

**Inscape
House
School**



**TOGETHER
TRUST**

Relationships and Sex Education Policy

1. The purpose of the policy

The purpose of a whole school Relationships and Sex Education policy is to:

- Explain the definition, aims and objectives of RSE.
- Describe what we teach and the approaches we use.

This policy helps ensure that the whole school community (pupils, parents/carers, staff, and governors) have a shared understanding of this important area of the curriculum. It is accessible to all stakeholders on the school website or by request.

As a school which values personal development in our children and young people we ensure our RSE is up to date and regularly evaluated.

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.

1.1 Definition:

Sex and relationships education is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. Some aspects are taught in science, and others are taught as part of personal, social, health and economic education (PSHE).

A comprehensive programme of RSE provides accurate information about the body, reproduction, sex, and sexual health. It also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline (21st Century Guidance 2014).

1.2 Legal Requirements:

The sex education contained in National Curriculum science (Key Stages 1 and 2) is compulsory in maintained schools. As a non-maintained special school, we must have 'due regard' to the Secretary of State's guidance on SRE (DfEE, 2000). This states that:

- 'All children, including those who develop earlier than average, need to know about puberty before they experience the onset of physical changes' (1.13).
- Children should learn 'how a baby is conceived and born' before they leave primary school (1.16).

We offer a curriculum which is balanced and broadly based and which:

- Prepares pupils at Inscape for the opportunities, responsibilities and experiences of later life.
- Promotes the spiritual, moral, cultural, mental and physical development of pupils.

This is stated in section 2.1 of the National Curriculum framework (DfE, 2013a) and relates to duties set out in the 2002 Education Act and the 2010 Academies Act.

2. Aims and objectives

The aim of RSE is to equip children and young people with the information, skills and values to have safe, fulfilling and enjoyable relationships, and to take responsibility for their sexual health and wellbeing.

Effective RSE can make a significant contribution to the development of the personal skills needed by students 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.

Addressing Relationships and Sex Education has three main elements enabling pupils to:

- Explore their own and other peoples' attitudes and values.
- Develop and practice personal and social skills.
- Increase their knowledge and skills.

The Relationships and Sex Education (RSE) policy is underpinned by the ethos and values of our school and we uphold it as an entitlement for all our pupils. We recognise the need to work as a whole school community to ensure a shared understanding of RSE and the under-pinning values and to deliver an effective programme that meets the needs of our pupils.

Inscape House School explores and teaches RSE within the following moral and values framework based on the following principles:

Respect and tolerance towards others who may have different backgrounds, cultures, feelings, views and sexuality.

- The right of people to hold their views within the boundaries of respect for the rights of others.
- The acceptance of the responsibility for and the consequences of personal actions.
- The right not to be abused by or taken advantage of by other people.
- The right to accurate information about relationships.
- An awareness of the way another person feels.
- The value of stable loving relationship.
- Mutual support and co-operation.
- Honesty and openness.
- Self-respect.

3. Ethos and Environment

3.1 Global Statement

Specific guidance documents on which the policy has drawn – key reference documents:

- Sex and relationship Guidance (SRE) for the 21st Century: Supplementary advice to the Sex and Relationship Education Guidance DfEE (0116/2000).
- Multi-agency practice guidelines: Female Genital Mutilation (2014).
- DCSF Sex and Relationships Guidance (0116/2000).
- The Equality Act 2010 and schools (DfE 2014b).
- Keeping Children Safe in Education, 2019).

Inscape House School will follow best practice by ensuring that the personal beliefs and attitudes of teachers will not influence their teaching of RSE lessons.

3.2 How and to whom will the policy be shared and consulted amongst in the Whole School

Dissemination and consultation/review of policy includes:

- Consultation with wider school community e.g. school nurse.
- Review of RSE curriculum content with staff and pupils.
- Pupil focus groups or school council. Consultation with school governors.
- Questionnaires to parents/carers.

The policy will be available to parents through direct request and available on the website.

3.3 Working with parents and carers and the wider community

In updating and developing this policy, we will ensure we consider:

- How parents are informed and consulted.
- Confidentiality for parents/carers.
- Role of parents/carers.
- Access to resources.
- Right to withdraw.

Parents and carers have an especially important role to play in supporting PSHE/RSE education.

Inscape House School is confident that the school's programme complements RSE across the school. To enable this, an information session for parents is offered to discuss the RSE programme. Teaching resources could be shown and opportunities will be given for discussion and questions.

Parents/carers are informed by letter of their right to withdraw their child from RSE lessons and given an overview of the topics the child will be covering. Parents/carers are also reminded that they can have a copy of the school's RSE Policy on request and that they can view any teaching resources being used in the delivery of RSE. This policy will also be made available on our school website.

3.4 CPD for Staff

Inscape House School ensures RSE/PSHE CPD for staff through:

- Opportunities for the Subject Leader to undertake any training required to fulfil the position effectively.
- CPD by trained practitioners to take place for staff involved in teaching the subject.
- Surveys of all staff with regard to RSE content and support required.

3.5 Statement of Inscape House School's commitment to equal opportunities and inclusion, with reference to the Inclusion and Equal Opportunities Policies

Inscape House School considers the needs of different groups within the school. (Boys and girls, varying home backgrounds, Sexuality, SEN, LAC, Faith, Ethnicity and Culture etc). The programme is differentiated at point of delivery by trained staff, so that it is appropriate to pupils age, ability, gender and maturity.

We aim to ensure all pupils are treated fairly, with no discrimination or bullying on grounds of gender, race, religion, colour, language, culture, social circumstances, appearance, sexuality, ability or disability etc.

The Equality Act 2010 covers the way the curriculum is delivered, as schools and other education providers must ensure that issues are taught in a way that does not subject pupils to discrimination. Schools have a duty under the Equality Act to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender (LGBT) and any other groups, however they choose to identify. Inclusive RSE will foster good relations between pupils, tackle all types of prejudice – including homophobia – and promote understanding and respect. The Department for Education have produced advice on The Equality Act 2010 and schools (DfE 2014b).

3.6 Specific Issues including Vulnerable groups

What kind of language will be considered acceptable and appropriate for use in RSE lessons?

All staff will:

- Openly teach pupils what 'slang' words mean (where appropriate) and that some are offensive.
- Use inclusive language (such as partner instead of boyfriend/girlfriend).
- Use correct terminology as this is deemed good practice.
- Avoid the use of any slang.

It is good practice to use medically correct terms for genitalia and sexual parts of the body, for example vulva, vagina, penis and testicles. Ofsted provides full support for this approach (2013) and have raised concerns that some schools are currently failing to teach this vocabulary because this leaves children unable to describe abusive behaviours.

The use of respectful language which challenges sexism, homophobia and other forms of prejudice can be established in RSE and will have benefits for the whole school community – both in and out of lessons. Ofsted found that casual use of homophobic language in schools is often unchallenged (2013). Children and primary and secondary level need to know that using the word 'gay', to mean something is rubbish is wrong. See also 'The LGBT Issue' e-magazine for inclusive RSE and challenging homophobia biphobia and transphobia (Sex Education Forum, 2014).

3.7 Safeguarding:

Some issues may result in children and young people making disclosures which will be addressed in line with school safeguarding policy and procedures.

RSE plays a very important part in fulfilling the statutory duties all schools have to meet. It helps children understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it. All schools have responsibilities for safeguarding and a legal duty to promote pupil well-being (Education and Inspections Act 2006 Section 38). Updated government safeguarding guidance is available (Keeping Children Safe in Education) and 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 (2014) which includes a section for schools.

3.8 Confidentiality:

Staff will follow school's policy with regard to confidentiality. Pupils should also be made aware of the boundaries of confidentiality should they choose to make a disclosure to a member of staff.

A member of staff cannot promise confidentiality if concerns exist.

4. Outline

Inscape House School teaches RSE through:

- Delivery across the curriculum e.g. biological aspects through the Science curriculum and other aspects through English, Geography and as appropriate.
- Including and compromising but not limited to; quizzes, case studies, research, role play, video and small group discussion.
- A wide range of teaching methods used to enable students to actively participate in their own learning. Embedding within the PSHE Curriculum at a whole school level.
- Opportunities for each class group in form tutor time.
- Specific groups or individuals identified.
- Assemblies and whole school events

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum.

At Primary level, Relationships Education focuses 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

For more information about our RSE curriculum, see Appendices 1 and 2.

At Secondary and Post 16 level, 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

For more information about our RSE curriculum, see Appendices 1 and 2.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, 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).

5. Content

The PSHE Association's Programme of Study document covers the key concepts, skills and topics at different key stages which should be covered as part of a comprehensive programme.

https://www.pshe-association.org.uk/resources_search_details.aspx?ResourceId=495

The Inscape House School Programmes of Study and Schemes of Work provide further detail of the content delivered to the children and young people. These are available via the school website, electronically on the staff area and physically in the PSHE subject folder.

6. Assessment

Teaching and learning of RSE will be assessed by:

- Student self-assessment
- Assessment for learning
- Teacher assessment
- Peer assessment

7. Monitoring

The delivery of RSE is monitored by the Head of Pastoral Care and Support, the relevant Heads of Department and the Headteacher through planning scrutinies, learning walks, lesson observations, pupil feedback etc.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

8. Working with outside agencies

Inscape House School may use the expertise of outside agencies.

Appropriate and suitably experienced and/or knowledgeable visitors from outside school may be invited to contribute to the delivery of RSE.

9. Other Related School Policies

This policy links to:

- Teaching and Learning Policy
- Safeguarding Children Policy
- Equal Opportunities Policy
- E-Safety Policy
- PSHE Policy

10. Roles and responsibilities

10.1 The governing board

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

10.2 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).

10.3 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 do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Headteacher.

You must include names/roles of those responsible for teaching RSE in your school.

10.4 Pupils

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

11. Parents' right to withdraw

At Primary level, parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Headteacher.

Alternative work will be given to pupils who are withdrawn from sex education.

At Secondary level, parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE up to and until 3 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 using the form found in Appendix 3 of this policy 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.

This policy will be reviewed by the Assistant Head – Pastoral Lead annually. At every review, the policy will be approved by the Headteacher.

Appendix 1: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<p>That families are important for children growing up because they can give love, security and stability</p> <p>The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives</p> <p>That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care</p> <p>That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up</p> <p>That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</p> <p>How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</p>
Caring friendships	<p>How important friendships are in making us feel happy and secure, and how people choose and make friends</p> <p>The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</p> <p>That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</p> <p>That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</p> <p>How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed</p>

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<p>The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>The conventions of courtesy and manners</p> <p>The importance of self-respect and how this links to their own happiness</p> <p>That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</p> <p>About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</p> <p>What a stereotype is, and how stereotypes can be unfair, negative or destructive</p> <p>The importance of permission-seeking and giving in relationships with friends, peers and adults</p>
Online relationships	<p>That people sometimes behave differently online, including by pretending to be someone they are not</p> <p>That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous</p> <p>The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</p> <p>How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</p> <p>How information and data is shared and used online</p>
Being safe	<p>What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p>About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe</p> <p>That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</p> <p>How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</p> <p>How to recognise and report feelings of being unsafe or feeling bad about any adult</p> <p>How to ask for advice or help for themselves or others, and to keep trying until they are heard</p> <p>How to report concerns or abuse, and the vocabulary and confidence needed to do so</p> <p>Where to get advice e.g. family, school and/or other sources</p>

Appendix 2: By the end of secondary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families	<p>That there are different types of committed, stable relationships</p> <p>How these relationships might contribute to human happiness and their importance for bringing up children</p> <p>What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony</p> <p>Why marriage is an important relationship choice for many couples and why it must be freely entered into</p> <p>The characteristics and legal status of other types of long-term relationships</p> <p>The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting</p> <p>How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed</p>
Respectful relationships, including friendships	<p>The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice)</p> <p>That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs</p> <p>About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</p> <p>That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</p> <p>What constitutes sexual harassment and sexual violence and why these are always unacceptable</p> <p>The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal</p>

TOPIC	PUPILS SHOULD KNOW
Online and media	<p>Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</p> <p>About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online</p> <p>Not to provide material to others that they would not want shared further and not to share personal material which is sent to them</p> <p>What to do and where to get support to report material or manage issues online</p> <p>The impact of viewing harmful content</p> <p>That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners</p> <p>That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</p> <p>How information and data is generated, collected, shared and used online</p>
Being safe	<p>The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships</p> <p>How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)</p>

TOPIC	PUPILS SHOULD KNOW
<p>Intimate and sexual relationships, including sexual health</p>	<p>How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship</p> <p>That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing</p> <p>The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</p> <p>That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</p> <p>That they have a choice to delay sex or to enjoy intimacy without sex</p> <p>The facts about the full range of contraceptive choices, efficacy and options available</p> <p>The facts around pregnancy including miscarriage</p> <p>That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help)</p> <p>How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing</p> <p>About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</p> <p>How the use of alcohol and drugs can lead to risky sexual behaviour</p> <p>How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</p>

Appendix 3: Secondary Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	