Great Arley School

Our vision

- To become a great provider and recognised leader of SEND in Lancashire
- To provide the right curriculum that is personalised for every child to ensure they reach their full potential
- To provide a safe & thriving environment for both staff and pupils where wellbeing is paramount

Dare to Dream, Aim to Achieve

Relationships, Sex and Health Education Policy

DATE REVIEWED	REVIEWED BY	NEXT REVIEW DATE
Autumn 2025	Charlotte Horrocks	Autumn 2027

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Background:

Great Arley is a school for children aged 4 – 16 who have a range of additional needs. At Great Arley School it is recognised that the importance of relationships in life is such that RSHE is a crucial part of preparing children for their lives now and in the future as adults and /or parents.

All children need help to develop skills to make positive and safe choices in order to reduce the risks of being abused and exploited, and to learn what sorts of behaviour are, and are not, acceptable.

The policy for Relationships, Sex and Health Education is written in accordance with this philosophy. In our provision of RSHE each child is considered on an individual basis. The aspects of the topics covered, will be appropriate to the needs of each pupil at Great Arley, within the context of moral considerations and the value of family life.

Department for Education Guidance

- Health Education (statutory)
- Relationships Education (statutory)
- Economics education- not statutory yet, but recommended.
- Sex Education-this can be withdrawn from. This does not include Science objectives which are also statutory.
- Sex education in primary is just conception if this is chosen to be taught.

In secondary school, sex education can be withdrawn from up to three terms before the pupil turns 16 and then they can opt into lessons themselves. At this point, school must make provision for this to be taught.

Pupils are taught the following content areas:

- families and people who care for me
- caring friendships

• respectful relationships

• online relationships and online media

• being safe

• intimate and sexual relationships, including sexual health

In an age-appropriate way, we cover how to treat each other with kindness, consideration and respect. These subjects are designed to equip pupils with knowledge to make informed decisions about their wellbeing, health and relationships as well as preparing them for a successful adult life.

Relationships, Sex and Health Education builds on each pupil's knowledge and skills. It aims to give young people the information they need to help them develop healthy, nurturing relationships of all kinds.

Great Arely School covers content on what healthy and unhealthy relationships look like and what makes a good friend, colleague and successful marriage or committed relationship. At the appropriate time, the focus will move to developing intimate relationships, to equip pupils with the knowledge and skills they need to make safe, informed and healthy choices as they progress through adult life.

Policy Intent

We believe learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health is an essential aspect of our pupil's education.

Aims:

Great Arley's Relationships, Sex and Health Education Policy aims:

- to ensure that a sensitive and balanced programme of Relationships, Sex and Health Education is available as appropriate to the developmental and emotional stage of each pupil, taking into account individual needs and learning styles.
- to ensure Relationships, Sex and Health Education is both medically and factually correct and treats sex as a normal and pleasurable fact of life
- to place Relationships, Sex and Health Education within a clear, moral framework which encourages a responsible lifestyle.

- to involve pupils in determining aspects of their own RSHE to ensure they have the knowledge, understanding and skills they see as necessary to their own development.
- to ensure that all pupils know about and are prepared for the physical and emotional changes that affect them and to provide appropriate support at all levels, either individually, group or class during this time of change.
- to encourage pupils to value self-respect and respect for others both physically and emotionally, including learning about gender identity, sexual orientation, disability, ethnicity, culture, age, faith or belief.
- to identify the physical, emotional and moral risks of certain types of behaviour.
- to raise pupil awareness of mixed messages from the media and how many misconceptions can influence their personal choices.
- to provide pupils with the knowledge and skills to keep themselves safe on and off line, teaching them about the law, their rights to confidentiality, consent, violence and exploitation.
- to ensure we promote equality in relationships and challenge gender inequality.

Implementation of Relationships, Sex and Health Education Programme Content

The content and delivery of the programme is selected based on each pupil's developmental and emotional stage.

Great Arely chooses to deliver relationships and/or sex education as part of a timetabled PSHE scheme of work. Charlotte Horrocks - the lead teacher will continue to work closely with colleagues, in related curriculum areas to ensure Relationships Education, Relationships, Sex and Health Education and Health Education programmes complement subjects such as science, computing and PE.

The content has three main elements:

Attitudes and Values

- learning the importance of values and individual conscience and moral considerations;
- learning the value of family life, stable and loving relationships,
- learning the value of respect, love and care;
- exploring, considering and understanding moral dilemmas;
- developing critical thinking as part of decision-making.

Personal and Social Skills

- learning to manage emotions and relationships confidently and sensitively;
- developing self-respect and empathy for others;
- learning to make choices based on an understanding of difference and with an absence of prejudice;
- developing an appreciation of the consequences of choices made;
- managing conflict; and learning how to recognise and avoid exploitation and abuse.

Knowledge and Understanding

- learning and understanding physical development at appropriate stages;
- understanding human sexuality, reproduction, sexual health, emotions and relationships;
- learning about contraception and the range of local and national sexual health advice, contraception and support services;
- learning the reasons for delaying sexual activity, and the benefits to be gained from such delay;
- the avoidance of unplanned pregnancy and transmission of STIs;
- the law and consent;
- stereotyped and gendered expectations;
- privacy and boundaries to equip pupils with accurate information and give them essential skills for building positive, enjoyable, respectful and non- exploitative relationships and staying staff both on and off line.

We tailor content and teaching to meet the specific needs of pupils at different developmental stages. We ensure that all teaching is sensitive, developmentally appropriate, and delivered with reference to the law.

Great Arely's Relationship and Sex education programme is tailored to the age and the physical and emotional maturity of each pupil.

Key Stage 4 pupils are taught Sex and Relationships Education as part of their ASDAN accreditation of Personal and Social Education.

Formation and Consultation Process:

- The policy (and the programme content) is available to all parents and carers in the school website. The scheme of work is found within the PSHE and Citizenship scheme of work. All parents / carers annually receive information regarding the programmes of study for Relationships, sex and health education Education with a consultation reply form attached. There are regular opportunities for parents and carers to ask questions of the teachers and discuss the policy and/or the content of the programme, local health visitors and the senior management team. The policy was initially submitted to the senior management team and governors and is updated every two years.

The RSHE Policy should be read in conjunction with the following policies:
Safeguarding Policies
PSHE Policy
Behaviour Policy
Religious Education
Safeguarding and Child Protection Policy
Visitors
Science policy

National Strategies:
The National Curriculum in England, DFEE, 2013,
Sex and Relationship Education Guidance 2000 (DFEE),
PSHE and Citizenship Framework,
The Ofsted Report on Sex and Relationships 2002
Every Child Matters agenda,
Children's Act 2004,

Organisation and Curriculum:

Relationships, sex and health education Education is taught across all key stages as part of the statutory programmes of study for Science and according to the statutory and non-statutory guidelines for PSHE and Citizenship.

The Science specialist teacher, class teachers and the PSHE co-ordinator are responsible for delivering the curriculum, which is modified to take into account the needs of all pupils ensuring progression.

Where appropriate, pupils will be taught in mixed gender whole class, small groups and mixed class groups, according to the needs of our pupils.

Advice and support from outside agencies will be sought and other health professionals invited to provide additional guidance for pupils. They will be given copies of the school's RSHE policy and Visitor's Policy prior to their work in the school and will be required to act within the guidelines given. Sessions from outside agencies will be planned and delivered in conjunction with the PSHE subject leader.

Teaching and Learning:

The teacher delivering the curriculum will have responsibility for planning and delivery of work using a variety of appropriate teaching methods, ensuring differentiation and progression for each pupil.
Advice, training and support can be sought from and is given by the subject leader: Charlotte Oates throughout the academic year.

To develop a sensitive approach to Relationship Education and Relationship and Sex Education it is essential to ensure that all pupils feel safe. To achieve this, aspects of the following learning strategies will be in place:

Group rules:

- no one (teacher or pupil) will have to answer a personal question
- no one will be forced to take part in a discussion
- only the correct names of body parts will be used
- meanings of words will be explained in a factual way
- information is not shared with other pupils within school

Depersonalising:

- Teachers will de-personalise discussions through role play, appropriate video clips and use of outside agencies.

Agreed procedures for dealing with sensitive issues and the answering of questions:

- If a question is too personal the teacher will remind the pupil of the ground rules. The teacher can refer him/her to the appropriate person, eg, the school nuRSHE or a helpline.

- If the teacher does not know the answer to the question, he /she will acknowledge this and suggest that the pupil and teacher research the question later.

- If the question is too explicit or inappropriate for the whole class or raises concerns about sexual abuse, the teacher will acknowledge it and promise to attend to it later on an individual basis. If necessary, the teacher must follow the school's Child Protection procedures.

Discussion and practical activities:

Discussion and active learning activities encourages learning and is enjoyed by pupils.

- Pupils will take part in structured activities in which they can draw on previous learning, practice their interpersonal skills, consider their beliefs and attitudes, reflect on their new learning and plan future action.

Impact
Assessment:

Assessment of Relationships, sex and health education Education at Great Arley is a planned part of teaching and learning which helps set clear expectations for standards and achievement.

It is used as a tool to ensure progression and to motivate pupils who become partners in the process. It allows pupils to be clear about strengths and weaknesses in their learning and enables teachers to be clear about the achievements of their pupils and how their learning might be improved.

Teachers at Great Arley will:

- actively involve pupils as partners in the assessment process
- discuss with pupils learning objectives and desired outcomes
- give opportunities for pupils to give and receive feedback on their progress
- give pupils opportunities to collect evidence of their achievements and help them identify what they should do next

B Squared Progression step data will be recorded throughout the academic year.

Resources:

The materials used in school are in accordance with the PSHE framework and the law.

All resources chosen by the PSHE / Relationship and Sex Education Coordinator are in consultation with teachers and the senior management team. These are audited and extended upon each year.

Equal Opportunities:

In support of the Equal opportunities Policy all Great Arley pupils regardless of age, ability, race, faith, gender or sexual orientation will have the same opportunities to benefit from Sex and Relationships Education resources and teaching methods.

We ensure that we comply with the relevant provisions of the Equality Act 2010 and schools: departmental advice, under which sexual orientation and gender reassignment are amongst the protected characteristics.

Working with Parents /Carers:

Parents / carers can be assured that the personal beliefs and attitudes of teachers at Great Arley School will not influence the teaching of Relationships, sex and health education Education within the PSHE and Citizenship framework.

Teachers and all those contributing to Relationships, sex and health education Education are expected to work within an agreed values framework as described in this policy, which is in line with current legislation.

Parents and carers are key people in;

- Teaching their children about sex and relationships.
- Maintaining the culture and ethos of the family.
- Helping their children cope with the emotional and physical aspects of growing up.
- Preparing them for the challenges and responsibilities that sexual maturity brings.

Parents and carers can help by;

- Teaching their children to learn the correct names of their body.
- Talking with their children about feelings and relationships.

- Answering questions about growing up, having babies, feeling attraction, sexuality, sex, relationships, contraception and sexual health.

Working with the Wider Community:

Any health professional who may be involved in delivering programmes are expected to work within the schools Sex and Relationships Policy, and on the instruction of Charlotte Oates. The class teacher will remain in lesson throughout and will consult in detail regarding the lesson content and methods of teaching and assessment.
However, when Health professionals are in their own professional role, e.g. school nurse, they will follow their own professional codes of conduct.

Confidentiality:

Occasionally, Relationships, sex and health education can lead to a disclosure of a child protection issue.

The following statements are written within the procedures set out in the DFEE: Child Protection Circular 10/95 – "Protecting Children from Abuse"

Teachers will not offer or guarantee absolute confidentiality to pupils. In exceptional circumstances Great Arley School may be in a position of handling information without parental knowledge. Where young children are involved this would be grounds for serious concern and child protection issues will be addressed.

Staff will:

- Make sure that pupils and staff are aware that absolute confidentiality will not be guaranteed.
- Reassure pupils that their best interests will be maintained.
- Encourage pupils to talk to their parents or carers and give them support to do so.
- Reassure pupils that if confidentiality has to be broken, they will be informed first and supported.
- Make sure that pupils are informed of sources of confidential help, e.g. counsellors
- Use ground rules in lessons.

Safeguarding:

All pupils have the right to expect Great Arley School to provide a safe and secure environment.

If a member of staff (teaching or non- teaching) suspects that a child is a victim of abuse or they have reason to believe that he / she is at risk of abuse, they will report their concerns to Mrs A Johnstone: Assistant Headteacher - Designated Lead Safeguarding Officer. The Safeguarding Procedures as laid down by Lancashire Education Authority will then be followed.

Mrs Kearney, Mrs Gibbons and Mrs Keogh: Designated Safeguarding officers

Child Withdrawal Procedures:

DFE guidance sets out both the rights of parents and carers to withdraw pupils from sex education (but not Relationships or Health Education) and the process that headteachers should follow in considering a request from a parent.
Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSHE.

Parents / carers at Great Arley are given opportunities to understand the purpose and content of Relationships Education and RSHE. We send out annual details of the program content and foster good communication and opportunities for parents / carers to understand and ask questions about the school's approach through contact with parents /carers.

Before granting any such request the headteacher: Mr P. Higham and the subject lead: Charlotte Oates will discuss the request with parents / carers and, as appropriate, with the pupil to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. School will keep documentation of the process.

There may be exceptional circumstances where the headteacher: Mr Higham may want to take a pupil's specific needs arising from their SEND into account when making this decision.

The headteacher will automatically grant a request to withdraw a pupil from any sex education delivered, other than as part of the science curriculum.

If a pupil is excused from sex education, it is the school's responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal. There is no right to withdraw from Relationships Education or Health Education.

Complaints Procedure:

If you have any cause for concern about the Relationships, sex and health education Education at Great Arley please contact the school as soon as possible to resolve the problem with the Head Teacher: Mr P. Higham and/or the subject lead: Charlotte Oates. In the unlikely event that the concern cannot be dealt with, the senior management team and then the LEA can be contacted.

Monitoring Relationships, sex and health education Education:

It is the responsibility of the person delivering the lessons, to monitor and evaluate pupils' progress.

The subject leader will:

- Ensure the RSHE policy is reviewed annually, will seek Governor's approval and act within their agreed guidelines.
- Review the provision of RSHE in line with new government initiatives.
- Liaise with the Head teacher, Deputy and staff with regards to the development of teaching and learning.
- Ensure teachers are supported and kept up to date by providing guidance and training in school and in clusters.
- Review equipment and resources.
- Monitor and evaluate the quality of subject teaching throughout the school.

Evaluating RSHE Provision:

Evaluation will take into account; teacher assessment and feedback which will include the evaluation of planning, pupil's IEP targets and B squared Progression steps data and safeguarding measures. All pupils feedback is also sought on an annual basis. This information informs future planning, target setting and reporting to parents through annual reviews, parents meetings and annual school reports.