



# **PSHE/Sex and relationship education Policy**

Redbridge High School

## **Overview**

Sex and Relationships education is not just a topic for adolescence or a 'crisis' approach to unwanted pregnancies and infections. We cannot ignore the importance of developing the life-long skills needed for people to form healthy relationships.

As such it is important to see sex and relationships education firmly rooted in the framework for PSHE and the curriculum, and as an integral part of the school ethos. The concept of self-respect, empathy and care begin in the early years and continue throughout school life; their potency is relevant far beyond.

## **Links To Other Policies**

This policy is linked to, and should be read in conjunction with the policies for:

- PSHE, Citizenship and British values
- Drugs Education
- Safeguarding
- Health and Safety
- Behaviour Support
- Equal Opportunities
- Science

# **Framework For A Whole School Sex and Relationships Education Policy**

## **INTRODUCTION**

No school can afford to be complacent or think that its young people are not at risk. Having an effective education strategy is not only important for schools but is vital for ensuring those who are most vulnerable have the knowledge and information to deal with situations as they arise.

When planning the school's curriculum the school will take account of the:-

PSHE association: - PSHE EDUCATION PLANNING FRAMEWORK FOR PUPILS WITH SEND KEY STAGES 1-4-

The National Body for Personal, Social, Health and Economic (PSHE) education

<http://www.pshe-association.org.uk/>

All schools are required to teach the majority of PSHE education from September 2020. This includes Relationships and Sex Education (RSE) at Redbridge high School, at key stages 3, 4 and beyond to years 13 and 14.

This latest version of the Framework accompanies the 2020 edition of the PSHE Association Programme of Study for PSHE education and is fully aligned with the Statutory Guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education from the Department for Education (DfE). They have mapped the content grids from this statutory guidance to the Planning Framework, and adapted learning outcomes appropriately in cases where statutory content may not be accessible for pupils with SEND. (See Appendix 1)

## **Aims**

At Redbridge High School we aim to provide our pupils with the knowledge, understanding and skills, at an appropriately differentiated level for their cognitive abilities, that will enable them to make the sort of choices that lead to a healthy lifestyle and develop to their full potential. Our Sex and Relationships Education programme teaches pupils about respectful relationships, care and consideration for themselves and others, personal hygiene, parts of the body, puberty and change. The programme also aims to equip them with the social skills that enable them to make informed decisions in relation to sex and relationships in society.

Sex and Relationships Education will be:

- Appropriate to the age and stage of development of the individual.
- Taught with sensitivity and sympathy towards individual, personal and family circumstances in order to avoid any anxiety or distress.

## **Objectives**

The objectives of our Sex and Relationships education programme are:

- To provide our pupils with knowledge and information about puberty and change, feelings, relationships, reproduction and responsibility.
- To support and promote positive mental health and wellbeing (see Mental health policy)
- To enable our pupils to openly discuss questions related to sex and relationships and so provide a safe environment for young people to share their thoughts and ideas.
- To help pupils respect their own bodies and in so doing reduce the likelihood of abuse or teenage pregnancy.
- To encourage the pupils to become more self-confident so that they are able to make sensible and informed choices about their lives.

- To ensure that pupils are taught about sex and relationships in a consistent manner following guidelines that have been agreed by the LEA, parents, governors and staff
- To give pupils the information and knowledge to keep themselves safe in all aspects of their life, see 'Online Safety, Remote learning' and 'Safeguarding policy.'

### **Practice / Implementation / Organisation**

We at Redbridge High School regard Sex and Relationships Education as a whole school issue, and believe that opportunities to teach about the importance of living a healthy lifestyle occur through the curriculum.

Sex and Relationships Education is delivered in a clear, concise and consistent manner in line the National and Local Guidelines.

- That animals, including humans, move, feed, grow, use their senses and reproduce.
- To recognise and compare the main external parts of the bodies of humans.
- That humans and animals can produce offspring and these grow into adults.
- To recognise similarities and difference between themselves and others and to treat others with sensitivity.
- That the life processes common to humans and other animals include nutrition, growth and reproduction.
- About the main stages of the human cycle.
- To develop understanding of and confidence in developing personal relationships.

At Redbridge High School Sex and Relationship Education is primarily delivered through the PSHE Scheme of work although there is some overlap with other subjects e.g. Science. It is also incorporated into our thematic curriculum which is usually delivered in half termly blocks, monitored and evaluated by the SRE curriculum team at medium term planning stage, every half term. In addition to whole class lessons, students have the opportunity to access discrete lessons delivered by the Pastoral and Learning Support team. There is a referral system in place to identify those

students who would benefit from a greater understanding of Sex and Relationship Education which will be discussed with parents as the need arises.

Learners at Redbridge High School have individualised approaches for Sex and Relationship Education based on their academic and personal starting points as they join us in year 7. Redbridge high school has three learning pathways, pre-formal, semi-formal and formal pathways, that take account of different learning styles of the school population and will consider the individual needs and development of the pupil.

Sex and Relationship Education for our **pre-formal pupils** will be based around body awareness and relationship development.

- Building 'muscle memory' and improving both gross and fine motor control through body awareness activities such as; movement to music, movement with the pupil not 'to' the pupil. Rebound, Hydrotherapy.
- Learners with PMLD are likely to have differences in their awareness of their own bodies. They may not know how their body parts are connected (our proprioceptive sense) and may not know where their bodies are in relation to the space around them (our vestibular sense). These two kinaesthetic senses need to be worked on as much as the conventional five, and sensory activities, including massage, can be an excellent focus for this
- Work on relationships may begin with pupils being encouraged to respond to other individuals and engage in appropriate interactions with them including Intensive interaction and focused 1:1 work during therapies, such as rebound therapy, hydrotherapy, sensory massage and personal care.

Sex and Relationship Education for our **semi-formal pupils** will incorporate

- Appropriate behaviour/inappropriate touch/behaviour, being private, stranger danger.
- Supporting pupils to become more independent, e.g. meeting own personal care, hygiene and toileting needs, showering.
- Independence in the community, accessing leisure facilities safely, learning social rules in the community.
- Turn taking, working alongside another person.
- Developing trusting relationships and communication with staff/people, intensive interaction, sensory processing activities e.g. rebound, hydrotherapy, walking

Teaching methods will ensure engaging and motivating activities and include social stories, photographs, individualised learning and team activities.

Sex and Relationship Education for our **formal pupils** will equip pupils so that they are able to confidently and safely make life choices. Pupils learning will cover

- Appropriate touch, relationships, consent, pregnancy, 'no means no', 'privates are private', menstruation, body parts-changes, sexual health including STi's and avoiding pregnancy, puberty, drug and alcohol safety awareness.

Taught through social stories, personalised to pupils, literature, media and films, bespoke resources discussions, team building, reflecting on experiences, situational learning

External agencies will be used to enhance the delivery of the sex and relationship curriculum as and when appropriate.

We encourage parental involvement in all aspects of this area of the curriculum.

providing information sessions for parents.

- the Pastoral and Learning Support Worker provides discrete SRE sessions for some pupils and parents where there are additional concerns.
- consulting with parents and seeking their consent for the pupils to attend the discrete SRE lessons.
- Pupils have the opportunity to work alongside an onsite councillor.
- signposting other agencies as appropriate to parents, for example 'Brook advisory'  
<https://www.brook.org.uk>

### **Additional Needs**

The school is aware that due consideration should be given to the educational entitlement of all the pupils in its care and that they are taught appropriately.

### **ICT Links**

The appropriate use of ICT Resources is used to augment and enhance the pupil's Sex and Relationships Education.

## **The Role Of The Headteacher**

It is the responsibility of the Headteacher that all staff and parents are informed about this policy and that it is implemented effectively. It is also the Headteacher's role to ensure that all staff have appropriate support and training so that they can teach effectively with sensitivity and understanding.

The Headteacher will liaise with external agencies and the LEA regarding the schools' sex and relationships education programme and thus ensure that all adults who work with pupils on these issues are aware of the school policy and work within its framework.

The Headteacher will monitor the policy on a regular basis and report to the Governors on request.

The Headteacher will ensure the SRE offer is agreed with parents through a consultation process, for example, making it available for perusal via the school website and through parental questionnaires.

## **The Role Of The Governors**

The governing body has the responsibility of setting down these general guidelines on sex and relationships education, and will support the Headteacher in implementing them. Governors will inform and consult with parents about the sex and relationships education policy. Governors will also liaise and consult with the LEA and Health organisations so that the school's policy is in line with National and Local guidelines.

## **Role Of The Parents**

We wish to build a positive partnership with the parents of our pupils and this can only be achieved through mutual trust and co-operation.

### **We aim to:**

- Consult with the parents about the schools' sex and relationships education policy, programme and practice.

- Answer parental questions about sex and relationships education and where necessary signpost a parent to the relevant support agencies.
- Inform parents when specific or delicate topics of current sex and relationships education is being taught, so that they may support the key messages being given to the pupils in the school and discuss the content with school staff if required.
- Inform parents of their right to withdraw pupils from any area of Sex and Relationships Education that is not taught under the Science curriculum.

### **The Role Of The SRE team**

The SRE team will regularly attend LEA meetings and courses. They will monitor and evaluate the SRE offer to all pupils on the three learning pathways. They will keep the Headteacher, Governors and staff informed on up to date trends, current good practice and appropriate resources for our pupils.

### **Assessment**

Teachers will make assessments annually using the P levels. The SRE team will monitor progress SRE through half termly planning evaluation, termly sampling of work from the three pathways. Feedback from the monitoring will inform the teachers planning future delivery and reports to the Headteacher and governors.

Further assessment will take place in accordance with the school Assessment Policy.

### **Monitoring**

Monitoring will include teachers and the SRE team identifying the SRE elements within Knowledge and Understanding/Science curriculum. The Redbridge SRE/PSHE curriculum (see appendix 2) will be cross referenced with medium term planning during the planning stage and more formal scrutinising of planning, classroom observation, peer teaching, sampling of work and discussions with the pupils will take place termly.

### **Child Protection**

**Children can abuse other children. This is generally known as peer on peer abuse and can take many forms. This can include (but is not limited to) bullying (including cyberbullying; sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking,**

**biting, hair pulling, or otherwise cause physical harm; sexting and initiating /hazing type violence and rituals.**

## **Keeping Children Safe in Education, 2019**

At Redbridge it is everyone's responsibility to promote good communication, provide a healthy, trustworthy and safe environment and challenge any form of peer on peer abuse.

Communication at Redbridge High school is key to the success of eliminating peer on peer abuse. A 'whole school communication approach' enables both verbal and non-verbal pupils to be able to communicate their needs and concerns to a trusted person.

The Sex and Relationship Education programme taught in school indirectly covers what peer on peer abuse is, how to keep themselves safe and who to talk to. This is addressed at appropriate levels to the pupil's needs i.e. pre-formal, semi-formal and formal learners.

Therefore, an environment where pupils, staff and parents are all aware of the expectations of behaviour e.g. school rules, friendships, cyber safety etc. promotes opportunities to disclose, challenge and respond appropriately to any peer on peer abuse.

If any disclosure, including peer on peer allegations, occurs during a health-based lesson and concerns are raised, teachers will follow the school's procedure for Safeguarding and Child Protection.

Teachers have a duty of care and so any incident or potential incident (e.g. involving abuse) must be treated as a Child Protection issue (see Safeguarding policy).

School staff will have annual safeguarding training and duty to read updates to the 'Keeping children safe in Education' document.

### **Confidentiality**

Pupils have rights under the Pupil's Act 1989 and can thus expect incidents or issues of a sexual nature to be treated sensitively. However, no one can give guarantees of confidentiality where the safety and welfare of a child is at risk. (see Safeguarding Policy)

## **Managing Specific Situations**

Throughout the school there may be occasional incidents that require sensitive handling. These will be dealt with

- Initially by the class teacher.
- The SRE pastoral support will then discuss the incident with the pupil.
- Senior management will be informed and input if necessary.
- Parents will be informed of the incident and the action taken.

## **Review**

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