

Priors Hall — a learning community

Relationships and Sex Education (RSE) Policy

2021 - 2022



'Ready for Learning, Ready for Life'



Curiosity



Kindness



Resilience



Respect

Aims

At Priors Hall ALC, we acknowledge that every child is entitled to receive RSE regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language special needs, disadvantaged and looked after children, as per DFE guidance. It is our intention that all children have the opportunity to develop skills in order to empower them to make positive decisions about their health related behaviour.

Moral and Values Framework

Relationship and Sex Education (RSE) will reflect the values of our PSHE curriculum and will be taught within the context of relationships within families. In addition RSE will promote self-esteem and emotional health and wellbeing and help children form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community.

Objectives

- To provide the knowledge and information to which all pupils are entitled;
- To clarify/reinforce existing knowledge;
- To raise pupils' self-esteem and confidence, especially in their relationships with others;
- To help pupils understand their sexual feelings and behaviour, so they can lead fulfilling and enjoyable lives;
- To help pupils' develop skills (language, decision making, choice, assertiveness) and make the most of their abilities;
- To provide the confidence to be participating members of society and to value themselves and others;
- To help gain access to information and support;
- To develop skills for a healthier safer lifestyle;
- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media;
- To respect and care for their bodies;
- To be prepared for puberty and adulthood.

CONTENT OF THE RSE CURRICULUM

As part of implementing the RSE curriculum, we consulted with children, parents and staff to ensure there was a general consensus on our approach to the policy and the curriculum content. As part of this, we held an RSE parent consultation where parents were asked to read through the content of our planned RSE curriculum. They then provided feedback to this consultation through a questionnaire and all feedback was acted upon.

Consideration of the pupils' social, physical and emotional maturity was considered during the development of the programme. The content will:

- Provide information that is relevant and appropriate to the age and developmental stage of the pupils;
- Develop skills of assertiveness, communication and effective dialogue in relationships;
- Encourage the exploration and clarification of values and attitude;
- Foster self-esteem, positive self-image and confidence.

Topics and themes will be revisited from year to year taking account of the pupils' development.

Topics will include:

- Friendships
- Families
- Growing up
- Life cycles

A full curriculum programme is available for parents to view at the parent information evenings in the summer term or upon request.

TEACHING THE RSE CURRICULUM

RSE will be co-ordinated by the PSHE Lead, the Wellbeing Team and the Science Lead, in close cooperation with the Curriculum Lead who has overall responsibility for the RSE curriculum.

Delivery will be:

- As topics through PSHE lessons.
- Delivered by class teachers who have formed positive relationships with the children.
- Active learning methods which involve pupils' full participation will be used.
- Delivered predominately as mixed sex groups, for example boys will be involved in menstruation talks but single sex groups will be used as and when deemed appropriate, for example, by offering opportunities for greater depth discussion.
- Protocols for the delivery of the RSE curriculum will be established, which are consistent across the school.
- The resources used will be made available for parents to view at an annual parents' meeting.
- Teachers have a clear framework of curriculum content. Any difficult or explicit questions raised outside the agreed content will be discussed with parents so that they may address at home or through the use of external agencies.

Children with Special Educational Needs and Disability

Teaching and resources will be differentiated as appropriate to address the needs of these children in order for them to have full access to the content of Relationship and Sex Education. This will be coordinated alongside the SENDCo and be appropriate for the specific needs of individuals.

Vulnerable Children

Teachers to be made aware of Child Protection or Looked After Children who may have specific issues surrounding the nature of RSE. They will have full access to the content of Relationship and Sex Education but will be made appropriate for the specific needs of the individual child.

SPECIFIC ISSUES STATEMENTS

Working with parents and pupil withdrawal procedures

Schemes of work, resources and policies are available to parents upon request. Parents are entitled to withdraw their children from part of the RSE programme that is outside the compulsory elements in the RSE curriculum. Parents wishing to exercise this right are invited to contact class teachers who will discuss their concerns and the possible impact that withdrawal may have on the pupil. Parents need to understand that the right of withdrawal does not apply to the compulsory elements of the National Curriculum. Once a pupil has been withdrawn, they cannot participate in RSE until the request of withdrawal has been removed.

Teaching and outside agencies

At Priors Hall ALC, RSE lessons will be taught by class teachers. Outside agencies will be used to support and assist the teachers in the development of the classroom based work. On rare occasions, outside agencies may be involved as part of the developmental programme. They will be required to work within the school's moral framework outlined earlier. Lessons will only have a teaching input from anyone other than the class teacher when there is a clear enhancement that they can bring. In this instance, these sessions will be jointly planned and run jointly between teaching staff and visitors with the class teacher present at all times. The school's procedures for working with external agencies and teaching and learning policy will be followed, including DBS (Disclosure and Barring Service) checks. Lessons involving vulnerable children will be coordinated alongside the SENDCo and be appropriate for the specific needs of individuals.

Confidentiality and Handling Disclosure

During PSHE sessions, children may disclose a range of issues, including, FGM and sexual exploitation, of which staff are trained to be aware of and discuss appropriate measures when these are raised. We have robust reporting systems in place for safeguarding disclosures of which all staff are aware and receive regular training. If a child has a SEN need that is also classed as SEMH this would follow the graduated response procedure for referral. Please see Safeguarding Policy for further information.

Confidentiality

Whilst teachers will strive to be discreet and nurturing when dealing with an issue raised by a pupil, safeguarding protocols will be followed and pupils will be made aware that information cannot be held confidential.

Safeguarding Statement

Safeguarding is everybody's business. Priors Hall – a Learning Community has an unwavering commitment to safeguarding to ensure that: all our children and young people are safe and feel safe; that children, parents/carers and staff are able to talk about any safeguarding concerns and feel assured that they will be listened to; and that all staff and volunteers are aware of and implement safeguarding procedures and guidance, including what to do if they suspect a child or young person may be experiencing, or be at risk of harm. In essence, we instil a culture of vigilance.

All concerns should be given to our school Designated Safeguarding Leads: **Ben Lynch (DSL)**, **Tess McQuade (Headteacher and DDSL)**, **Justin Pye (KS2 Lead and DDSL)**, **Charlotte Brazier (EY/KS1 Lead and DDSL)**, **Jacqueline White (Inclusion Lead and DDSL)**, **Alex Crawford (Nursery Lead Teacher and DDSL)** and **Jenna Smith (DDSL)**.

- In any case where an adult is concerned that a child is, or may be, at risk of significant harm they must report this immediately to the DSL or to a member of the Safeguarding Team who will make a referral directly to Northamptonshire Multi-Agency Safeguarding Hub (MASH) on **0300 126 7000**.

- If a child or other person is at immediate risk of harm, the first response should always be to call the police on **999**. This policy applies to all adults, including volunteers, working in or on behalf of Priors Hall – a Learning Community.
- If a concern is in relation to a member of staff at Priors Hall (who is not the Headteacher), please contact Tess McQuade on **01536 216090** ext **303** to report this concern. If a concern is in relation to the Headteacher, please contact the Chair of Governor (Sue Gardner) via email on sgardner@iftl.co.uk or IFTL Safeguarding Lead (Kim Kemp) via email on kkemp@iftl.co.uk.