

Meadows School

London Road, Southborough, TN4 0RJ

enquiries@meadowsschool.org.uk

Relationships and Sex Education Policy (RSE)

	Contents	Page
1.	Introduction	1
2.	Aims	2
3.	Statutory Requirements	2
4.	Policy Development	3
5.	Definitions	3
6.	Curriculum	4
7.	Delivery of RSE	4
7.1	Inclusivity	5
7.2	Use of Resources	5
8.	Roles and responsibilities	5,6,7
9.	Parents'/Carers' right to withdraw	8
10.	Curriculum information - how to obtain	8
11.	Additional Information	8

1. Introduction:

Meadows School is committed to Barnardo's Basis and Values, which provides the framework within which we can engage in giving young people a better start in life.

- We recognise our moral and statutory responsibility to safeguard and promote the welfare of all pupils.
- We endeavour to provide a safe and welcoming environment where children are respected and valued.
- We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.
- We understand that as a Special School we are working with some of the most vulnerable young people in the UK and therefore have a duty to ensure stringent procedures and training must be in place and available to all staff.

The procedures contained in this policy apply to all staff, volunteers and governors and are consistent with those of the Kent Safeguarding Children Board (KSCB).

2. Aims:	<p>The aims of relationships and sex education (RSE) at our school are to:</p> <ul style="list-style-type: none"> • Provide a framework in which sensitive discussions can take place • Teach pupils the correct vocabulary to describe themselves and their bodies • Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene • Help pupils develop feelings of self-respect, confidence and empathy • Create a positive culture around sexuality and relationships
----------	--

3. Statutory Requirements:	<p>Primary Education (RHE) As a non-maintained special school we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017. We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum. In teaching RSE, we are required by our funding agreements to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.</p> <p>Secondary Education (RSE) As a non-maintained special school we must provide RSE to all pupils as per section 34 of the Children and Social work act 2017. In teaching RSE, we are required by our funding agreements to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996. At Meadows School we teach RSE as set out in this policy.</p>
----------------------------	---

4. Policy Development:

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

1. Review – The PSHCE department read and discussed the policy. The school governors were asked to read the policy and suggest any changes.
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.
3. Parent/stakeholder consultation – parents and any interested parties were invited to read the policy and contact the PSHCE department with any feedback.
4. Pupil consultation – during their PSHCE lessons we asked what exactly pupils want from their RSE.
5. Ratification – once amendments were made, the policy was again shared with the PSHCE governor and Chair of Governors.

5. Definition:

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.

We hope to teach pupils to be accepting of the different beliefs, cultures, religions, sexual orientations, physical and mental abilities, backgrounds and values of those around them. We want our pupils to lead a healthy and safe lifestyle, teach them to care for and respect their bodies and equip them with the tools that will enable them to seek information or support, should they need it, throughout their lives.

The school would like to emphasise that by providing comprehensive RSE we are not encouraging pupils to become sexually active at a young age. The aim of this policy is to ensure that an effective provision is in place so that pupils may have a basic knowledge they will need to make informed decisions and responsible choices as they develop into adulthood.

6. Curriculum:	<p>All pupils at Meadows School receive PSHCE education as part of their timetabled lessons.</p> <p>Primary sex education will be delivered using 1Decision resources and are available on request.</p> <p>Secondary sex education will be delivered using teacher led resources which may come from a variety of sources such as Twinkl, The PSHE association, EC resources and Cre8ive resources. It is the responsibility of the teacher to select appropriate materials for their classes.</p>
----------------	--

7. Delivery of RSE:	<p>RSE is delivered through the PSHCE curriculum to pupils across each of the key stages.</p> <p>The RSE lessons are delivered by subject teachers with whom the pupils are familiar and are adapted to meet the needs of the cohort.</p> <p>The lessons are delivered in the usual classroom setting with the exception of some sessions that might be best delivered elsewhere (e.g. visits from health visitors).</p> <p>In the primary setting Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:</p> <ul style="list-style-type: none"> o Families and people who care for me o Caring friendships o Respectful relationships o Online relationships o Being safe <p>In the secondary setting RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:</p> <ul style="list-style-type: none"> o Families o Respectful relationships, including friendships o Online and media o Being safe o Intimate and sexual relationships, including sexual health <p>These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents and foster parents/carers, amongst other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children or young carers).</p> <p>We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.</p>
---------------------	--

7.1. Inclusivity:	
-------------------	--

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
Safe and supported
Able to engage with the key messages

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
- A whole-class setting
- Small groups or targeted sessions
- 1-to-1 discussions
- Digital formats
- Give careful consideration to the level of differentiation needed

7.2. Use of Resources:

We will consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

8. Roles and Responsibilities:

School staff

It is important that subject specific staff feel comfortable to take PSHCE classes and answer questions from pupils. If the teacher does not feel confident leading RSE discussions then it is likely to be reflected by the pupils, and their learning may be compromised. The school provides professional development training for those who are delivering sex education; this includes sessions on confidentiality, setting ground rules, handling controversial issues, responding to awkward questions and an introduction to the rationale of why teaching RSE is so important.

8.	Roles and Responsibilities (cont):	<p>PSHCE coordinator will:</p> <ul style="list-style-type: none"> • Develop this school policy and review it on at least a bi-annual basis in consultation with the PSHCE department and governors. This policy will be/is provided to school parents/carers (on admission of their child), pupils (student council) and staff, to ensure that it meets the needs of the whole school community. Additionally, parents/carers are given the opportunity to read the current policy and provide feedback as to how it may be developed. • Ensure that subject specific staff are given regular and ongoing training on issues relating to RSE and how to deliver lessons on such issues. • Ensure that subject specific staff are up to date with policy changes, and familiar with school policy and guidance relating to sex education. • Provide support to staff members who feel uncomfortable or ill-equipped to deal with the delivery of sex education to pupils. • Ensure that sex education is age-relevant and appropriate across all year groups; this means ensuring that the curriculum develops in tandem with the needs of our pupils. • Ensure that the knowledge and information regarding RSE to which all pupils are entitled is provided in a comprehensive way. • Ensure that staff personal beliefs and attitudes will not prevent them from providing a balanced RSE in school. • Communicate freely with staff, parents/carers and the governing body to ensure that everyone is in understanding of the school policy and curriculum for sex education, and that any concerns or opinions regarding the provision at the school are listened to, taken into account and acted on as is appropriate. We want the provision of sex education at home to be complementary to the provision at school, and this should be clearly communicated to parents/carers and additional support given where necessary or requested.
----	------------------------------------	---

8.1	Roles and Responsibilities	<p>Subject specific staff will:</p> <ul style="list-style-type: none"> • Take it upon them-selves to ensure they are up to date with school policy and curriculum requirements regarding sex education. Any areas they feel are not covered or inadequately provided for should be reported back to the PSHCE coordinator. • Attend and engage in professional development training around relationship and sex education provision. • Encourage pupils to communicate concerns regarding their social, personal and emotional development with confidence, listen to their needs and support them. If a student comes to a member of staff with an issue which that member of staff feels they are unable to deal with alone, they should take this concern to their manager. No one else should be informed at this stage, and a breach of confidentiality may fall under staff misconduct and involve disciplinary procedures. • Provide regular feedback to their managers on their experience of teaching RSE and student response.
-----	----------------------------	---

- Ensure their personal beliefs and attitudes will not prevent them from providing balanced RSE in school.
- Tailor their lessons to suit all pupils in their class, across the whole range of abilities, including those pupils with special educational needs. If teachers need support in this area they should speak to the school SEN coordinator or PSHCE Co-ordinator.

Pupils

Pupils are expected to attend relationship and sex education classes as per their school timetable and take them seriously. Pupils are required to support one another with issues that arise through RSE. Listening in class, being considerate of other people's feelings and beliefs, and complying with confidentiality rules that are set in class are key to effective provision. Pupils who regularly fail to follow these standards of behaviour will be dealt with in line with the school behaviour policy.

We also hope that pupils will feel comfortable to talk to a member of staff, in confidence, regarding any concerns they have in school related to sex education or otherwise. Conversations of this nature between staff and pupils will be held in confidence; however, staff may take concerns to their line manager or Designated Safeguarding Lead, if there is a safeguarding concern or they feel ill-equipped to deal with the presenting issue.

We ask pupils for feedback on the school's sex education provision (yearly) and expect them to take this responsibility seriously. Opinions on provision and comments will be reviewed by the PSHCE coordinator and taken into consideration when the curriculum is prepared for the following year's pupils. In this way, the school hopes to provide pupils with the education they need on topics they wish to learn about.

8.2 Roles and Responsibilities (cont):

Parents/carers

The school expects parents/carers to share the responsibility of sex education and support their children's personal, social and emotional development. We encourage parents/carers to feel comfortable and to engage in discussions their children, creating a healthy home environment where pupils can continue to learn about matters that have been raised through school PSHCE. Parents/carers are also encouraged to seek additional support in this from the school where they feel it is needed.

Should any stakeholder require information they are advised to contact the PSHCE co-ordinator who will be able to provide them with the relevant information.

9.	Parents'/Carers' Right to Withdraw:	<p>In the primary setting:</p> <p>Parents do not have the right to withdraw their children from relationships education.</p> <p>Parents have the right to withdraw their children from the non-statutory components of sex education within RSE.</p> <p>Requests for withdrawal should be put in writing and addressed to the attention of the Key Stage Manager.</p> <p>Alternative work will be given to pupils who are withdrawn from sex education.</p>
		<p>In the secondary setting:</p> <p>Parents/carers have the right to withdraw their child from the non-statutory components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this</p> <p>A copy of withdrawal requests will be placed in the pupil's educational record. The PSHCE Co-ordinator will discuss the request with parents/carers and take appropriate action.</p> <p>Alternative PSHCE work will be given to pupils who are withdrawn from sex education.</p>

10.	Curriculum Information – How to obtain:	<p>Information regarding the curriculum is available through the PSHCE department page on Share Point.</p>
		<p>Should any stakeholder require information they are advised to contact the PSHCE co-ordinator who will be able to provide them with the relevant information.</p>

11. Additional Information	
Copies of this policy may be obtained from:	<ul style="list-style-type: none"> • Share Point • www.meadowsschool.org.uk
This policy links with the following policies & Documents	<p>By the end of primary school pupils should know.doc By the end of secondary school pupils should know.doc Right to withdraw from RSE.doc</p>
Relevant statutory guidance, circulars, legislation & other sources of information are:	<p>Children and Social work act 2017. Education Act 1996</p>
The lead member of staff is:	PHSCE co-ordinator
Last reviewed	April 2024

