

Hambleton & Richmondshire Pupil Referral Service



THE SUNBECK
CENTRE

Sunbeck PRS Relationships and Sex Education Policy (RSE)

Ratified: March 2021

Review Date: February 2022

Introduction

Under the Children and Social Work Act 2017, the government committed to making relationships education (primary) and relationships and sex education (secondary) statutory in all schools, including LA maintained schools, academies, free schools and independent schools. All secondary schools are required to have relationships and sex education in place and a relationships and sex education policy as of September 2020 for the start date for mandatory provision.

In writing this policy a number of key partners have been consulted, these include:

- RSE Curriculum Review
- Management Committee members

In the original policy, the pupil council and Parents were also part of the consultation.

Documents that inform the school's RSE policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010),
- Supplementary Guidance RSE for the 21st century (2014)
- Keeping children safe in education –
- Statutory safeguarding guidance (2016)
- Children and Social Work Act (2017)

Definitions

RSE is lifelong learning about physical, sexual, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care, for family life.

It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

Principles & Values

At The Sunbeck Centre we strongly believe that RSE should:

- Be an integral part of the lifelong learning process, beginning in early childhood and continue into adult life.
- Be an entitlement for all young people.
- Encourage every student to contribute to our community.
- Support each individual as they grow and learn.
- Be set within this wider school context and supports family commitment and love, respect and affection, knowledge and openness. Family is a broad concept; not just one model, e.g. nuclear family. It includes a variety of types of family structure, and acceptance of different approaches.
- Encourage students and teachers to share and respect each other's views. We are aware of different approaches to sexual orientation, without promotion of any particular family structure. The important values are love, respect and care for each other.
- Generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment.
- Recognise that parents are the key people in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents and students, consulting them about the content of programmes.
- Recognise that the wider community has much to offer and we aim to work in partnership with health professionals, social workers, peer educators and other mentors or advisers.
- To ensure RSE fosters gender equality and LGBT+ equality

Attitudes and Values

- Learning the importance of values, individual conscience and moral choices;
- Learning the value of family life, stable and loving relationships, and marriage;
- Learning about the nurture of children;
- Learning the value of respect, love and care;
- Exploring, considering and understanding moral dilemmas;
- Developing critical thinking as part of decision-making
- Challenging myths, misconceptions and false assumptions about normal behaviour.

Personal and Social Skills

- Learning to manage emotions and relationships confidently and sensitively;
- Developing self-respect and empathy for others;
- Learning to make choices with an absence of prejudice;
- Developing an appreciation of the consequences of choices made;

- Managing conflict;
- Empower students with the skills to be able to avoid inappropriate pressures or advances (both as exploited or exploiter)
- Recognising personal strengths and how these affect the decisions students make.
- To gain an understanding of how the internet, social media and other digital platforms can influence and affect our choices

Knowledge and Understanding

- Learning and understanding physical development at appropriate stages;
- Understanding human sexuality, reproduction, sexual health, emotions and relationships;
- Learning about contraception and the range of local and national sexual health advice, contraception and support services;
- Learning the reasons for delaying sexual activity, and the benefits to be gained from such delay;
- The avoidance of unplanned pregnancy

Aims

The aim of RSE is to provide balanced factual information about human reproduction, together with consideration of the broader emotional, ethical, religious, and moral dimensions of sexual health. Our RSE programme aims to prepare students for an adult life in which they can:

- Develop positive values and a moral framework that will guide their decisions, judgements and behaviour; have the confidence and self esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationship they want.
- Understand the consequences of their actions and behave responsibly within sexual and pastoral relationships.
- Avoid being exploited or exploiting others or being pressured into unwanted or unprotected sex.
- Communicate effectively by developing appropriate terminology for sex and relationship issues.
- Develop awareness of their sexuality and understand human sexuality; challenge sexism and prejudice, and promote equality and diversity
- Understand the arguments for delaying sexual activity.
- Understand the reasons for having protected sex.
- Have sufficient information and skills to protect themselves and, where they have one, their partner from uninvited/unwanted conceptions and sexually transmitted infections including HIV. Be aware of sources of help and acquire the skills and confidence to access confidential health advice, support and treatment if necessary

- Know how the law applies to sexual relationships
- To recognise when relationships (including family relationships) are unhealthy or abusive (including the unacceptability of neglect, emotional, sexual and physical abuse and violence including honour-based violence and forced marriage) and strategies to manage this or access support for themselves or others at risk;
- To recognise risks, harmful content and contact, and how and when to report issues to keep them safe online;

RSE Curriculum.

The curriculum is designed around the statutory guidelines set out by the DFE. With each year group having at least one lesson per week, it is important to develop the curriculum so that it becomes a comprehensive scheme incorporating all aspects of developing positive relationships, assertive and passive behaviour and how to develop a foundation for future sex and relationships that our young people may enter into.

The curriculum has been designed to incorporate all aspects of the Sex and Relationships Guidance set out by the DfEE July 2000 and the Supplementary Guidance RSE for the 21st century (2014) and extensive use of the non-statutory framework for PSHE is made in planning the curriculum.

The fundamental belief is that young people should be prepared for an adult life where they can make choices about having relationships and keeping themselves safe. The approach and curriculum is also written to provide a safety net to young people who are currently involved in inappropriate relationships or are in a position of being subject to abuse.

Safeguarding and Confidentiality.

This policy acknowledges the guidance of Keeping children safe in education – statutory safeguarding guidance (2016). Due to the vulnerable nature of some of our young people, clear boundaries are adhered to by the teaching staff:

Personal references and comments are to be avoided.

All young people have the right to leave the room if the content of the lesson is raising issues for them. These issues will be picked up by appropriate staff, this includes disclosures.

The Headteacher should highlight, to the teaching staff of PSE, any Safeguarding issues surrounding the young people so that the lessons and content can be kept safe for them.

Appropriate language must be used with regards to body parts, sexual relationships, ethnic minorities, genders, contraception.

Confidentiality is explained clearly to the young people so that they understand the boundaries that they are working within and keep themselves safe.

All lessons are taught from a perspective which considers the fact that many of our young people are 'Looked After'.

Ground rules are negotiated with the group before embarking on lessons of a sensitive nature, so that both the staff and pupils can work together in a supportive atmosphere in which all members can speak with confidence and without fear of embarrassment, anxiety or breach of confidentiality;

Dealing with questions – when unexpected questions or comments are made staff should use professional judgement. In the case where a question is too explicit, feels too old for a pupil, is inappropriate for the whole class, or raises concerns about sexual abuse, the teacher should acknowledge it and promise to attend to it later on an individual basis. In this way, the pupil will feel they have been treated with respect, but the rest of the class will not have to listen to personal experience or inappropriate information. To maintain trust and respect the teacher must remember to talk with the pupil later; and if a teacher is concerned that a pupil is at risk of sexual abuse, they should follow the school's child protection procedures.

For those pupils who may not want to ask a question directly in the lesson "phone a friend" cards are available to write down their question and leave it with the teacher at the end of the lesson. This will be followed up by the teacher later. If a teacher doesn't know the answer to a question, it is important to acknowledge this, and to suggest that the pupil or teacher or both together research the question later.

Teaching and teaching resources.

Teaching is done in a way so that all young people can engage with the lessons despite their varying abilities and backgrounds. The ethos is one of inclusive and open practice. There is an atmosphere where young people are appropriate and feel free to raise questions that are concerning them. Assessment has shown that the progress the young people make in terms of knowledge, skills, emotional and behavioural aspects of learning and understanding of conducting relationships improves greatly during the course

All teaching is supported through use of interactive resources, online resources, the PSHE association, North Yorkshire Health and wellbeing advisor and other outside agencies.

It is an ethos of the department that all agencies used are appropriate for the young people and both parties know exactly what to expect before the work

takes place thus planning meetings will be completed before any work commences.

All work is reviewed thoroughly after each session and at the end of the course. The learning outcomes established should support the work that has already been done and lead into work that will be done.

It is hoped that young people gain a well rounded perspective on RSE and its impact upon their lives both positive and negative.

Inclusion

Ethnic and Cultural Groups

We intend our policy to be sensitive to the needs of different ethnic groups. For some young people it is not culturally appropriate for them to be taught particular items in mixed groups. We will respond to parental requests and concerns.

Students with Special Needs

We will ensure that all young people receive sex and relationship education, and we will offer provision appropriate to the particular needs of all our students, taking specialist advice where necessary.

Sexual Identity and Sexual Orientation

We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate questions and offer support. Young people, whatever their developing sexuality need to feel that sex and relationship education is relevant to them.

Right of Withdrawal

Parents and carers rights are respected and consent for RSE is discussed within the Induction meeting that all students and their parents/carers attend before joining the Centre. Correspondence via email or letter are sent at the start of RSE lessons with information about the RSE programme, explaining its content and what their child will be learning.

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE, before granting any such request, will require the Headteacher discuss the request with the parent and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum.

Parents are welcome to review any RSE resources the school uses.

There is no right to withdraw from the national curriculum.

Confidentiality, Controversial and Sensitive Issues

Teachers and support staff cannot offer unconditional confidentiality. Teachers are legally bound to inform the Designated Safeguarding Lead of any disclosure relating to the safety and wellbeing of students.

In a case where a teacher learns from an under 16 year old that they are having or contemplating sexual intercourse:

- The young person will be persuaded, wherever possible, to talk to parent/carer and if necessary to seek medical advice.
- Child protection issues will be considered, and referred if necessary to the teacher responsible for Child Protection under the school's procedures. In the case of a young person under the age of 13, a referral to Children's Social Care must be made.
- The young person will be properly counselled about contraception, including precise information about where young people can access contraception and advice services.

In any case where child protection procedures are followed, the teacher will ensure that the young person understands that if confidentiality has to be broken, they will be informed first unless it is considered to put them at further risk to do so.

Health professionals in school are bound by their codes of conduct in a one-to-one situation with an individual student, but in a classroom situation they must follow the school's policies.

Monitoring & Evaluation

It is the responsibility of the PSHE Co-ordinator to oversee and organise the monitoring and evaluation of PSHE, in the context of the overall school plans for monitoring the quality of teaching and learning. The PSHE programme will be treated as a subject department in this exercise, under which all departments undertake yearly self-evaluation and a twice yearly monitoring and evaluation exercise led by the School Leadership Team.

The Management Committee member linked to Safeguarding is responsible for overseeing, reviewing, organising and the name change of the Relationship and Sex Education Policy document.

Ofsted is required to evaluate and report on spiritual, moral, social and cultural development of students. This includes evaluating and commenting on the school's sex and relationship education policy, and on support and staff development, training and delivery.