



PCT Education Services
Positive Progression for All

Relationships Education (Rel Ed), Relationships and Sex Education (RSE) and Health Education 2020-2021

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Approved by: Headteacher	Sally Alden	
Approved by: Chair of Governor	David Lloyd	

Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.

Our Schools Values;

We want to instil in our children the core values of:

- Respect
- Resilience
- Confidence
- Kindness
- Tolerance

School Aims

At PCT Education, we aim to provide a high-quality curriculum, underpinned by the school's values across all subject areas by strong teaching and learning and encourage every child to:

Respect themselves, others and the environment

Express their needs and feelings and recognise the needs of those around them

Succeed and reach their full potential by developing a positive work ethic and through high expectation and aspiration

Persevere when challenged, demonstrating resilience

Enrich their lives through learning and seizing every opportunity to try new experiences

Contribute fully to school life and the wider community by developing confidence, self-esteem and independence

Tolerate others, embrace and celebrate difference and resolve problems appropriately

Relationships, Sex Education & Health Education Policy Guidance

This policy was developed in response to:

- Children and Social Work Act (2017)
- Relationships Education and Relationships and Sex Education (RSE) and Health Education Guidance, (Department for Education June 2019)
- Equalities Act 2010
- Not Yet Good Enough: personal, social, health and economic education in schools, (Ofsted 2013)
- Special Educational Needs and Disability code of practice: 0-25 years, 2017
- Life Lessons: PSHE and SRE in schools: Fifth Report, (House of Commons Education Committee 2015)
- Keeping Children Safe in Education – Statutory Safe Guarding Guidance (2018, and Keeping Children Safe in Education 2020)
- Transforming Children and Young People’s Mental Health Provision Green Paper (July 2018)

This policy should be considered alongside the following:

- PCT Education’s Curriculum Policy
- E-safety/Online Policy
- Behaviour Management Policy
- Safeguarding/Child Protection Policy (including child sexual exploitation)
- PCT Education’s values and ethos policy
- Subject overview and schemes of work

What is Relationships Education? (Including Relationships and Sex Education)

Relationships Education (Rel Ed) is the building blocks of healthy, respectful relationships, focusing on family and friendships, including on and offline. It gives children and young people the essential skills to build positive, enjoyable and non-exploitative relationships.

Relationships and Sex Education (RSE) is lifelong learning about physical, sexual, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care, for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

Principles and Values

PCT Education believes that Rel Ed and RSE should:

- Be an integral part of the lifelong learning process, beginning in childhood and to continuing into adult life.
- Be an entitlement for all students in our care.
- Encourage every child to contribute to the school community that aims to support each individual as they grow and learn.
- Be set into the broader school context and support the family commitment and love, respect and affection, knowledge and openness. Family is a broad concept; not just one model, e.g. children living with stepfamilies; those living with same-sex parents, children looked after, adopted children, children living in care or with extended family. It includes a variety of types of family structure and acceptance of diversity.
- Encourage pupils and staff to share and listen to each other's views and exercise the right to hold/express opinions. We are aware of different values and views towards sexual orientation and gender identity without the promotion of any particular family structure. The important values are love, respect, kindness, generosity and care for each other.
- Generate an atmosphere where questions and discussion on personal matters can take place without any stigma or embarrassment.
- Recognise that parents and carers are the prime educators in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents/carers and pupils, consulting them about the content of programmes.
- Recognise that the wider community has much to offer and we aim to work in partnership with other health and education professionals.

Relationship Education (Including Relationships and Sex Education) in this school has three main elements:

Attitudes and Values

- Learning the importance of values, individual conscience and moral choices.
- Learning the value of, and valuing, family life, stable and loving relationships, marriage and civil partnerships.
- Learning about the nurture of children.
- Learning the value of and demonstrating respect, love and care.
- Exploring, considering and understanding moral dilemmas.
- Developing skills, including negotiation and decision making.
- The importance of permission seeking/consent and giving, in relationships with friends, peers and adults.
- Challenging myths, misconceptions and false assumptions about normal behaviour.

Personal and Social Skills

- Learning to manage emotions within relationships confidently and sensitively, including off and online.
- Developing positive self-esteem and confidence.
- Developing and demonstrating self-respect and empathy for others.
- Making informed choices with an absence of prejudice.
- Developing an appreciation of the consequences of choices made.
- Managing conflict.
- Empower pupils with the skills to be able to recognise inappropriate/uncomfortable situations and/or behaviours with their peers and adults.
- How to report concerns or abuse, and the vocabulary and confidence needed to do so.

Knowledge and Understanding

- Know the key facts about puberty and the changing adolescent body, particularly from ages 11 through to age 14, including physical and emotional changes (Health Education).
- Learn about menstrual wellbeing including the key facts about the menstrual cycle (Health Education).
- Learning about reproduction, human sexuality, gender identity, personal health, emotions and relationships.
- Learning about where to go for help or advice in school and how to access a range of local and national support agencies.

Aims and Objectives

The aim of Rel Ed & RSE is to provide balanced, factual information about physical and emotional changes, together with consideration of the broader emotional, ethical, religious, and moral dimensions of sexual health.

Our Rel Ed & RSE programme aims to prepare pupils for an adult life in which they can:

- Develop positive values and a moral framework that will guide their decisions, judgements and behaviour.
- Have the confidence and self-esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationship they want.
- Understand the consequences of their actions and behave responsibly within personal relationships.
- Avoid being pressured into uncomfortable or dangerous situations.
- Communicate effectively by developing the appropriate language for sex and relationship issues.
- Have an understanding of seeking permission and consent.
- Develop an awareness of their evolving sexuality, gender identity, challenge sexism and prejudice, which is inclusive to all children and young people.

- Have sufficient information and skills to protect themselves in a variety of situations including from exploitation.
- Be aware of sources of help and acquire the skills and confidence to access advice and support if necessary.

Roles and Responsibilities

The designated member of SLT & Lead for Rel Ed design and delivery: **Sally Alden**
Governor for quality control: **Katy Millage**

Organisation and Content of Relationship Education (Including Relationships and Sex Education) specifically delivers Relationships Education and Relationship and Sex Education through its PSHE Programme, RE and Science lessons. Much of the relationship education (including relationship and sex education) across PCT Education takes place within PSHE lessons. Our PSHE lead teachers generally deliver the PSHE curriculum with support from professionals where appropriate.

School staff are usually the best people to work with the pupils on many of the Rel Ed topics as they are aware of each student's individual circumstances. Lessons are set within the wider context of the PSHE curriculum and focus more on the emotional aspects of development and relationships, although the physical aspects of puberty and reproduction may also be taught as part of Science Curriculum.

The PSHE Programme and Science Curriculum are taught once a week to each class in each year. Any Rel Ed/RSE lessons may consider questions or issues that some pupils will find sensitive. Before embarking on these lessons, a group/classroom agreement, formally known as ground rules, is established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson.

When pupils ask questions, we aim to answer them honestly at an age-appropriate level and within the group/classroom agreement established at the start of the sessions. If it is felt that answering a specific question would involve information at a level inappropriate to the age and development of the rest of the pupils, the question will be dealt with individually at another time.

Children whose questions go unanswered may turn to inappropriate sources of information. More expert or specialist teachers and other professionals may support staff that are uncomfortable with teaching certain aspects of the Rel Ed/RSE curriculum. Support and professional development will be provided for these staff so that they can develop their confidence in delivering the whole of the Rel Ed/RSE programme. Assessment is carried out where appropriate, for example, at the end of every module and involves teacher, students and peer assessment of knowledge and understanding, interpersonal skills, and attitudes.

At PCT Education, all staff will use scientifically correct vocabulary to avoid misunderstandings and ambiguity. The words which will be used are penis, vulva, vagina, testicle, scrotum, breasts and pubic hair.

Inclusion Ethnic, Cultural and Religious Groups

We intend our policy to be sensitive to the needs of different ethnic, cultural and religious groups. We encourage parents /carers to discuss any concerns with the Headteacher. We will ensure that all students receive relationships education and relationships and sex education, and we will offer provision appropriate to the needs of all our students, taking specialist advice where necessary.

Gender, Identity and Sexual Orientation

Rel Ed lead should ensure that the content is fully integrated into their programme of study.

The class teacher is free to determine how they do this, as they have good knowledge of the individuals within the group, it is expected that all pupils to be taught LGBT content, at an appropriate point. We aim to deal sensitively and honestly with regard to sexual orientation and gender identity, answer appropriate questions and offer support.

Students, whatever their developing gender identity and sexuality, need to feel that relationship education is relevant to them.

Working with parents/carers and the wider community

Here at PCT Education, we believe the role of parents in the development of their children's understanding of relationships is vital. Parents/carers are the first educators of their children. Therefore, we will ensure that we work closely with parents/carers to ensure they are aware of what is taught and when. This policy and information on what will be taught and when, will be freely available on our schools' website for parent/carers to access. Schools will consult parents before the beginning of term informing them of the curriculum covered about the specific content of what will be taught and how. This process will include offering parents support in talking to their children about sex education and how they link this with what is being taught in school.

We will consult with parents on aspects of sex education which go beyond the national curriculum for science.

Pupils right to be excused from Sex and Relationship Education

Some parents prefer to take responsibility for aspects of this element of education. They have the right to excuse their children from all or part of the sex education elements delivered as part of the statutory Relationships Education, except for those parts included in the statutory National Curriculum (i.e. in Science lessons). We would make alternative arrangements in such cases. Parents are encouraged to discuss their concerns or decisions with the Headteacher at the earliest opportunity. The headteacher/PSHE lead will document the process and outcome. Parents/carers are welcome to review any RSE resources the school uses.

Safeguarding reports of abuse and confidentiality

It should be made clear to students that all adults in school cannot guarantee absolute confidentiality. This should be made clear when forming the class/group agreement (please refer to safeguarding policy).

A child under 13 is not legally capable of consenting to sexual activity.

Any offence under The Sexual Offences Act 2003 involving a child under 13 is very serious and should be taken to indicate a risk of significant harm to the child. Cases involving under 13's should always be discussed with the nominated child protection lead.

Under the Sexual Offences Act, penetrative sex with a child under the age of 13 is classed as rape. Therefore, in all cases where the sexually active young person is under 13, a referral should be made to First Contact, identifying the young person, and the sexual partner if known.

Following this, a Strategy Meeting or discussion will be held. The meeting will involve a Team Manager, Social Worker, Police, Health Worker, Education and Welfare and other relevant agencies, to discuss appropriate next steps. Where the allegation concerns penetrative sex, or other intimate sexual activity occurs, there would always be reasonable cause to suspect that a child, whether girl or boy, is suffering or likely to suffer significant harm.

All cases involving under 13's should be fully documented and reported within school and staff are bound by their codes of conduct and have a duty to share information with relevant others, if they believe that a child is suffering abuse. These procedures should be read in conjunction with PCT Education's Child Protection Policy with particular reference to 'Referral and Investigation' and 'Sexually violence and sexual harassment between children in schools and colleges (May 2018)'

Monitoring and Evaluation of Relationship and Sex

Education It is the responsibility of the Headteacher to oversee and organise the monitoring and evaluation of PSHE, in the context of the overall school plans for monitoring the quality of teaching and learning. The PSHE programme will be treated as a subject and will be involved in a termly monitoring and evaluation exercise led by the Leadership Team.

The Governing body is responsible for overseeing, reviewing and organising the revision of the sex and relationship education policy and curriculum.

Ofsted is required to evaluate and report personal development, behaviour and welfare as well as spiritual, moral, social and cultural development (SMSC) of pupils. This may include evaluating and commenting on the school's relationship and sex education policy, curriculum, staff development, and quality of provision.

Health Education

It is important that the starting point for health and wellbeing education should have a strong focus on enabling students to make well-informed, positive choices for themselves.

All teaching will be built on primary content alongside introducing new content to older students at appropriate points, many of our students have gaps in knowledge so a baseline assessment will support this.

Lessons will enable students to understand how their bodies are changing, how they are feeling and why, to further develop the language that they use to talk about their bodies, health and emotions and to understand why terms associated with mental and physical health difficulties should not be used pejoratively. This knowledge should enable students to understand where normal variations in emotions and physical complaints end and health and wellbeing issues begin.

Students will be able to identify steps they can take to protect and support their own health and wellbeing. They should know that there is a relationship between good physical health and good mental wellbeing and that this can also influence their ability to learn. Teachers will cover self-care, the benefits of physical activity and time spent outdoors. This should be linked to information on the benefits of sufficient sleep, good nutrition and strategies for building resilience.

Students will know the contribution that hobbies, interests and participation in their own communities can make to overall wellbeing. They will explore that humans are social beings and that outward-facing activity, especially that with a service focus (for example, work, volunteering and participation in organisations such as the scouts or the girl guiding movements, the National Citizen Service or the Duke of Edinburgh Award) are beneficial for wellbeing. This can also contribute to the development of the attributes for a happy and successful adult life. Students will discuss how to recognise what makes them feel lonely. Self-focused or isolating lifestyle choices can lead to unhappiness and being disconnected from society for those who have greater need for companionship and relationships.

Students will also be taught about problems and challenges. This should include factual information about the prevalence and characteristics of more serious mental and physical health conditions, drugs, alcohol and information about effective interventions. Schools may also choose to teach about issues such as eating disorders

Teachers will develop schemes of work in-line with students Individual Living and Learning Plan and be aware of 'adverse childhood experiences' (such as family breakdown, bereavement and exposure to domestic violence, gaps in knowledge and SEND needs) and when and how these may be affecting any of their students and influencing how they experience these subjects.

The impact of time spent online, the positive aspects of online support and negotiating social media, including online forums and gaming, will also be included. Teachers understand that students who have experienced problems at home may depend more on schools for support.

Students will be taught how to judge when they, or someone they know, needs support and where they can seek help if they have concerns. This should include details on which adults in school (e.g. student keyworker), and externally can help.

Health Education Delivery

Health Education will take a whole school approach, being embedded in all subject areas. The following topics will be covers within the timetable across PE and Life Skills, working closely with the PSHE lead, making sure subject content is not duplicated.

- **Mental wellbeing**
- **Internet safety and harms (ICT)**
- **Physical health and fitness**
- **Healthy eating**
- **Drugs, alcohol and tobacco**
- **Health and prevention**
- **Basic first aid**
- **Changing adolescent body (PSHE)**

Subject schemes of work will identify curriculum links and teachers will work together to deliver a consistent level of knowledge and support across subject areas. PCT Education wants to promote a safe environment where all students feel confident to explore all areas of relationships, sex education and how to stay healthily and keep themselves safe alongside respecting themselves and others.