



Pendle Community High School & College Relationships and Sex Education Policy

Document Purpose

This policy reflects the school values and philosophy concerning the teaching and learning of Relationship and Sex Education (RSE). The policy draws together statutory guidance as well as promoting the Spiritual, Moral, Social and Cultural (SMSC) development which includes British Values. The policy seeks to address the individual learning needs of our pupils and sets out a framework within which teaching staff can operate.

For guidance on planning, teaching and assessment, this policy should be read in conjunction with the Scheme(s) of Learning for PSHE, which sets out in detail what pupils in different Key Stages and in different ability ranges will be taught.

This policy has been approved by the Governing Body following consultation with the wider teaching staff and is subject to regular annual reviews by the staff team and Governors.

As a maintained secondary special school, we must provide RSE to all pupils. In particular, we are aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. The Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, made Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education.

Audience

This document is intended for all staff and other stakeholders with classroom responsibilities, school governors, parents, the Local Authority and Ofsted. A copy of this policy is made available for all staff within the curriculum policy file on the school network. A copy of this policy is also available to parents via the school website.

Overview and Aims (Intent)

At Pendle Community High School & College, Relationships and Sex Education (RSE) provides a framework in which sensitive discussions can take place. Pupils will revisit learning around puberty including the correct vocabulary to describe themselves and their bodies and aims to develop pupils' knowledge of sexual development and the importance of health and hygiene. Through the creation of a positive culture around issues of sexuality and relationships the curriculum supports pupils to develop self-respect, confidence, and empowerment around issues of informed consent. It also aims to support pupils to gain the knowledge, skills and understanding they need to lead healthy lives and better prepares them for adulthood.

The RSE curriculum aims to ensure that all pupils get opportunities to

- know that as individuals, we depend on family, school and society.
- use appropriate behaviour, according to the situation.
- relate positively to others.
- begin to exercise personal responsibility and initiative.
- enable learners to value, respect and be proud of their own cultural background and understand the traditions of other cultures.

- recognise and challenge stereotypes and discrimination.
- understand the difference between right and wrong.
- make informed choices about health and wellbeing matters, including emotional health and wellbeing and sexual health.
- develop and maintain a variety of healthy relationships within a range of social/ cultural contexts
- begin to understand the concept of consent in a variety of contexts, including in sexual relationships.
- respect equality and be a productive member of a diverse community.
- understand and recognise the risks of negative relationships, including all forms of bullying, abuse, sexual and other violence, including online encounters.
- identify and access appropriate help, advice and support.
- begin to recognise how the media TV, newspapers, magazines, celebrities can influence the choices that they may make.
- identify and recognise how relationships can change over time.
- support learners to recognise and manage emotions within a range of relationships.
- work at a level appropriate to their ability using a variety of suitable materials within their key stage or from an earlier one if deemed appropriate.

Cultural Capital

The RSE policy at Pendle Community High School and College has been designed to follow and meet the needs of the National Curriculum Programmes of Study as well as supporting the 4 key drivers of our curriculum intent; being safe, having positive health and wellbeing, gaining independence and improving communication including social interaction. Through these we set out the knowledge, skills and understanding that our pupils of different abilities are expected to gain.

In addition, the RSE curriculum is supplemented with a range of activities designed to enrich the learning experience of all of our pupils, furthering their knowledge and understanding of the world around them and preparing them for life beyond school. These opportunities include but are not limited to:

- Outside speakers
- Working with local and national community partners delivering workshops e.g Connect and Respect Healthy relationships programme, Small Steps Programme, sexual health nurses.
- Virtual babies
- Special needs school nurse assemblies and group sessions

Implementation

In Key Stage 3 Relationships education focusses 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

In Key Stage 4 Relationship and Sex Education 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 great care to ensure that there is no stigmatisation of children based on their home circumstances. Teaching will also acknowledge that families can include single-parent families, lesbian, gay, bisexual or transgender (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).

The approach to the Relationship and Sex Education (RSE) at PCHS & C allows learners to find out more about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health in an age-appropriate and sensitive way in line with their cognitive ability. It offers learners essential skills for building positive, respectful, non-exploitative relationships and staying safe both on and offline.

All aspects are taught as part of the PSHE planned programme of study. Additional support is available from the school nurse for those learners identified as requiring 1-1 or needing small group support in specific areas. The special needs school nurse supports RSE by delivering aspects of this programme as an addition to the curriculum taught aspects.

The Relationship and Sex Education curriculum is monitored by the governor responsible for PSHE who ensures that teaching is delivered in ways that are accessible to all pupils with SEND; that clear information is provided for parents on the subject content and the right to request that their child is withdrawn; and that the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

At PCHS it is acknowledged that parents have the `right to withdraw` their child from the non-statutory/non-science components of sex education within RSE up to and until three 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 and addressed to the Headteacher. A copy of withdrawal requests will be placed in the pupil's educational record. The Headteacher will discuss the request with parents and take appropriate action. Alternative work will be given to pupils who are withdrawn from sex education.

Meeting the needs of all pupils within RSE

Pupils at Pendle Community High School & College have Moderate, Severe and / or Profound and Multiple Learning Difficulties including other associated difficulties such as Autism, Multi-Sensory, Visual & Hearing Impairment(s). All pupils access a wide range of learning opportunities within RSE e.g. pupils with the most complex learning needs teaching and learning is based upon an immersive, multi-sensory and thematic approach.

Time Allocation / Cross-Curricular Links

The subject of RSE is allocated time alongside PSHE to provide all pupils with a curriculum which is appropriate for their needs. This subject affords opportunities to link to other curriculum areas such as:

Literacy	Discussions, sharing own experiences. Recording information for external accreditation. Using labels.
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Numeracy	Counting days in a menstrual cycle. Age-related numbers linked to the law, sequence stages of development.
Computing and ICT	Online reinforcement through the use of the internet, social media, YouTube etc.
Science	Life cycles, puberty, stages of pregnancy
Careers/ Voc Ed	The different relationships within a work environment.

Impact

The impact of RSE is lifelong for pupils to be more prepared for the challenges of adult life and for pupils to develop awareness and knowledge that will begin to support them to make informed decisions about their wellbeing, health and relationships. Everyone faces difficult situations in their lives. This subject aims to support young people to build resilience, know-how and when to ask for help, and know where to access support.

The high quality, evidence-based and age / cognitive-appropriate teaching of PSHE will support pupils' spiritual, moral, social, cultural, mental and physical development both during their time at school and in wider society. It will also promote British values: Democracy, Rule of Law, Respect and Tolerance and Individual Liberty.

Pupils further develop their abilities in the 4 key drivers of the curriculum as well as improving their enquiry skills. The depth of knowledge that pupils will attain will vary but all will demonstrate progress from their individual starting points.

Impact is also recognised in pupils' contributions, questions and enthusiasm in lessons, participation in themed days and assemblies where pupils demonstrate what they know and remember. Pupils will have opportunities to demonstrate their growing knowledge and understanding through accreditation at Key Stage 4. The RSE curriculum will support pupils to achieve AQA unit awards on related topics of study.

Assessment, Recording and Feedback

Teachers record progression with evidence and levels of mastery through the school's online data recording system which allows all teachers access to cross curricular targets from other subjects. Staff have a good knowledge of the strengths and areas for development of individual pupils. From this, accurate judgements can be discerned to ensure targets are sufficiently challenging to meet staff's high expectations through:

- Continuous Teacher assessment of small step targets which are related to previous National curriculum and P scales descriptors.
- External assessment leading to nationally recognised accreditation.
- The monitoring and evaluation of Individual Education Plans (IEPs) and individual objectives, target planning and recording.

In addition, summative information can be found through:

- End of Key Stage 4 Record of Achievements and accreditation
- the Annual Review of a learner's Education, Health & Care Plan.
- the annual End of Year Report.

Additional supporting comments can be gathered through:

- Regular parents' evenings.

- Comments and input from parents and other professionals.

Annotation and Feedback

Student work (be it digital or physical form) should be named, dated and annotated by staff. This annotation should include achievements, level of independence and any staff input. This is done in accordance with the annotation & marking policy and will inform future lessons and provide evidence towards student assessment progress on Onwards and Upwards.

Verbal feedback is provided constantly by staff to support and allow the student to gauge their progress and success immediately. This allows students to learn from errors/ misconceptions and to make appropriate adjustments in their learning. Verbal feedback must be appropriate to the level and understanding of the learner. Staff regularly inform the teacher as to the level of independence and mastery of targets throughout the lesson and all these contribute to supporting the staff team and teacher to fully monitor, evaluate and record pupils' progress.

Role of the Subject Leader

The subject leader's responsibilities are to:

- ensure a high profile of the subject in both the independent curriculum and the thematic approach
- ensure a full range of relevant and effective resources are available to enhance and support learning and for providing a regularly updated audit of resources planned through the annual Subject Development Planning cycle and expenditure evaluated as part of that process.
- model the teaching of RSE
- ensure progression of the key knowledge and skills identified within each unit and that these are integral to the programme of study and relevant to each child's start and end points.
- monitor PSHE data, books and ensure that key knowledge is evidenced in outcomes, alongside and as supported, by SLT
- monitor planning and oversee the teaching of RSE
- lead further improvement in and development of the subject as informed by effective subject audits and colleague feedback
- ensure that the RSE curriculum has a positive effect on all pupils with SEND
- ensure that the RSE curriculum takes account of the school's curriculum drivers which promote independence, communication, being safe and positive physical and mental health & wellbeing.
- ensure that the curriculum takes account of the school's context and promotes children's pride in the local area and, where possible provides access to positive role models from the local area to enhance the RSE curriculum
- ensure that approaches are informed by and in line with current identified good practice and pedagogy; to network and maintain existing links with clusters or individuals with specialist expertise, and take advantage of regular opportunities for professional development to enrich and improve teaching and learning in RSE
- have a general responsibility for LA and Schools Safety Policies within their subject area and be directly responsible to the Headteacher for the application of all health, safety and welfare measures and procedures within their own department/ area of work e.g., conducting risk assessments for the subject and associated educational visits.

Appendices:

1. Subject Maps for Key Stages 3 & 4
2. Schemes of Learning (PSHE related schemes)

Links with other policies

- Curriculum Policy
- Annotation and Marking policy
- Autism Policy
- Intensive Interaction Policy
- AAC Policy
- Total Communication Policy
- Online Safety Policy
- Health & Safety policy appendix for subjects

This is not an exclusive list of policies and should not indicate to the reader that there are no other policies relevant to the understanding of best practice within our learning community.

Policy updated:	September 2024
Policy approved by governors:	October 2024
Review Date:	September 2025
Signed: T Ashton, Chair of Governors	
Signed: D Grogan, Head Teacher	

