

Clifton Hill School

Document	Relationships and Sex Education Policy
Content	Information about how RSE is taught at Clifton Hill
Status	Statutory
Review period	3 yearly
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Sign-off by	Head teacher
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Version Number	Date	Comment
1	January 2019	
2	December 2022	New Policy as part of RSE consultation Links to curriculum lead, impact, intent and implementation

Setting

Clifton Hill is a Surrey County Council funded community school for students aged 11-19 years who have severe or profound multiple learning difficulties, autistic spectrum disorder, challenging behavior and complex health needs.

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Aims

The aims of Relationships and Sex Education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare students for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help students develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach students the correct vocabulary to describe themselves and their bodies
- Help students to keep safe and know the difference between safe and unsafe behaviors
- Know how and where to ask for help

Statutory requirements

As a maintained secondary school, we must provide RSE to all students under the [Children and Social Work Act 2017](#).

In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state, as outlined in section 403 of the [Education Act 1996](#).

We must also have regard to our legal duties set out in:

Sections 406 and 407 of the Education Act 1996

Part 6, chapter 1 of the [Equality Act 2010](#)

The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Clifton Hill we teach RSE as set out in this policy.

Policy development

This policy has been developed in consultation with staff and parents. The consultation and policy development process involved the following steps:

- Review – a member of staff pulled together all relevant information including relevant national and local guidance
- Staff consultation – all school staff were given the opportunity to look at the policy, RSE curriculum bands and intent statement and make recommendations
- Parent/stakeholder consultation – parents and any interested parties were encouraged to read the policy, RSE bands and intent statement and share their opinions
- Ratification – once amendments were made, the policy was shared with governors and ratified

Definition

RSE is about the emotional, social and cultural development of students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

At Clifton Hill we recognise the importance of developing our student's conceptual understanding relating to personal safety, feelings, relationships, safe and unsafe behaviours and how to seek help in order for our students to keep safe and to form part of our schools safeguarding strategy.

Curriculum

We have developed the curriculum in consultation with staff, parents and guidance from the PSHE Association.

We have taken into account the age, developmental stage, needs and feelings of our students. If students ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that students are fully informed and don't seek answers online.

Delivery of RSE

We have chosen to teach RSE from Years 7 through to Year 14 in the formal and semi-formal curriculum.

We have decided to continue to teach RSE throughout Key Stage 5 because many of our students have a social communication disorders and require additional learning opportunities for developing and maintaining healthy relationships and keeping safe.

Therefore many of the topics within the PSHE curriculum interlink with RSE and in addition specific RSE topics are mapped out in our 8 year topic plan which are given more emphasis on the RSE strands.

PHSE and RSE topics have been mapped out in such a way to focus key topics such as puberty and friendships are taught in KS3 whereas sexual health and intimate relationships are more of a focus in KS4 and 5.

We recognise that RSE is a key subject for all students. Students who are developing within bands 7-4 will be working on the PSHE curriculum, focusing on physical and sensory development, emotional regulation and independence.

These are key areas of development for students working in these strands and need to be embedded throughout the school day to provide concrete and consistent learning opportunities before strand specific RSE strands are taught. .

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
- The Law

These areas of learning are taught within the context of family life, taking care to make sure 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 and 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).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism, illegal use of drugs or FGM.

Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of students will relate to them
- Is sensitive to all students' experiences

During lessons, makes students feel:

- Safe and supported
- Able to engage with the key messages

We will also make sure that students learn about these topics in an environment that's appropriate for them, for example in:

- A whole-class setting
- Small groups or targeted sessions
- 1-to-1 discussions
- Digital formats
- Give careful consideration to the level of differentiation needed

Use of resources

We will consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support students in applying their knowledge in different contexts and settings

- Are age-appropriate, given the age, developmental stage and background of our students
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to students' experiences and won't provoke distress

Use of external organisations and materials

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to students. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We will:

Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:

- Are age-appropriate
- Are in line with students' developmental stage

Comply with:

- This policy
- The [Teachers' Standards](#)
- The [Equality Act 2010](#)
- The [Human Rights Act 1998](#)
- The [Education Act 1996](#)
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with

Be clear on:

- What they're going to say
- Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers

We won't, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme

Roles and responsibilities

The governing board will hold the head teacher to account for the implementation of this policy.

The governing board has delegated the approval of this policy to the head teacher.

The head teacher and PSHE curriculum lead is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw students from some/all components of RSE (see parent's right to withdraw).

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual students
- Responding appropriately to students whose parents wish them to be withdrawn from some/all 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 head teacher.

Parents' right to withdraw

Parents have the right to withdraw their children from the some/all 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 and addressed to the head teacher.

Before granting any request to withdraw it is good practice for the head teacher to discuss the request with parents to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. Good practice will include the head teacher discussing with parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child.

A copy of withdrawal requests will be placed in the student's educational record. The head teacher will discuss the request with parents and take appropriate action.

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

Monitoring arrangements

The delivery of RSE is monitored by the PSHE curriculum lead through:

- Curriculum deep dives
- Planning scrutiny
- Learning walks, etc.

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

This policy will be reviewed by the PSHE curriculum lead every 3 years. At every review, the policy will be approved by the head teacher.