

Hurworth House School



The Hurworth Way is unique, we strive to develop moral **character** and purpose, **coach** for endless possibilities and **creatively** inspire to learn.

Relationship and Sex Education procedure

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|---------------------------------|--|---------------------------|--------------------------------|
| Procedure for | Relationship and Sex Education procedure | | |
| Associated Priory policy | HHS41 PHSEE procedure | Number | HHS035 |
| Unit | Hurworth House School | Signature (Author) | Claire Blackett/ Lucy Harrison |
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1. Aims

Hurworth House School recognizes and believes that all young people need high quality impartial relationship and sex education (RSE) to prepare the next stage of their life and ultimately adult life. We aim to support Parents and Carers in helping young people make the transition to adult life and welcome and encourage discussion and partnership work. All RSE at Hurworth House will be carried out in a sensitive, non-judgmental and caring manner.

Hurworth House recognizes that RSE needs to be highly differentiated and personalised with regards to students with SEND and in line with Preparing for Adulthood and EHCP outcomes. RSE is of vital importance to young people with SEND due to their additional risk of exploitation.

The aims of relationship and sex education (RSE) at our school are to:

- Provide 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
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

2. Statutory requirements

Hurworth House SRE is delivered with regard to the following statutory requirements:

Documents that inform the school's RSE policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010),
- Supplementary Guidance SRE for the 21st century (2014)
- Keeping children safe in education – Statutory safeguarding guidance (2016)
- Children and Social Work Act (2017)
- Department for Education guidance Relationships Education, Relations and Sex Education (RSE) and Health Education Published June 2019, updated July 2020
- Section 3.6 of the National Curriculum

Primary:

RSE is compulsory in primary schools however, Department for Education statutory guidance states that from September 2020, all schools must deliver relationships education. Primary schools are also required to teach the elements of sex education contained in the science curriculum.

Secondary:

Under section 3.6 of the National Curriculum, RSE is compulsory from year 7 onwards.

Secondary schools must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

2. Student context

Hurworth House School provides specialist bespoke education for young people aged 5-19 years old. Our students have additional needs including but not limited to:

- SEMH needs,
- Autism,
- ADHD
- Learning Difficulties.
- Anger and aggression towards others
- High levels of anxiety
- Pro social skill difficulties

Our staff are highly trained and skilled in support our students to achieve excellent outcomes.

Our Students have often failed in or been failed by a number of educational establishments before joining our School community. All pupils have been unable to manage in a mainstream setting and have considerable gaps in. A high proportion of the cohort have been excluded from previous schools or have high anxiety, negative feelings about themselves as learners which prevents them from mixing in large groups. The majority of our students arrive with levels of attainment that are significantly below age related national expectations.

Due to this pupils require high levels of support and a therapeutic approach to work on their own self-esteem, self-worth and abilities to make positive decisions as well as access to a wide & varied curriculum.

3. Policy development

Hurworth House School will consult parents, staff and young people when creating and ratifying this policy. This process involves the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
 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 review, critique and amend the policy
 4. Student consultation – Young people were invited to give their views on the policy through student voice
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5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. 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.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

5. Curriculum intent

At Hurworth House School we understand the importance of educating pupils about sex, relationships and their health, for them to make responsible and well-informed decisions in their lives. The teaching of RSE can help to prepare pupils for the opportunities, responsibilities and experiences of adult life. It allows us to promote the spiritual, moral, social, cultural, mental and physical development of pupils at school and in the wider society. We have an obligation to provide pupils with high-quality, evidence and age-appropriate teaching of these subjects. This policy outlines how the school's RSE and health education curriculum will be organised and delivered, to ensure it meets the needs of all pupils.

Our curriculum is set out as per Appendix 1 but we may need to adapt as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff taking into account the needs and feelings of pupils. If pupils ask questions outside the scope of our curriculum, teachers will respond in an appropriate manner so pupils are fully informed and do not seek answers online.

For more information about our curriculum, see our curriculum map in Appendix 1.

6. Delivery of RSE

In the delivery of RSE we recognise that young people may have gaps in their knowledge from time spent out of school, may have obstacles in understanding subject matter due to their additional needs and may find subject matter difficult or upsetting due to past trauma. We will ensure all of our students have access to the RSE curriculum and differentiate delivery so all of our young people can access the knowledge and guidance they need.

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Staff members will give students notice prior to discussing a topic that young people may find distressing due to past trauma and/or experiences. Students will be given the chance to emotionally opt out of discussions and revisit on a one to one basis later if they are finding it too challenging.

Hurworth House involve the Schools extensive Therapy Team when planning curriculum and are advised on content and delivery by an Education Psychologist, Counselling Psychologist and Occupational Therapist. Therapy input assists in ensuring the curriculum is accessible to all.

Across all Key Stages, 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

These skills are taught within the context of family life.

7. Roles and responsibilities

7.1 The governing board

The governing board will hold the head teacher to account for the implementation of this policy.

The governing board has delegated the approval of this policy to Claire Blackett.

7.2 The head teacher

The head teacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from [non-statutory] components of RSE (see section 8).

7.3 Staff

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 the [non-statutory] 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 head teacher.

In Hurworth House School, all primary teachers are responsible for delivering PSHE and in the secondary school; designated PSHE teachers will deliver the curriculum.

7.4 Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity. We will ensure RSE is matched to the needs of our pupils by planning alongside students Educational Health Care Plans and risk assessments.

8. Parents' right to withdraw

Parents have the right to withdraw their children from the [non-statutory] components of RSE.

Requests for withdrawal should be put in writing and addressed to the head teacher. A copy of withdrawal requests will be placed in the pupil's educational record. The head teacher will discuss the request with parents and take appropriate action.

Once those discussions have taken place, except in exceptional circumstances, the school should respect the parents' request to withdraw the child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those terms.

This process is the same for pupils with SEND. However, there may be exceptional circumstances where the head teacher may want to take a pupil's specific needs arising from their SEND into account when making this decision.

Alternative work will be given to pupils who are withdrawn from RSE.

9. Training

Staff are trained on the delivery of RSE as part of their continuing professional development calendar.

The head teacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

10. Monitoring arrangements

The delivery of RSE is monitored by the senior leadership team through:

- planning scrutinise
- learning walks
- Marking scrutinise
- Peer assessment
- Student voice feedback
- Lesson observations

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

Claire Blackett, Head Teacher, will review this policy annually. At every review, the governing board will approve the policy.

11. Linked Policies

Hurworth House Relationship and Sex Education Policy is not a stand-alone policy. This policy sits alongside the Schools; Curriculum Policy, Safeguarding Adults Policy, Safeguarding Children Policy, SMSC Policy, Career Education and IAG Policy.

12. Lesbian, Gay, Bisexual and Transgender

Hurworth House delivers all RSE in line with the Schools ethos of equality, respect and kindness. LGBT teaching will be integrated into the curriculum and differentiated in order for the needs of all of our learners to be met.

School will work in partnership with and work under advice from local and national LGBT charities. When appropriate we will include LGBT outside agencies in delivery of education and advice and guidance for Students and staff members.

13. Religion and Belief

When teaching RSE Hurworth House will take into account students religious background and beliefs. Teachers will impart information sensitively and welcome discussion and debate around matters that may be seen as contentious. Teachers if appropriate will reflect upon faith teachings and how faith institutions may support individuals in matters of relationship and sex.

In all teachings, Hurworth House complies with the Equality Act 2010 and recognises that religious beliefs are a protected characteristic.

14. Partnership working

Hurworth House recognises that bringing in outside agencies can enhance the delivery of all subjects and can be beneficial with regards to RSE. Outside agencies can provide specialist knowledge and experience and young people may feel more comfortable discussing sensitive matters with a professional that is not their Teacher.

When working in partnership with outside agencies Hurworth House will always check credentials and support delivery of lessons, always checking a provision is appropriate prior to delivery.

All visitors will be made aware of their safeguarding duty to report concerns.

Examples of partners who may be used to enhance RSE deliver are School Nurse and Sexual Health professionals.

14. Safeguarding

All Hurworth House staff are trained and skilled in safeguarding procedures. Staff are aware of indicators of abuse and who to report to in the case of a concern emerging.

We recognise that in discussing sensitive subject areas safeguarding concerns may arise. All concerns will be addressed with the welfare of the young person as the primary concern and students will be kept apprised of any actions taken.

All young people who attend Hurworth House are aware of who to report concerns to and the actions that will be taken following the reporting of any concerns. Additionally students are aware of who they can report concerns to outside of the School.

Hurworth House has in place school wide policies that make it clear that sexual harassment, sexual violence and online sexual abuse are never acceptable.

Hurworth House works in close partnership with parents/carers and professionals involved with young people. This collaborative work enables School to be aware of past and present safeguarding concerns, trauma or abuse and means Teachers differentiate learning where appropriate in order not to re-traumatise a young person.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

| KEY STAGE | TERM | TOPIC/THEME DETAILS | RESOURCES |
|-----------|----------|---|--|
| KS1 | Spring 1 | <ul style="list-style-type: none"> Families and close relationships <ul style="list-style-type: none"> Roles people play in our lives Who we love Different families Telling someone when you are upset or worried Friendships <ul style="list-style-type: none"> Loneliness How to resolve arguments Managing hurtful behaviour and bullying <ul style="list-style-type: none"> Types of hurtful behaviour Online bullying How to report bullying Safe relationships <ul style="list-style-type: none"> Respecting privacy (including body parts) Appropriate physical contact Not keeping adults' secrets Resisting pressure Asking for help Respecting yourself and others <ul style="list-style-type: none"> Sharing opinions How behaviour affects others Similarities and differences Listening | <p>PSHE ASSOCIATION</p> <p>https://www.pshe-association.org.uk/</p> |

| KEY STAGE | TERM | TOPIC/THEME DETAILS | RESOURCES |
|-----------|----------|---|-----------|
| KS2 | Spring 1 | <ul style="list-style-type: none"> Families and close relationships <ul style="list-style-type: none"> Different families Types of relationships Family structures Important characteristics of family life Friendships <ul style="list-style-type: none"> The importance of positive and healthy friendships Online friendships Peer pressure Disputes and resolution Changes in friendships Managing hurtful behaviour and bullying <ul style="list-style-type: none"> Impact of bullying (online and offline) Strategies of support and how to report bullying Discrimination Safe relationships <ul style="list-style-type: none"> Privacy and personal boundaries Secrets Seeking and giving permission (consent) Online and personal safety Respecting yourself and others <ul style="list-style-type: none"> Self-respect Differences and similarities | |
| KS3 | Autumn 1 | <ul style="list-style-type: none"> Puberty <ul style="list-style-type: none"> Physical and mental changes Menstrual wellbeing Sexual health <ul style="list-style-type: none"> Contraception Sexually transmitted diseases | |
| KS4 | Autumn 1 | <ul style="list-style-type: none"> Sexual health <ul style="list-style-type: none"> Types of intimacy Sexually Transmitted Diseases Sexual health services Fertility <ul style="list-style-type: none"> Healthy pregnancy Variation in fertility Miscarriage Unplanned pregnancy | |

| KEY STAGE | TERM | TOPIC/THEME DETAILS | RESOURCES |
|-----------|----------------|--|-----------|
| KS3 | Spring 1 and 2 | <ul style="list-style-type: none"> • Positive relationships <ul style="list-style-type: none"> - Types of relationships - Healthy and unhealthy relationships - The difference between biological sex, gender identity and sexual orientation - Marriage - Media portrayals • Relationship values <ul style="list-style-type: none"> - Trust - Gender roles - Personal values • Forming and maintaining respectful relationships <ul style="list-style-type: none"> - Qualities and behaviours - Listening, communication and compromise - Conflict resolution - Drugs and alcohol in relationships - Loss or change of relationships • Consent <ul style="list-style-type: none"> - The law around sexual consent - How to seek, give, not give and withdraw consent - Sharing sexual images - • Contraception and parenthood <ul style="list-style-type: none"> - Risks of unprotected sex - Unintended pregnancy - Roles and responsibilities of parents/ carers • Bullying, abuse and discrimination <ul style="list-style-type: none"> - Recognising abusive behaviours - Stereotyping, prejudice and discrimination • Social influences <ul style="list-style-type: none"> - Peer influence - Social, legal and physical factors - Gang culture - Motivations, misconceptions and consequences of carrying weapon | |

| KEY STAGE | TERM | TOPIC/THEME DETAILS | RESOURCES |
|-----------|----------------|--|-----------|
| KS4 | Spring 1 and 2 | <ul style="list-style-type: none"> • Positive relationships <ul style="list-style-type: none"> - Intimate relationships - Unhealthy relationships - Legal rights and protections of marriage and civil partnership - Sexual diversity - Advice and support services - Pornography • Relationship values <ul style="list-style-type: none"> - How values impact our decisions - Faith, cultural practice and beliefs • Forming and maintaining respectful relationships <ul style="list-style-type: none"> - Emotions associated with relationships - Safety and responsibility - Grief - Online relationships - Stalking and harassment • Consent <ul style="list-style-type: none"> - Sexual assault - Victim blaming - Impact of drugs and alcohol - Readiness - Sexual images • Contraception and parenthood <ul style="list-style-type: none"> - Contraception - Physical and mental responses to unplanned pregnancy - Parenting skills and qualities - Adoption and fostering - Abortion • Bullying, abuse and discrimination <ul style="list-style-type: none"> - Recognising persuasion, manipulation and coercion - Domestic abuse - Honour based violence and forced marriage - Prejudice and discrimination • Social influences <ul style="list-style-type: none"> - Peer influence (negative and positive) - Supporting younger peers - Group/ Gang influence and pressure - Cybercrime | |

| KEY STAGE | TERM | TOPIC/THEME DETAILS | RESOURCES |
|-----------|----------|--|-----------|
| KS5 | Autumn 2 | <ul style="list-style-type: none"> Sexual health <ul style="list-style-type: none"> Selecting appropriate contraception Sexually transmitted diseases Taking responsibility | |
| KS5 | Spring 1 | <ul style="list-style-type: none"> Relationship values <ul style="list-style-type: none"> Different types of relationships Prejudice, discrimination and inclusion Faith and cultural influences Forming respectful relationships <ul style="list-style-type: none"> Managing and maintaining positive friendships/ relationships Emotional intimacy Love and lust Constructive dialogue Ending relationships Workplace relationships Consent <ul style="list-style-type: none"> Moral and legal responsibility Consequences Recognising abuse Reporting and seeking help Contraception and parenthood <ul style="list-style-type: none"> Unintended pregnancy and young parenthood Different contraception Emergency contraception Pathways available for unintended pregnancy | |