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Policy approved by	Governors
Head Teacher	A Haughey
On behalf of the governing body	R Bellfield



Craven PRS

Relationships, Sex & Health Education (RHSE) Policy

1. Background Information

1.1 Craven PRS PSHE Education Curriculum Vision Statement:

“We will, as a whole staff body, embody the culture and values of the school (GROWTH) so that our students are empowered to learn, grow and develop into the best versions of themselves.

The PSHE Education curriculum at Craven PRS seeks to enhance students’ spiritual, moral, social and cultural development as well as to equip them with the empathy and resilience required to be able to manage their emotions and communicate to succeed in the ever changing 21st century. We want our students to build their informed choices and understand what influences their decisions. Our PSHE Education curriculum will be continually responsive to our students, and during their time in our setting we strive to equip them with the tools needed to understand boundaries and appropriate responses to a wide range of health, wellbeing, relationship and issues in the wider world. We will strive through the delivery of the PSHE Education curriculum to reduce barriers to learning for our students, improving their opportunities to succeed with research-based science of learning strategies. Alongside our careers offering, we will ensure that every student is informed and is equipped with the tools required to reach whatever future goal they

desire, encompassing how to deal with change in a resilient manner.”

1.2 Within the PSHE curriculum one PSHE core theme is Relationships and Sex education. This core theme focuses on:

“Developing and maintaining a variety of healthy relationships, recognising and managing emotions within a range of relationships, dealing with risky or negative relationships, the concept of consent, managing loss and how to be respectful and productive member of a diverse community.”

One core theme is Relationships and Sex which is pertinent to this policy. All students have one 45 timetabled lesson per week to cover the PSHE/RSE curriculum. Pupils also receive the biological elements of RSE through the Science curriculum, organised visits from specialist providers and themed days or events and through discreet delivery according to the needs of the students in our provision and their time of starting.

The aim of RSE is defined by the DfE as:

“to give young people the information they need to develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what is acceptable and unacceptable behaviour in relationships.”

1.3 This policy links to CPRS PSHE curriculum vision and curriculum content and PSHE policy and has been written in consultation with the Local Governing Body, Senior Leadership Team, parent/carers and students.

1.4 This policy has been based on the national agenda regarding RSE and PSHE Education in schools including: Relationships Education, Relationships and Sex Education (RSE) and Health Education (Department for Education 2019), The PSHE Association (2019), Keeping Children Safe in Education (2021) the OFSTED Review of Sexual Abuse in Schools and Colleges (2021) and the North Yorkshire Guidance for Schools on developing a RSE policy and implementing effective provision.

1.5 Equal Opportunities Statement: RSHE will be provided to all students with consideration of any needs, responding to the diversity of students, faiths, cultures and socioeconomic backgrounds in our school community. Each child has a right to their own sexuality and to access RSE education in a way that is consenting, equal, negotiated and non-oppressive regardless of their age, sex, race, gender, religion, belief, sexual-orientation, gender assignment or disability. (Equality Act 2010)

2. Subject Content

2.1: The KS3 and KS4 core learning themes are covered through three themes:

- Theme 1: Relationships and sex
- Theme 2: Health and wellbeing
- Theme 3: Living in the wider world

Pupils will be provided with the opportunities to learn about different family structures. For our students, when teaching RSHE, particularly in relation to partners and sexual health issues, there will be integrated learning and resources that relate to LGBTQ+ relationships. Our teaching of RSHE for all year groups will not just refer to the two genders of boys and girls but take the time to explore the spectrum of gender identity, for example including trans and gender-neutral identities as well as challenging gender stereotypes.

2.2: Following the advent of the Everyone's Invited movement, the OFSTED Review of Sexual Abuse in Schools and Colleges (2021) and resulting recommendations, students will be provided with opportunities to learn about what constitutes sexual abuse and harassment) including on-line sexual abuse), unacceptable sexualised language, why it is never right to request or send sexual images, the importance of consent, respecting personal boundaries and understanding how sexual abuse/harassment makes a victim feel. They will be encouraged to challenge sexual abuse and harassment and the idea of a 'no snitch' culture. The associated NSPCC Helpline number (0800 136 663)/email address (help@nspcc.org.uk) will be shared with students in PSHE lessons and wider information.

3. Roles and Responsibilities

3.1: PSHE Education Teaching Staff

At Craven PRS we all share in the delivery of elements of the curriculum. Staff deliver and responsively teach, via a holistic and interleaved approach the prescribed curriculum that has been planned to address the specific needs of our school community and its intake. It is the responsibility of teaching staff and Instructors to attend and read all provided CPD and actively redesign lessons to respond to misconceptions in learning. The SLT will collectively arrange training and updates for staff members. Where appropriate the SLT will organise for visiting specialist organisations to come in to school and deliver education and learning opportunities appropriate for each Key Stage, or individual students who are taken in to our provision, irrespective of the time in the academic calendar. CPD will look at the themes covered, the baseline understanding of each student and identify where further education/misconceptions, or gaps in their knowledge need to be refreshed or addressed. The expectations of high-quality teaching, feedback and assessment are comparable to quality first teaching, including formative assessment where possible, evaluation of provision and regular feedback via Student Voice.

3.2: The Management Committee (Governing Body) has the responsibility to ensure that the school has an up-to-date RSHE Policy that describes the content and organisation of RSHE beyond the Science National Curriculum and it has an integral role in developing the policy. The Management Committee will continue their involvement through regular monitoring and evaluation of provision and policy (this monitoring applies to both the taught curriculum and the wider areas of school life, e.g. School Nurse and other external organisations). They will also ensure that the policy is available to parents and that parents know of their right to withdraw their children. For details of Management Committee members, see the school website.

3.3: The Head of School and Senior Leadership Team

The Head of School and wider Senior Leadership Team take overall responsibility for the implementation of this policy in liaison with the Management Committee, all staff, parents/carers and appropriate external agencies.

3.4: PSHE will be led by the SLT

The SLT are responsible for all aspects of the PSHE education, including RSHE. In respect of RSHE, responsibilities are to:

- Consider the needs of all students, planning an age appropriate and context-appropriate curriculum and scheme of work.
- Consult with Students, parent/carers, and all staff to inform provision around RSHE.
- Access appropriate training and provide high-quality CPD to all PSHE teachers.
- Quality-assure the provision and delivery of RSHE within the context of PSHE education.
- Liaise with the Management Committee regarding PSHE/RSE

3.5: The school aims to work in partnership with families, to value their views and to keep them informed of the RSHE provision. Parents will be actively consulted regarding the RSHE provision and are invited to review the resources available internally. They can contact the Head Teacher with any queries or concerns. If a parent/carer has any concerns about RSHE/PSHE provision, then time will be taken to address these concerns. Parent/carers have the right to withdraw their children from the sex education aspect of the programme and may access the form to do so from the website, or through request for a copy by contacting the school directly.

3.6: Special Educational Needs (SEN) support:

Prior to teaching aspects of RSHE, the SLT will consider where additional support or pre-teaching may need to be used. Pre-teaching can occur at another time where necessary.

4. Monitoring and Evaluation of RSHE

4.1: RSHE will be assessed using the model of baseline, assessment for learning and responsive teaching to close the gaps, assessment for learning of progress and end points.

4.2: Assessment: the expectation of students regarding work is the same as in other curriculum areas. The curriculum model is planned to interleave and build on a core and core themes and will link to other subjects. Students will receive at least verbal feedback on their progress and a summative report at least once a year, or at the end of their placement time with our setting.

4.3: Lessons have been designed to ensure that all students are challenged appropriately and supported through their learning through effective scaffolding and teacher/Instructor interaction. The impact of teaching will be assessed based on students' ability to communicate concepts covered, the culture and 'feel' of the school community, student/staff voice and evidence of accumulating knowledge from baseline to end point in our setting.

4.4: Provision will be strengthened by looking at use of extended reflection through Coaching sessions with individual students, as well as using teaching and learning strategies in other curriculum areas.

4.5: Monitoring and quality assurance of delivery of PSCHE/RSE will be completed through learning walks, work scrutiny and verbal feedback in line with the school Teaching and Learning provision.

4.6: Students will be made aware of the law relating to sexual offences. They will be made aware of the relevant legal provisions including marriage, consent and the age of consent, violence against women and girls, up-skirting, peer on peer abuse, online behaviours, pornography, abortion, sexuality, gender identity, substance misuse, violence and exploitation by gangs, extremism and radicalisation, criminal exploitation, hate crime and female genital mutilation. Students will be made aware of the remit of confidentiality; specifically that teachers/Instructors and other staff members cannot guarantee students unconditional confidentiality with regard to what is discussed in lessons or specific disclosures made to staff.

4.7: If information emerges during an RSHE lesson about a student's wellbeing or personal situation, or a disclosure is made, they may be advised to speak to the DSL/DDSL or Coach and would then be provided with the information about where to get further help. If the matter is a potential safeguarding issue, then it will be referred to the Designated Safeguarding Lead/member of the safeguarding team and recorded on CPOMs.

5. The Parental Right to Withdraw their child from sex education in RSE lessons.

5.1: Under section 405 of the Education Act 1996, parents may opt to excuse their children from sex education within PSHE/RSE lessons which are not part of the Science National Curriculum (these lessons will be explicitly highlighted to parents). From September 2020 parents can withdraw their child p to three terms before the child is 16 when the child can then choose to opt into sex education lessons. At this point, if the child themselves wishes to receive sex education, the school will plan for this to happen in one of the three terms before the child turns 16 – the legal age of sexual consent.

5.2: The school defines sex education as “the biology and mechanics of sexual intercourse”.

5.3: Parent/carers will be notified in writing of the programme and the content for RSHE and they will be reminded of their right to excuse their children. Parents will also be provided with information on how to access support to enable them to talk to their children about RSHE.

5.4: Parents wanting to exercise this right are invited to contact Andrew Haughey, Head of School who will explore their concerns. If a student is withdrawn, they will be provided with alternative work for the duration of the lessons surrounding the ways to wellbeing.

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To be reviewed annually.