



**Hazel Oak School**

A Business & Enterprise College

# Relationships and Sex Education (RSE) Policy

Date of review: December 2016

Next review: December 2019

## **Introduction**

This policy has been written with reference to the Personal, Social and Health Education Association's core themes of Health and Wellbeing, Relationships and Living in the Wider World. We deliberately refer to Relationships and Sex Education (RSE) rather than Sex and Relationships Education (RSE) as we believe that the development of positive, healthy relationships is the cornerstone of a civilised society and will ensure that our pupils grow up respecting themselves and others.

### **What is Relationships and Sex Education (RSE) at Hazel Oak School?**

RSE focuses on understanding the importance of stable and loving relationships, respect, love and care for family life. It involves acquiring information, developing skills, understanding and positive attitudes and values. RSE is not Sex Education, which is provided through science lessons and focuses on the biological information surrounding reproduction. Sex Education is part of the National Curriculum and pupils cannot be withdrawn from this subject.

Hazel Oak School is committed to empowering young people with RSE and will provide parents and carers with advance information about RSE lessons. Whilst parents/carers may not withdraw their child from the science curriculum (learning about the body and reproduction) they reserve the right to withdraw their child from RSE lessons. In the first instance, the school encourages parents/carers to contact the appropriate Key Stage Manager to discuss their concerns, given that the teaching of RSE is done in an appropriate way and focuses on the level of understanding and needs of the individual pupil. If parents/carers still wish for their child to be withdrawn from the activity they should make this request in writing to the Head Teacher. Teaching staff will provide a suitable alternative activity related to the area of the curriculum the pupil is following.

### **Aims of this policy**

1. To adopt a child-centred approach to the teaching of RSE through the provision of a safe, secure and comfortable environment in which pupils can begin to comprehend the world around them.
2. To dispel any misconceptions acquired through social media or otherwise, ensuring that pupils at Hazel Oak School will form their own attitudes and opinions and develop healthy and appropriate behaviours towards sex and relationships.
3. To explore a range of attitudes towards gender stereotyping and sexual orientation, whilst not promoting any specific sexual activity or orientation.
4. To enhance a young person's communication skills to allow them to be more assertive, manage conflict and identify signs of an unhealthy relationship.

### **The school will:**

1. Provide objective, factual information about the human body and its changes, including information about consent, reproduction, contraception and puberty.
2. Start RSE education at an early age in an appropriate way - promoting personal space, good hygiene and teaching positive relationships to ensure later topics do not present as unfamiliar or uncomfortable.
3. Provide opportunities to discuss moral issues and everyday scenarios to engage with the views and options of others, encouraging empathy skills.

4. Develop pupils' self-esteem and assertiveness skills and increase their awareness of sources of help and support as well as pupils' confidence to use them.
5. Provide factual information concerning this aspect of their development and the Law.
6. Offer opportunities to challenge misconceptions, prejudice and ignorance within an atmosphere of trust and support, free from embarrassment and stigma.
7. Teach RSE in ability groups, differentiated to the level of understanding of individual pupils.
8. Work in partnership with health professionals, social workers, nurses and mentors to ensure access to appropriate support and advice for the pupils.

### **Moral Values and Framework**

The personal beliefs and attitudes of staff members delivering this aspect of the curriculum will not affect the delivery or content of the lessons in a way that is not compatible with the school ethos. At Hazel Oak we see knowledge as something to be valued, therefore it is key that the information is appropriate to the needs, age and ability of a young person. Staff will work within the following framework of expectations:

1. Valuing every young person as an individual.
2. Understanding of abuse and the exploitation of vulnerable people.
3. A respect for self and others.
4. A culture where we understand and explore the rights and responsibilities of others. Teaching staff will include up to date information, fast responses to any concern and a feeling of safety in expression.
5. An understanding of diversity including religion, culture, sexual orientation, physical and mental ability and social class.
6. An understanding of the key building blocks of any relationship including trust and honesty as a foundation.
7. The significance of marriage and commitment without any stigmatisation towards individuals' home circumstances.
8. Realistic discussion about the effects of early sexual activity and how to seek support should the situation arise.
9. An understanding about choice with regards to partner, parenthood and sexual activity and that those choices carry consequences.

### **Safety and Trust**

All staff at Hazel Oak have a role to play in creating a safe learning environment for young people, encouraging a sense of security and confidence in all. An emphasis on understanding feelings and emotions will always be integral to learning about physical relationships.

### **Confidentiality**

1. RSE will take part in a secure and supportive environment; however, staff will never guarantee confidentiality where the disclosure compromises the safety and well-being of its pupils. All staff have received safeguarding training and are alert to signs of abuse, exploitation and neglect. Effective RSE may bring about disclosures of child protection and all staff are aware of the importance and process of reporting their concerns.
2. Ground rules are agreed prior to any RSE session to implement boundaries to support in the safe learning environment.

3. Young people will always be informed should the information shared require further attention. Sharing information without consent is only recommended if it is with the best intention and there is clear risk of significant harm to an individual or others.
4. Although the age of consent is 16, all sexual behaviours involving a pupil at Hazel Oak School will be reported to the Designated Safeguarding Lead (DSL) Mrs Jenkins or one of the Deputy DSLs, Mrs Fitzmaurice and Mrs Garry.

## **Strategies**

In order to de-sensitise sensitive issues trained staff will use distancing techniques, create a character (interactive FPA resource Yasmine and Tom) and storyboarding.

Hazel Oak School also works closely with nurses from the Community Learning Difficulties Team to identify any health or behaviour issues linking to RSE.

In answering difficult questions, staff will respond with the aforementioned agreed values and establish ground rules from the outset.

Please note that all topics below are adaptable and changeable depending on the needs of the pupils and can be offered as a specific intervention by the Hazel Oak Wellbeing Team where appropriate.

The school operates a scheme whereby pupils may wish to make a request for contraceptive advice and contraception, subject to their age and ability.

## **Working with parents and carers**

Parents and carers are key people in:

- Teaching their children about relationships
- Maintaining positive relationships with their young people to ensure an open and honest attitude
- Supporting their children cope with emotional and physical aspects such as puberty
- Preparing them for the challenges and responsibilities that come with being an adult
- Engaging and involving staff in any changes in behaviours linking to RSE.

## **Monitoring procedures**

The teaching of RSE will be monitored in the following ways:

1. Informal discussions with class staff and parents
2. Lesson observations
3. Observations of behaviours of pupils relating to healthy and safe relationships
4. RSE planning documents and evaluations

Any safeguarding concerns which arise as a result of the RSE sessions will be reported to the DSL and any misconceptions a pupil may have will be discussed with the child's parents. Ofsted is required to evaluate and report on the school's spiritual, moral, social and cultural curriculum, which includes the teaching of RSE.

## Staff training

All staff who are required to teach RSE will receive the relevant training and support.

## Equal opportunities

Hazel Oak School is sensitive to the needs of all young people, and will not discriminate between different groups, including those identified as protected characteristics in the 2010 Equality Duty. For some young people it may not be culturally appropriate for them to be taught particular areas of the RSE curriculum in mixed groups – we will discuss this with you. We will deal sensitively with issues of sexual orientation and gender identity, and seek additional support where necessary.

## RSE scheme of work

The RSE programme follows the guidelines from the National Curriculum and PSHE association framework, differentiated to the needs, knowledge, skills and level of understanding of the pupils. Several topics are repeated across year groups, depending on the developmental needs and understanding of the pupils.

Early Years and Key Stage 1	Personal space Identifying emotions Social Skills – including turn taking, greetings, patience, waiting Friendships
Key Stage 2	Assertiveness (Childline PANTS project - 'any area covered by my underwear' rule) Understanding external body parts and its functions Physical and emotional changes during puberty Managing emotions Public and private behaviours Taking care of oneself Initial teaching of appropriate use of social media and cyber safety self esteem
Key Stage 3	Healthy relationships Puberty Stereotyping Sexuality Personal hygiene Masturbation Loss, change or bereavement Cyber safety Reproductive systems
Key Stage 4	Contraception Marriage Prevention of STI's Self-esteem

Key Stage 5

Assessing risks in sexual activity and general relationships;  
Pregnancy and abortion