. Learning Outcomes for RSE within the School

**By the end of Key Stage 1**, pupils will have had opportunities to gain knowledge and skills necessary to build and maintain healthy relationships. They will have considered the effect of their behaviour on other people, and identify and respect differences between people. They will also have discussed different ways in which family and friends care for one another. They will be able to explain ways of keeping clean and they will be able to name the main parts of the human body. They will also be able to explain that people grow from young to old.

**By the end of Key Stage 2**, pupils will have had the opportunity to express their views and respect those of others. They will have discussed some of the bodily and emotionally changes that occur at puberty and how to deal with these in a positive way. They will have practiced skills in making judgements and decisions, and will be able to list some ways of resisting negative peer pressure around issues affecting their health and wellbeing. They will also have considered different types of relationship (for example, marriage or friendships), and discussed ways in which people can maintain good relationships (for example, listening, supporting, caring).

**By the end of Key Stages 3 and 4**, pupils will have had opportunities to gain knowledge and skills necessary to build and maintain healthy relationships including sexual relationships. They will also have considered their own and others' attitudes towards relationships and sex as they begin to develop positive values which will guide them in making healthy choices in their future relationships.

The guidance suggests that RSE in secondary schools should prepare young people for an adult life in which they can:

- develop positive values and a moral framework that will guide their decisions, judgements and behaviour
- be aware of their sexuality and understand human sexuality
- understand the arguments for delaying sexual activity
- understand the reasons for having protected sex
- understand the consequences of their actions and behave responsibly within relationships
- have the confidence and self-esteem to value themselves and others, and to have respect for individual conscience and the skills to judge what kind of relationships they want
- communicate effectively
- have sufficient information and skills to protect themselves and, where they have one, their partner, from unintended and unwanted conceptions, and sexually transmitted infections, including HIV
- avoid being exploited or exploiting others
- avoid being pressurised into having unwanted or unprotected sex
- get confidential sexual health advice, support and, if necessary, treatment
- know how the law applies to sexual relationships.

### 4. The Organisation of RSE

RSE is co-ordinated by the Assistant Head teachers and is taught within the PSHE programme at Key Stages 1, 2, 3 and 4.

A range of teaching methods which involve pupils' full participation are used to teach RSE. These include use of small group work, the media, discussion, case studies, drama and role-play. Ground rules and distancing techniques are used to establish a safe environment to facilitate discussion and students are encouraged to reflect on their learning. RSE is usually delivered in mixed gender groups. However, there may be occasions when single gender groups are more

appropriate and relevant. The programme content has been agreed in consultation with governors, parents/carers and teaching staff.

*List the resources you use to teach RSE. Include fiction, reference books, leaflets and extracts from videos, e.g. the Key Stage 3 Sex and Relationship Education resource, produced by the Sexual Health Education Unit.*

## **5. Use of Visitors**

Visitors should complement but never substitute or replace planned provision. It is the Assistant Head teacher's and teacher's responsibility to plan the curriculum and lessons.'

Visitors to school, such as parents/carers, health professionals and members of voluntary organisations, may be invited to plan and contribute to RSE lessons. They will be given a copy of this policy and will be expected to work within the values framework described within. The Assistant Head teacher's will ensure that the visitors' contributions to lessons are in line with the learning outcomes of the school's RSE programme. A teacher will be present during the lesson.

## **6. Terminology**

OFSTED guidance recommends that it is important for children to learn the language associated with body parts so that children are able to talk to health professionals. Therefore, teachers will use the anatomically correct language for body parts, while acknowledging common terms used by some people.

## **7. Dealing with Difficult Questions**

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. Teachers will endeavour to answer questions as honestly as possible, but if faced with a question they do not feel comfortable answering within the classroom, provision would be made to meet the individual child's needs. This may involve referring the child back to their parent/carer, school health advisor/school nurse or young person's health drop-in service for an answer, or seeking advice from the relevant teacher or Assistant Head teacher.

## **8. Children with Special Needs**

Teaching and resources will be differentiated as appropriate to address the needs of individual pupils according to their learning needs.

## **9. Monitoring and Evaluation of RSE**

The Assistant Head teacher collects evidence for the monitoring and evaluation of the RSE programme by means of lesson observations, monitoring lesson plans and gathering feedback from teachers and pupils. Feedback is obtained through group discussion and/or feedback forms. Parents' /carers' views are also considered and taken account of. The Head of School - Secondary holds an annual review meeting with the school nurse in order to review the evidence and plan the next year's programme. Any staff development needs will also be identified. RSE issues will be included in the induction programme for all new members of staff.

## **10. Withdrawal of Pupils from RSE and Complaints Procedure**

The school includes information on RSE in the school prospectus and full details are available on request. The school will inform parents/carers when aspects of the RSE programme are taught

(this may be done simply by announcing in the school's newsletter in some instances) and will provide opportunities for parents/carers to view the videos and resources being used.

Parents are informed of their legal right to withdraw their child from RSE via the school prospectus. Any parent wishing to withdraw their child is encouraged to make an appointment with the senior pastoral manager to discuss the matter. Students cannot be withdrawn from any part of RSE which falls within the statutory National Curriculum Science orders.

Any complaints about the content or delivery of RSE should be addressed to the senior pastoral manager.

## **11. Equal Opportunities**

All pupils are entitled to receive RSE regardless of ability, gender, race, religious belief or grouping. Through RSE we seek to develop a positive view of female and male sexuality. It is our intention that all children have the opportunity to experience a programme of RSE at a level which is appropriate for their age and physical development, with differentiated provision if required.

Objective discussion about the diversity of personal, social and sexual preference in relationships will take place in RSE and prejudiced views will be challenged in order to encourage tolerance. Any bullying around sexual behaviour or perceived sexual orientation arising from this prejudice will be dealt with as a serious matter.

## **12. Safeguarding and Confidentiality**

Some issues

RSE plays a very important part in fulfilling the statutory duties all schools have to meet. RSE helps children understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it.

Teachers need to be aware that effective RSE, which brings an understanding of what is and is not acceptable in a relationship, may result in children and young people making disclosures which will be addressed in line with school safeguarding policy and procedures.

Under common law, young people are entitled to the same duty of confidence as adults. Personal information about them should not be shared without their permission except for the purposes of child protection. There may be rare occasions when a child under the age of thirteen who is sexually active directly approaches a teacher. This should be viewed as a child protection issue and procedures should be followed in reporting concerns on to partners in Safeguarding from the LA. The staff member will inform the Head of School / Designated Safeguarding Officer in line with the LA procedures for child protection. A member of staff cannot promise confidentiality if concerns exist.

(Keeping Children Safe in Education, 2020) includes a section about being alert to signs that young girls may be at risk of female genital mutilation (FGM). School summer holiday, especially during the transition from primary to secondary school, is thought to be a key risk time for FGM. See also the government Multi-agency practice guidelines: Female Genital Mutilation (July 2020) which includes a section for schools

## **13. Procedure for Supporting Those Infected with HIV or Hepatitis B or C**

Staff should not expect to be informed of a pupil's or colleague's HIV or Hepatitis status. A member of staff, who is told of a pupil's blood-borne viral status, should inform the Head of School and no one else. She will tell the pupil that this is what they are doing. No pupil or member of staff will be discriminated against as a result of such a disclosure.

First aid and control of infection practice should always follow current county guidelines; this will protect all school members from infection with blood-borne viruses.

#### **14. Links with Other Policies**

PSHE & Citizenship  
Equal Opportunities  
Child Protection  
Confidentiality  
Behaviour  
Anti-Bullying

#### **15. Specific Information Relating to Key Stage 3 and 4 Pupils Under 16s' Entitlement to Confidential Health Advice and Treatment**

The school nurse and other health professionals follow guidelines which allow them to give advice and treatment to young people under 16 years old without the knowledge or consent of the parents/carers, if it is deemed to be in the young person's best interests. They will, however, encourage the young person to talk to their parents/carers. Only in cases where there is abuse taking place or a serious risk of harm, would the health professional follow the county child protection procedure and breach the young person's confidentiality. The young person would be kept fully informed at all stages of the procedure.

When the school nurse sees pupils on a one-to-one basis they will follow these professional guidelines. In PSHE lessons, however, they must follow the same guidelines as teachers.

RSE lessons will inform pupils of their entitlement to seek confidential help, including contraceptive and sexual health advice and treatment, and they will be taught about how they can access local services both inside and outside school. Knowledge of sources of local help and support should prevent the need for students to seek help from a teacher for their personal and health needs.

#### **16. Safeguarding**

There may be occasions when a teacher learns that a student under 16 is having or contemplating having sexual intercourse. In this case the teacher should:

- Ensure the student is aware of the need to seek contraceptive and sexual health advice and knows how to do so
- Encourage the student to talk to a parent/carer
- Decide whether there are child protection issues. Underage sex or a suspected pregnancy are not, in themselves, child protection issues unless the pupil is under thirteen years of age or there is coercion or abuse. A teacher who is concerned that there may be coercion or abuse can discuss the case anonymously with the Safeguarding Officer (SO). The SO can advise whether they need to know the name of the student and whether child protection procedures need to be initiated. The student will be kept fully informed at all stages.

A student with a learning disability or mental disorder may be more vulnerable to exploitation and less able to protect themselves and others. In these cases, the teacher can seek advice from the SO as above. The school governors and senior management team will support the staff member in exercising his/her professional judgement about what is in the young person's best interests.

## **17. Student Support Services Available in School**

If a young person requests support around RSE then they should be signposted to the relevant agency.

## **18. Support for Pregnant Teenagers and Young Fathers**

Any pupil who is continuing with a pregnancy will be given the opportunity to speak with the Assistant Head teachers or Head of School to ensure she knows how she may continue her education within the school, and if appropriate how she may continue in post-16 education. This discussion will include advice on benefits and child care as well as support. The school nurse will help her to access antenatal and postnatal care.

The school will also be sensitive to the needs of young fathers ensuring support around behaviour of peers, and information about sources of advice on legal and other issues.

## **19. Policy Development, Dissemination and Review Process**

This policy was drafted by the Heads of School, in consultation with the SLT, Assistant Head teachers, Head of Hospital Education, a parent/carer representative, governor representative, school council representative, school nurse and LA adviser. The policy was then ratified by the governing body.

The policy is made available to teaching and non-teaching staff, community partners and any outside visitors who may deliver aspects of RSE, via the school office. Parents/carers are invited to view the policy via the school website.

The policy will be reviewed every two years by the Head of School - Secondary in consultation with the above representatives.

Reviewed by Jo Tift  
1<sup>st</sup> March 2021