



## RELATIONSHIP & SEX EDUCATION (RSE) POLICY

Status	Statutory
Responsible Management Committee (MC)	Curriculum
Date last approved by MC	27 November 2024
Responsible Person	Deputy Headteacher
To Review Date	November 2025
Last Amended Date	November 2024

### Rationale

At Herefordshire Pupil Referral Service (HPRS) we believe that Relationship and Sex Education (RSE) encourages self-respect and develops respect for others. It is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of family life, stable and loving relationships, respect, love and care. We must teach relationships and sex education (RSE) under the [Children and Social Work Act 2017](#), in line with the terms set out in [statutory guidance](#)

We recognise that effective relationship and sex education requires our pupils to examine and question their own attitudes and those of others. They will also need to consider their values and relationships in order to make decisions. Although the emphasis is towards attitudes and decision making skills, it is important to provide basic sexual information including safe sex practices, lesbian, gay, bisexual, transgender, intersex and questioning (LGBTQ+) relationships and acceptance that there are many different sexual orientations.

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

- **Review** – staff pulled together all relevant information including relevant national and local guidance
- **Staff consultation** – all staff were given the opportunity to look at the policy and make recommendations
- **Parent/stakeholder consultation** – parents and any interested parties were invited to attend a meeting about the policy
- **Pupil consultation** – we investigated what exactly pupils want from their RSE
- **Approval** – once amendments were made, the policy was shared with The Management Committee and approved.

### Aims

HPRS aims to meet its statutory duty to deliver Relationship and Sex Education (RSE) by:

- Providing a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Helping pupils develop feelings of self-respect, confidence and empathy

- Helping pupils learn how to manage emotions and relationships confidently and sensitively
- Supporting pupils to develop an appreciation of the consequences of choices made
- Creating a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Ensure that our need to respect all members of our community is at the forefront of our minds when delivering RSE

## Statutory requirements

HPRS will have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the Education Act 1996. At HPRS we teach RSE as set out in this policy.

HPRS 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

## Definition of RSE

RSE is about the emotional, social and cultural development of pupils, 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. Parents/Carers who have concerns as to the nature of the topics covered in delivering RSE should in the first instance discuss these concerns and their wishes with the Headteacher.

## Delivery of RSE

RSE is taught within the Personal, Social, Health and Economic (PSHE) Education curriculum, primarily through dedicated teaching sessions, tailored to specific year groups as appropriate. Pupils also receive stand-alone sex education sessions delivered by a trained health professional. Pupils will be supported with developing the following skills:

- Communication, including how to manage changing relationships and emotions
- Recognising and assessing potential risks
- Assertiveness
- Seeking help and support when required
- Informed decision-making
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict
- Discussion and group work
- Appropriate online interaction and safety, these skills are taught within the context of family life
- Learning how to recognise and avoid exploitation and abuse
- Empower pupils with skills to be able to avoid inappropriate pressure or advances
- How to actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn

## 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 pupils. 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 pupils' 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.

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.

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 speaker

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 Management Committee will approval of this policy.

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from components of RSE.

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from 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 Headteacher.

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity in line with the ethos of our school.

## **Confidentiality**

Teachers are not legally bound to inform parents of any disclosure unless the Headteacher has specifically requested them to do so. Pupils will be encouraged to allow teachers to liaise with parents/carers with regard to issues that would benefit from being shared. Pupils will be informed in the eventuality that a confidence must be breached due to the nature of the disclosure.

Teachers conduct RSE lessons in a sensitive manner, and in confidence. However, if a child makes a reference to being involved (or likely to be involved) in sexual activity, then staff will deal with it as a matter of safeguarding/child protection and immediately inform the Designated Safeguarding Lead. Staff will respond in a similar way if a child indicates that they may have been a victim of any other type of abuse, including FGM. The Designated Safeguarding Lead will then deal with the matter in consultation with other social, health and education professionals, in accordance with statutory safeguarding procedures.

## **Inclusion**

Due to the considerable diversity that exists between students it may not be appropriate for all students to cover every aspect of the curriculum. Curriculum delivery will be sensitive to the needs of each individual/group taught.

## **Sexual Identity and Sexual Orientation**

We aim to address issues of sexual orientation with sensitivity and honesty, answer appropriate questions and offer support if required. Young people, whatever their developing sexuality need to feel that sex and relationship education is relevant to them.

## Parents'/Carers Right to Withdraw

Parents'/Carers have the right to withdraw their children from the non-statutory/non-science components of RSE. Requests for withdrawal should be put in writing and addressed to the Headteacher. A copy of withdrawal requests will be placed in the pupils' educational file. The Headteacher will discuss the request with Parents'/Carers and take appropriate action. This will normally be to accede to the wishes of the Parent/Carer, make alternate provision for the pupil at the time RSE is taking place and continue to update Parents'/Carers so that changes in their wishes at a later time can be accommodated. Alternative work will be given to pupils who are withdrawn from RSE.

## RSE within the Curriculum

### PHSE at Key Stage 3 (years 7-9)

The emphasis in Key Stage 3 is on developing and maintaining relationships. Issues addressed include:

- Diversity
- Building Relationships
- Discrimination
- Identity and Relationships
- Respectful Relationships
- Intimate Relationships

### PHSE at Key Stage 4 (years 10-11)

The PHSE programme at Key Stage 4 includes:

- Healthy relationships
- Addressing extremism and radicalisation
- Communication in relationships
- Families

## Delivery and Monitoring Arrangements

The content and delivery of RSE is monitored by the Headteacher through:

- Ensuring relevant aspects are planned for in the annual delivery programme of PSHE/RSE
- Suitable materials are devised and provided to staff with appropriate training
- Monitoring the effectiveness of RSE through the observation of sessions
- Providing a respectful attitude to the wishes of Parents/Carers
- Reviewing the effectiveness of materials used in RSE
- Working closely with the School Nurse and other professionals to deliver appropriate RSE
- Monitoring and ensuring the sexual safety of pupils, advising as appropriate in line with our safeguarding responsibilities
- Ensuring equality of access to RSE

