



# RSE Policy

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Approved by the Proprietor	Keith Boulter
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## Aims

The aims of relationships and sex education (RSE) at Broadlands Hall are to:

- Provide a framework in which sensitive discussions can take place
- Prepare learners for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help learners develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach learners the correct vocabulary to describe themselves and their bodies

## Statutory Requirements

We provide relationships and sex education to all learners as per section 34 of the [Children and Social work act 2017](#).

For all young people with more significant needs, their particular RSE needs may helpfully be assessed as part of an Education Health Care (EHC) needs assessment, with provision to meet those needs set out in their EHC plan. For pupils who already have an EHC plan, specific consideration of their RSE needs may helpfully be provided at annual review.

When planning RSE for pupils with SEND it is important to work towards accessible provision of the content set out in the Government guidance, but it can also be helpful to think about four interconnected areas of learning:

- Personal care and hygiene
- Relationships and sex education
- Appropriate behaviour, including addressing sexualised behaviour
- Safeguarding

By placing these areas at the heart of your curriculum and reinforcing messages throughout the day, a wide range of educational and social benefits will be derived.

## Definition

RSE is about the emotional, social and cultural development of learners 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.

## Curriculum

Our curriculum is individualised to learners needs and abilities to provide them with challenge and ensure they make progress.

Young people will be grouped based on their ability and understanding and be provided with a RSE curriculum that matches this.

## Delivery of RSE

RSE is taught within our PSHE curriculum. Biological aspects of RSE are taught within the science curriculum. RSE is most effective when delivered through a whole school approach. For young people with SEND, this means working continuously through informal opportunities as well as the formal RSE curriculum. For example, when pupils are queuing for lunch there is an opportunity to reinforce learning about personal boundaries. All staff should be actively involved in offering consistent messages around RSE, e.g. teaching assistants, lunchtime staff, drivers etc.

Young people will learn from the way staff react in everyday situations and interactions such as those concerned with consent or privacy e.g. a matter of fact tone of voice and calm reaction to a situation can be helpful, for example where a young person is touching or rubbing their own genitalia directly or through clothes in public. It is also helpful for the response from staff to be linked to RSE learning and school codes of

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behaviour. There are many ways to link with other parts of the curriculum and school day too, for example, through playground rules, Anti-Bullying Week, displays about puberty and e-safety initiatives.

Sometimes RSE needs for young people with Autistic Spectrum Conditions in mainstream schools can be overlooked, their academic capabilities masking their social and emotional needs. Although they may understand the concrete information, work about relationships, consent and understanding risk and coercion can be very challenging for some young people on the spectrum. Individual sessions or small group provision in addition to mainstream classes can be beneficial to address this. There is likely to be a higher incidence of 'social masking' and this should be taken in to consideration when evaluating the effectiveness of teaching and whether pupils have understood the nuances of social and appropriate intimate relationships.

Physical disability may impact on every aspect of an individual's life including how they socialise, develop relationships and have sex. Young people with physical disability may have to find different ways to communicate, take part in learning and everyday activities: including making friends and socialising with others. They may have anxiety about a different body shape or image, worry about how their body works and what others may think. They may have additional worries or questions about puberty, how they can have sex and whether they can have children. They may not have the opportunity to talk about these things with others with similar needs. It is important that these young people have access to RSE alongside their peers as well as additional opportunities to explore questions that the RSE curriculum may raise for them. These conversations should take place in a safe space with a trusted and informed adult with access to appropriate, high quality information and resources specific to their needs and requirements. Sometimes it may be helpful if medical advice is sought by the family and shared as appropriate with the school to aid the planning and delivery of RSE with the consent of the young person.

### **PRIMARY:**

- Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:
- Families and people who care for me;
- Caring friendships;
- Respectful relationships;
- Online relationships;
- Being safe.

### **SECONDARY:**

- RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:
- Families;
- Respectful relationships, including friendships;
- Online and media;
- Being safe;
- Intimate and sexual relationships, including sexual health.

These areas of learning are taught within the context of family life taking care to ensure 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, 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).

## **Roles and responsibilities**

### Proprietor

The Proprietor will approve the RSE policy and hold the Head Teacher to account for its implementation.

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### Head Teacher & Lead Teachers

The Head Teacher & Lead Teachers are responsible for ensuring that RSE is taught consistently across the school.

### Staff

Staff are responsible for:

Delivering RSE in a sensitive way

- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual learners
- Responding appropriately to learners whose parents wish them to be withdrawn from the [non-statutory/non-science] components of RSE

### **Training**

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

## **2. Parents' right to withdraw**

PRIMARY:

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the non-statutory and non-science curriculum components of sex education within RSE.

Requests for withdrawal should be put in writing to the Head Teacher

Alternative work will be given to learners who are withdrawn from sex education.

SECONDARY:

Parents and Carers have the right to withdraw their children from the non-statutory and non-science curriculum 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.

Requests for withdrawal should be put in writing 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.

Alternative work will be given to learners who are withdrawn from sex education.

### **Monitoring arrangements**

The delivery of RSE is monitored by the Head Teacher & Lead Teachers through:

- QA and Monitoring Calendar activities.
- Learners' development in RSE is monitored by class teachers as part of our internal assessment systems.