

BETHLEM AND MAUDSLEY HOSPITAL SCHOOL**Relationships and Sex Education Policy**

- This policy:
 - a. Gives clear guidance to staff and outside visitors about the content, organisation and approach to teaching RSE.
 - b. Gives information to parents and carers about what is taught and when.
 - c. Gives parents and carers information about their involvement and right to withdraw their child from RSE.
 - d. Gives a clear statement on what the school aims to achieve from RSE and why it thinks RSE is important.
 - e. Clarifies the content and manner in which RSE is delivered.

Definition of RSE

RSE is lifelong learning about relationships, emotions, sex, sexuality and sexual health. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. RSE has a key part to play in the personal, social, moral and spiritual development of young people. It begins informally in the home with parents and carers long before any formal education takes place at school. Young people's entitlement to RSE is enshrined in the terms of the Education Act (1996).

The DfE guidance: from September 2020 the DFE's statutory guidance will become mandatory. The expectations on schools will be as follows:

- Relationship education – will be compulsory in all primary and secondary schools
- Relationship and sex education- will be compulsory in all secondary schools
- Health education- will be compulsory in all primary and secondary schools
- Sex education in primary schools (not statutory) the DFE continues to recommend that all primary schools should have a sex education programme (in addition to the science curriculum) tailored to the age and physical and emotional needs of the pupils.

Relationships Education, Relationships and Sex Education (RSE) and Health Education 2020

The DFE offered this description of the purposes of RSE :

“To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy.

Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives.

... support young people to develop resilience, to know how and when to ask for help, and to know where to access support.”

Aims of RSE

- Develop confidence to talk, listen and think about feelings and relationships.
- Address concerns and correct misunderstandings and be able to protect themselves and ask for help.
- To understand the differences between healthy and unhealthy relationships.
- To have knowledge about different forms of coercive behaviour and abuse and to acquire the vocabulary and confidence to report it.
- To build emotional literacy and help young people to process and respond to their feelings appropriately
- To build empathy to develop greater sensitivity and awareness of other people’s thoughts and feelings.
- Develop skills to make and maintain positive relationships.
- Develop positive attitudes and values and respect differences in opinions.
- Develop a positive self-image and high self-esteem.
- Gain accurate knowledge and understanding about sexuality and relationships.
- Develop personal responsibility for one's actions.
- Know where to get confidential advice and support.
- To acknowledge and reflect the Primary and Secondary knowledge content aspirations contained in [Relationships and Sex Education \(RSE\) and Health Education 2019](#)

Content and Organisation

How taught:

- Pupils in our school will often be taught according to a personalised teaching across all subjects according to their needs. This personalisation will be reflected in the delivery of RSE within the school.
- Teachers will ensure that an atmosphere is created where pupils feel able to discuss concerns, feeling and relationships.
- It should be recognised that questions from pupils will be addressed and dealt with in the most appropriate manner and not disregarded. The form in which these questions are addressed may be in group activities, or on a one-to-one basis, as appropriate.

Resources will be assessed to ensure that they are appropriate to the age and maturity of pupils. They will take into account equality of opportunity through their use of language, cultural attitudes and images, avoiding stereotyping, racism and sexism.

Confidentiality Statement

The school will ensure that pupils know that teachers cannot offer unconditional confidentiality and are reassured that their best interests will be maintained. They will be reminded that if confidentiality has to be broken, they will be informed first and then supported as appropriate. They are encouraged to talk to their parents or carers and are provided with support to do so

The school will ensure that staff understand that they cannot offer unconditional confidentiality to pupils. They will work within the school's confidentiality policy agreed procedure for recording and reporting disclosures and the nature of access to this information.

Equality

Under the provisions of the Equality Act 2010, schools must not unlawfully discriminate against pupils because of their sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, or sexual orientation (collectively known as the protected characteristics). We will make reasonable adjustments to alleviate disadvantage.

We will take positive action, where it can be shown that it is proportionate, to deal with particular disadvantages affecting one group because of a protected characteristic. We will consider whether it is appropriate or necessary to put in place additional support for pupils with particular protected characteristics

We will foster healthy and respectful peer-to-peer communication and behaviour and provide an environment, which challenges perceived limits on pupils based on their gender or any other characteristic.

Assessing RSE and Monitoring the Teaching

The SLT (Senior Leadership Team) will be responsible for:

- Ensuring the policy is implemented as agreed.
- Supporting staff to assess pupils' progress.
- Evaluation of the teaching will be made by assessing: the attitudes of the pupils, the development of their personal skills and the knowledge and understanding they have gained. Review forms part of the content and is an ongoing process.

Training staff to deliver RSE

It is important that staff delivering RSE work within the values framework of this policy and feel confident, skilled and knowledgeable to deliver effective RSE. Continuing professional development will be provided through a range of options: individual study and development/ in-house CPD/ external training courses. Training may include:

- What to teach and when.
- Leading discussions about attitudes and values.
- Information updates.
- Involving pupils in their own learning.
- Managing sensitive issues.

Working with Parents/Carers and Child Withdrawal Procedures

Parents are kept informed about the content of the policy through the school's website <http://bethlem-maudsleyschool.org.uk/wordpress> or by paper copies on request.

The headteacher will grant a request to withdraw a pupil from any sex education delivered to primary age pupils, other than as part of the science curriculum. The head teacher to discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum.

The school retains the freedom to determine an age-appropriate, developmental curriculum which meets the needs of our young people.

Disseminating and Monitoring the RSE Policy

A copy of this policy will be made available to all staff and governors. A full copy will be made freely available to parents on request.

Jl

June 2020