



Relationships Education, Sex & Relationships Education and Health Education Policy

Reviewed: September 2021

Date of next review: September 2022

INTRODUCTION

This policy is a working document which provides guidance and information on aspects of Relationships Education (RelEd) and Relationships and Sex Education (RSE) and Health Education (HE) at Westminster Special Schools. It was written by a cross-federation working party of staff and consulted on with parents, building on previous work done by both schools with Westminster's Family Planning Association (FPA) project manager. The schools aim for RelEd, RSE and HE to be a tri-partite undertaking between students, their parents and staff.

BACKGROUND INFORMATION ON THE SCHOOLS

Queen Elizabeth II Jubilee School (QEII) and College Park School (CPS) cater for learners with Special Educational Needs. All students have an Education, Health and Care Plan. CPS is designated for learners with autism and complex learning needs within the moderate to severe range and QEII for learners with severe, profound and multiple learning disabilities and complex medical needs. The schools are non-denominational and every effort is made to respect the requirements of students' religious beliefs. We are a school that prides itself on our varied ethnicity and have at least 25 different nationalities.

STATUTORY REQUIREMENTS – Children and Social Work Act 2017

'Relationships Education, Relationships and Sex Education (RSE) and Health Education: statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers' is now to be implemented. This document clearly sets out the curriculum content that secondary schools must deliver on RSE and Health Education. This document contains information on what schools should do and sets out the legal duties with which schools must comply when teaching Relationships Education, Relationships and Sex Education (RSE) and Health Education. Relationships Education and Health Education are now statutory (can not be withdrawn from).

WHAT ARE RELATIONSHIPS EDUCATION, RELATIONSHIPS AND SEX EDUCATION AND HEALTH EDUCATION?

Relationships Education is now a statutory requirement for primary school aged children. Relationships and Sex Education is the statutory requirement for secondary aged children. Health Education is a statutory requirement for all state schools.

Our approach puts relationships at the forefront of what we do and goes beyond simply the provision of biological information to also focus on clarifying attitudes and values, and developing self-esteem and the skills to manage relationships.

According to the government guidance, Rel Ed is

“teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.”

RSE is

“the information young people need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what is acceptable and unacceptable behaviour in relationships. This will help pupils understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed.”

HE is:

about physical health and mental wellbeing is to give young people the information that they need to make good decisions about their own health and wellbeing. It should enable them to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources.

Relationships Education, Relationships and Sex Education (RSE) and Health Education: statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers (DfE 2019)

Effective Rel Ed, RSE and HE 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 well-being.

This policy should be read with reference to other policies: PSHE, Science, Behaviour, SEAL and Safeguarding and Child Protection.

AIMS

The aim of RelEd, RSE and HE is to provide children with person-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.

Our aims are:

- To work with families to jointly plan a meaningful curriculum (that meets the government statutory guidelines) to meet individual needs as far as is practical;

- 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 develop skills (language, decision making, choice, assertiveness) and make the most of their abilities;
 - To develop pupils' skills for a healthier safer lifestyle;
 - To develop pupils' communication skills and assertiveness skills to cope with the influences of their peers and the media;
 - To provide a description of how RSE is planned for, 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;
 - To develop skills to promote safeguarding of themselves or others.
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VALUES FRAMEWORK

All those who teach aspects of Rel Ed, RSE and HE 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. Parents will be encouraged to engage with teaching staff and get involved at the planning stage, whilst 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 difference 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.
- 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 sex and relationship education in this school.

THE CURRICULUM

Our curriculum content will cover the required themes as set out in 'Relationships Education, Relationships and Sex Education (RSE) and Health Education: statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers'

Relationships Education

- Families and people who care for me
- Caring friendships

- Respectful Relationships
- Online relationships
- Being safe

Relationships and Sex Education

- Family
- Respectful relationships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

Health Education

- Mental wellbeing
- Internet safety and harms
- Physical Health and fitness
- Health eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

Each school has its own thematic curriculum which describes the core/base Rel Ed, RSE, HE curriculums to be delivered, and revisited, at regular intervals, with additional scope for the joint planning of individual programmes. The range of teaching methods is described in the CPS and the QEII RSE curriculum documents as well as the arrangements for assessment, reporting and recording of learning.

Individual programmes acknowledge that at different times different students may need support in dealing with issues such as menstruation or sexualised behaviours such as appropriate touching and/or masturbation etc. In this situation a multidisciplinary approach should make good use of the skills of external specialists, the school nurse, the schools' Educational Psychologist, teachers with specialist knowledge (such as in ASD or PMLD), Family or Pastoral Support, Connexions or other professionals. Parents should be involved in order to determine the best approaches together and provide the benefit of continuity of approach between home and school.

Regarding the use of visitors,

Use of visitors should be to enhance teaching by an appropriate member of the teaching staff, rather than as a replacement for teaching by those staff.

Relationships Education, Relationships and Sex Education (RSE) and Health Education: statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers (DfE 2019)

Visitors to school, such as parents, health professionals and members of voluntary organisations will be given a copy of this policy and will be expected to work within the values framework described within. The schools will ensure that the visitors' contributions to lessons are in line with the learning outcomes of the school's RSE programme. A member of teaching staff will be present during the lesson.

Teaching resources are selected on the basis of students' preferred learning styles and their appropriateness to meeting individual needs, which is likely to necessitate acknowledging that most students may not be working to age-related expectations. Consideration should be given on how 'work at home' or signposting of services by Family/Pastoral support can be used to support families in dealing with RSE issues or reinforce a consistent message.

Government guidance states that it is important for children to learn the correct language associated with body parts. Therefore, teachers will use the anatomically correct language for body parts and sexual activity, while acknowledging common terms used by some people.

Ground rules are used in RSE sessions to establish a safe environment and to facilitate open discussions. Where appropriate, students will be taught that certain language and conversations used during RSE sessions are not appropriate to have in other, everyday places and so privacy and confidentiality may form part of the ground rules. This, and the dignity of students, are important values to uphold in RSE sessions by staff and peers alike. Importantly, staff are reminded that confidentiality cannot be promised to a student where a potential safeguarding disclosure is made. If a member or staff or visitor believes that the child is at risk or in danger, they must talk to the safeguarding lead at the school, as per the Safeguarding and Child Protection Policy.

WITHDRAWAL OF STUDENTS FROM RELATIONSHIP AND SEX EDUCATION

The schools strongly urge parents to join in planning for an appropriate Rel Ed, RSE and HE curriculum for their child or young person, alongside the base/core RSE curriculum. Parents will be kept informed on sex education at their son or daughter's school, and will have access to the policy. The school will inform parents/carers when aspects of the RSE programme are being planned and will provide opportunities for parents/carers to view the videos and resources being used.

Up to and including year 6 Parents/carers have the right to withdraw their child from any lessons that are additional to the statutory relationships education lessons. At Westminster Federation this will only be lessons about masturbation, everything else is included within the statutory curriculum. If a parent wishes to withdraw then the parents/carers must meet with the Headteacher to make clear their concerns and materials will be provided for this education to be carried out at home.

After year 6 parents can request to withdraw their child from sex education lessons which include the following topics:

- Fertility and lifestyle impact on fertility
- Sexual pressure and peer pressure
- Delaying sex
- Contraception
- Pregnancy, miscarriage and pregnancy options
- STIs
- Alcohol, drugs and sex

If a parent wishes to withdraw then the parents/carer must meet with the Headteacher to make clear their concerns. There will be an expectation that sex education will be provided at home if it is not provided in school and we can give you materials to help with this.

When our young people are three terms before their sixteenth birthday, they can decide for themselves whether or not they receive RSE at school.

EQUAL OPORTUNITIES

All pupils are entitled to receive Rel Ed, RSE and HE regardless of ability, gender, sexual orientation, race, religious belief or grouping. It is our intention all pupils have the opportunity to experience a programme at a level which is appropriate to their personal and physical development, with differentiated provision and taken specialist advise if required.

REFERENCES

The following documents and books were referred to during the development of the RSE Policy.

- Ofsted Report on Education about Sex and Relationships 2002
www.ofsted.gov.uk/publications
- *Relationships Education, Relationships and Sex Education (RSE) and Health Education: statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers (DfE 2019)*

- A policy for providers in Westminster (drawn up in association with Image in Action and Family Planning Association).
 - Planning, teaching and assessing the curriculum for pupils with learning difficulties: Personal, Social and Health Education. QCA 2009
 - • Equality Act 2010 and schools
 - • SEND code of practice: 0 to 25 years (statutory guidance)
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REVIEW

This policy will be reviewed every two years from the date of adoption by the Governing Board.