


Green Park School Relationships and Sex Education (RSE) Policy

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Role:	SEMH Lead
Committee approving Policy	Standards Committee
Date approved by Committee:	19 June 2023
Date for renewal:	Every Year, Spring 2024
Signed by Chair of Committee	 Rev S Skidmore , Chair of Committee

Our Mission

Green Park aims to provide access to high quality education and learning experiences, both in school and in the community and seeks to maximise each pupil's achievement as part of his or her lifelong learning. It is the school's aim to be a centre of Educational Excellence in the heart of the community.

Rational and Ethos

Relationships and Sex Education (RSE) is a lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings. Effective RSE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain positive relationships. It also enables young people to make responsible and informed decisions about their health and well-being. The Education Secretary (2017) stated, "RSE and PSHE teach children and young people how to stay safe and healthy, and how to negotiate some of the personal and social challenges they will face growing up and as adults".

This updated policy aims to offer additional support on new issues not included within existing guidance and will provide advice, which reflects updated legislation, including the Equality Act 2010 and the RSE Health Education Statutory guidance for September 2020.

Other related School policies and documents include the PSHE (found within Social, Emotional and Mental Health) & Science (Cognition) curriculum, Safeguarding, Confidentiality, Behaviour, Inclusion, Anti Bullying, and Health and Safety, External visitor Policy, equality Policy, E-safety policy and Extreme radicalisation in schools Policy. Pupils are also been taught the new Statutory 2021 PHSE curriculum which has strong links with the RSE curriculum.

At Green Park School, we believe that RSE should teach our young people to develop values, attitudes, personal and social skills, whilst increasing their knowledge and understanding so that they are able to make informed decisions and life choices. RSE is important to ensure that children and young people grow up with the ability to enjoy the positive benefits of loving, rewarding and responsible relationships, to be informed, comfortable with the changes during puberty, being healthy and emotionally safe. We also teach our pupils to be digitally safe with e-safety being a vital message throughout school.

Effective RSE at Green Park School is dependent on partnerships at many levels; between our parents & carers, the children and young people – and at a strategic level between the local authority, local faith communities, health professionals, partners in children’s services and the voluntary community. At Green Park School, we aim to achieve an effective Relationships and Sex Education programme through building on these partnerships and the continued professional development of staff. Enabling the delivery of a developmental, planned programme, that is integrated into the curriculum and delivered over an extended period.

Green Park School believes that Relationships and Sex Education (RSE) has four main elements: -

Attitudes and values

- Learning the importance of values
- Learning the value of family life
- Learning the value of love, respect and care; honesty and loyalty in relationships.
- Valuing diversity – an acceptance and exploration of difference, promoting equal opportunity, e.g. by considering media gender stereotypes and by being sensitive to the needs of culture and religion.
- Exploring, considering and understanding moral dilemmas.
- Developing critical thinking as part of decision-making.

Personal and social skills

- Personal skills
- Learning to recognise and manage emotions and relationships confidently and sensitively
- Developing self-respect, and empathy for others
- Learning to make choices
- Developing an appreciation of the consequences of choices made
- Taking responsibility for one’s own actions and learning
- Communication skills
- Being assertive and an independent decision maker

Negotiating with friends and others

- Practical skills
- Caring for oneself and others
- Being confident to access support and advice when needed
- Decision making skills – making sensible choices in the light of relevant information
- Making moral judgement about what to do, and acting accordingly
- Solving problems
- Managing conflict
- Learning how to recognise and avoid exploitation and abuse

Knowledge and Understanding

- Learning and understanding physical development through age appropriate information
- Understanding human sexuality, reproduction, sexual health, emotions and relationships; and the right to confidentiality.
- Develop understanding of important knowledge, so correcting misconceptions and misinformation.

Legislation (statutory regulations and guidance)

From September 1st, 2020, we have been teaching Relationships and Health Education as part of the mandatory statutory requirements. See current legislation compliance below:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010)
- Supplementary guidance SRE for the 21st Century (2014)
- Keeping Children Safe in Education – Statutory Safeguarding Guidance (2018)
- Children and Social Work Act (2017)

Curriculum

At Green Park, we cater for pupils from 3-19 years with complex and profound learning difficulties; the school has a commitment to the development and delivery of a positive relationship and sex education.

Our RSE program is an integral part of our whole school PSHE delivered through our Social, Emotional and Mental Health and Physical, Sensory and Medical provision. Details of our curriculum can be viewed via our school curriculum policy on the school website.

Alongside our curriculum, as specific needs arise, trained RSE staff will plan individualised programmes of work for pupils and deliver tailored sessions to suit their needs on a one to one or small group basis. We are aware that parents need to be aware of their child's learning and will therefore be consulted to discuss their child's individual programme and agree on specific terminology so that they are able to continue the learning at home.

Due to our pupils needs here at Green Park school many existing and produced resources are not accessible, therefore, we use a variety of approved and tailor-made resources, including social stories, the use of puppets, anatomically correct dolls of different ethnicities, books including Books Beyond Words, games and DVDs, which are monitored and delivered by trained RSE staff.

Our schools approach to RSE is as followed:

- The taught programme within the Social, Emotional and Mental health and Physical, Sensory Medical curriculum.
- Ongoing pastoral support for students.
- Tailored and specific RSE interventions.
- Links across the four areas of need.

Because of our curriculum, planning Relationships and Sex Education should empower the children at our school to:

- Develop confidence in talking, listening, and thinking about feelings, emotions and relationships
- Mature; build up confidence and self-esteem, emotional wellbeing, and the knowledge and skills needed to deal with the conflicting pressures of young people, to be able to lead confident, healthy, independent lives.
- Know about their bodies and be able to describe the parts and functions.
- Protect themselves and ask for help and support.
- Be prepared for puberty, and move with confidence from childhood to adolescence, and on into adulthood.
- Learn about the nature and importance of marriage and stable relationships for family life and bringing up children, and as key building blocks of community and society.
- Make good academic progress, as children who feel safe and supported are more likely to achieve higher standards.
- RSE can assist and support parents in the difficult and changing role of education their children about relationships and sexual matters.

Teachers are aware that effective RSE which brings an understanding of what is and what is not appropriate in a relationship can lead to a disclosure of a child protection issue. In this situation staff should follow internal safeguarding policies including informing the safeguarding lead.

The school is committed to working towards equality, promoting positive approaches to difference, and fostering respect for people of all cultural and social backgrounds whatever their age, sexuality, faith, ethnicity, gender, disability or additional educational need. Developing positive relationships between pupils of all backgrounds is an essential aspect of the work of the school. We will ensure that all young people receive Relationships and Sex education, and we will offer provision appropriate to the particular needs of all our students. We will respond to parental requests and concerns and will take specialist advice where necessary.

It is recognised that there will be a range of opinions regarding RSE. The starting principle when teaching each of these will be that the applicable law will be taught in a factual way so that pupils are clear on their rights and responsibilities as citizens.

Staff Professional Development

All staff have undertaken safeguarding training in school. Staff should have sound knowledge of issues and are confident in their skills to teach RSE/PSHE. They also have the knowledge that there are members of teaching staff specifically trained in RSE alongside the nursing staff who are also available to offer advice and support on an individual basis. Currently there are six members of staff who have received formal RSE training (Irene Maddox, Michelle Keay, Clare Burkitt, Fiona Trussell and Jenny Parker) More staff will have received INSET training.

Parents as partners

The school recognises that the parents are key figures in helping their children to cope with the emotional and physical aspects of growing up and therefore have more responsibility in preparing them for challenges and responsibilities which sexual maturity brings. Parents are encouraged to support the school's RSE and have access to this policy in line with proposed government statutory guidance.

Parents are key partners in supporting the school to:

- Maintaining the culture and ethos of the family
- Teaching their children about Relationships and Sex
- Helping their children cope with the emotional and physical aspects of growing up
- Preparing them for the challenges and responsibilities that sexual maturity brings
- Identifying issues

As part of the RSE curriculum, we will support our parents to:

- Help children to learn the anatomically correct names of the body
- Talking with their children about feelings and relationships

We will endeavour to make as much information as possible available to support parents in order to encourage full involvement. We will consult parents on issues which may arise and will offer opportunity to preview and discuss resources and materials that we intend to use, particularly those used to prepare children for changes experienced at puberty. The RSE programme and policy will be made available to parents before the course begins. Parents will be offered the opportunity to discuss the content and delivery of the programme with the subject co-ordinator.

We are aware that parental rights have change with the introduction of the 2020 guidance on Relationships and Health education in that parents can now not request their child is withdrew from RSE education. As a school we have taken measures to ensure that by developing sensitive, inclusive policies and practices, and teaching within the agreed framework of our policy, we aim to reassure parents and prevent children from missing aspects of the work. Parents were consulted regarding the curriculum changes and policy that has been delivered to students from 1st September 2020 as *parents will no longer have the right to withdraw their children from Relationships & health Education in primary phase. This includes topics that cover same sex marriage, puberty and LGBT for example. These topics are covered under the Equalities Act 2010. All topics will be covered sensitively with an awareness of the age and developmental maturity of the pupils and the faith, ethnicity and culture of our community* This was carried out by alerting parents about the new policy and curriculum which are available to view on the school website. Prior to this school governors and any parental partnership groups were consulted regarding new changes. Parents are invited to discuss any individual concerns with the Headteacher/ SEMH Lead.

Monitoring and Evaluation

This will in the first instance be undertaken by the lead teacher with responsibility for coordinating RSE, (part of the Social, Emotional and Mental Health Lead and Physical, Sensory Medical role), who will monitor the impact of the policy on children's learning, and report to SLT, who will assist the head teacher to report to the governing body. All monitoring will follow school policy.

Policy review date

This policy will be reviewed in the academic year 2023/24. Following this review, it will be reviewed annually to ensure it continues to meet the needs of pupils, staff, parents and the wider community and that it is in line with current DFE advice and guidance.