



Relationships & Sex Education (RSE) Policy

Approval	Full Governing Body (Annually)
Policy Created by	Penny Deakin (June 2021) Updated by Kirsten Tomlinson (November 2023)
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1. Aims

The objective of RSE is life - long learning about the emotional, social and physical aspects of growing up, relationships and sexual health. It should help pupils to learn to respect themselves and others by acquiring accurate information, developing skills and forming positive beliefs, values and attitudes. RSE is also about the understanding of the importance of family life, stable and loving relationships, respect, love and care.

At Priory School we strive to create an atmosphere where every member of the school community feels respected and valued, where self-esteem is nurtured and where principles of tolerance and equal opportunities are seen in action, that the teaching of how to build good relationships is a natural part of every day school life. We wish to help our young people develop an understanding of how they can protect themselves, and to give them the confidence to seek help and support when they need it. We want our students to be able to make responsible and informed decisions about their lives and keep themselves and others safe.

2. Statutory requirements

The Relationships Education, Relationships, Sex Education, and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, require all schools from September 2020 to deliver Relationships Education (in primary schools) and Relationships and sex education (in secondary Schools). Health Education is compulsory in all schools except independent schools. This statutory guidance frames considerations for disabled pupils and pupils with special educational needs (SEN) within the Equality Act 2010 and the Children and Families Act 2014.

'114. Schools will retain freedom to determine an age appropriate, developmental curriculum which meets the needs of young people, in consultation with parents and the local community. Schools must also comply with the relevant provisions of the Equality Act. Where appropriate this may also require a differentiated curriculum. '

This policy should be read in conjunction with Priory's following documents:

- Curriculum Policy
- Anti -Bullying Policy
- E- Safety Policy
- Safeguarding Policy
- Behaviour Policy
- Priory PSHE/RSE Framework within the Pathways Curriculum (Available on the School Website www.priorycroydon.org.uk)

3. Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

- 1) Review – the lead staff member pulling all the relevant information including relevant local and national guidance.
- 2) Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
- 3) Parent/Stakeholder consultation – parents and interested parties were incited to attend a meeting about the policy
- 4) Ratification – Once amendments had been made, the policy was shared with Governors and ratified.

4. Definition

Priory School values RSE as one way to support our student's development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning. We include the statutory Relationships and Health Education Framework within our whole-school PSHE Curriculum where appropriate.

For many of our students, a great deal of the issues that need be taught within the RSE framework are too complex and require a higher level of conceptual understanding than our students present. We have however, tried to demonstrate how these areas could be covered and adapted within reason to ensure that all our students have the opportunity to access RSE and to benefit from the statutory guidance in place.

Through the PSHE/RSE framework at Priory School, we encourage our pupils to develop:

- 1) to stay as healthy as possible
- 2) to be able to manage and understand change in all areas of their lives as they progress into adulthood – emotionally, physically and environmentally.
- 3) to learn to keep themselves and others safe, including recognising signs of bullying and knowing where to turn for help
- 4) to learn how to use social media and the internet safely and responsibly (where applicable)
- 5) to develop effective, satisfying and safe relationships
- 6) to learn to recognise similarities and differences between themselves and others and to respect these difference and to as independent and responsible member of society as is possible.
- 7) to develop self- confidence and self -esteem
- 8) to develop good relationships with other members of the school and the wider community

5. Curriculum and Delivery of PSHE/RSE Framework

The Priory Curriculum embodies the core framework of the school. The capacity to transform a young person's life for the better, through positive relationships and engaged learning, so that they may become happy and active citizens, is at the heart of the Priory Curriculum.

At Priory School we deliver a rich curriculum that is formulated around student's learning style as opposed to their learning disability. This allows us the opportunity to deliver different approaches to learning across each Pathway and make each Curriculum individual to that Pathway and the learning style of the students within it. All our curriculum offers focus not just on academic achievement but also on the journey of preparing for adulthood for each student, and the skills and abilities they will need to lead as independent lives as possible when they leave school. RSE plays an important role across the school, and is taught both directly and indirectly throughout the student's time at Priory. Due to the nature of our students, we place great emphasis on their personal, social and emotional progress whilst they are with us, alongside their academic achievement. This takes place throughout the day and not just in the classroom, as it is embedded in the Priory ethos.

The Priory PSHE/RSHE framework is divided into six areas based on the PSHE Association's Planning Framework for pupils with SEN. These areas are *Self-awareness*, *Dealing with Emotions*, *Changing and Growing*, *Self-Care*, *Support and Safety*, *Healthy Lifestyles*, and *The World I Live In*. This Framework maps against the *Department for Education (DfE) Statutory Guidance for Relationships Education, RSE and Health Education*, which sets out what school pupils should know by the time they leave both Primary and Secondary School.

For Priory students, many of the issues that need to be taught within the compulsory RSHE guidance are too complex for them to understand. The Priory PSHE curriculum therefore is delivered in each Pathway according to each student's cognitive ability and learning style, while ensuring the needs of all our students are met, as they enter puberty and move towards adulthood.

The Priory PSHE/RSE Framework within Pathways Curriculum breaks down each Pathway delivery of RSE and how it is built into the curriculum delivery and learning style of each Pathway. This is also a document that is shared with all parents.

6. Roles and responsibilities

6.1 Governing Board

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

6.2 Head Teacher

The Head Teacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw students from non-statutory components of RSE (see section 8).

6.3 Assistant Head – PSHE Lead

The Assistant Head – PSHE Lead is responsible for the for the overview and yearly review of the PSHE and RSE Curriculum across the school and the updating of the RSE Policy to ensure it is reflective of what is being delivered within the school.

The Assistant Head – PSHE lead is responsible for supporting teachers to create and share resources and activities that are relevant to the PSHE curriculum, differentiating activities for each Pathway, providing staff training where applicable, and sign-posting staff to training opportunities within PSHE and RSE.

They are also responsible for identifying and responding to concerns about individual students with regards to Sex and Relationships Education. Once a concern has been raised the PSHE lead will work with the relevant pathway lead and teacher to identify an intervention. This intervention will either be delivered within class where appropriate, or by one of the SRE IPs (see 7.4) It will be recorded and the success of the intervention tracked through CPOMS.

6.4 SRE Intervention Practitioners (SRE IPs - 2 positions)

The SRE IPs are responsible for delivering intervention sessions for individuals or small groups of students where additional support in regards to Sex Education or Relationships has been identified. This will be carried out with parental consent and is the area of RSE where parents can opt out if they chose to do so. Please see Section 8 for further information.

6.5 Staff

Staff are responsible for the delivery of RSE in a sensitive and appropriate way. They are responsible in ensuring that all RSE resources used are adapted and pitched correctly to suit the learning needs of their class. Staff are expected to model positive attitudes towards RSE at all times and be able to highlight and respond to the individual needs of students and signpost to the appropriate intervention when needed. Staff at Priory school, alongside the Curriculum Policy are expected to monitor the progress of their students in regards to PSHE curriculum and the RSE components within it, by using the Priory Assessment tools.

Staff are expected to raise concerns to SLT of students who they feel require more targeted SRE input so due process can be followed for a referral to SHP.

Staff are expected to responding appropriately to students whose parents wish them to be withdrawn from the non -statutory components of RSE. Please see Section 8.

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Head Teacher.

6.6 Students

Students are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

7. Parents' right to withdraw

The Government guidance states that parents have the right to withdraw their children from the non-statutory 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 using the form found in Appendix Two of this policy and addressed 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.

At Priory School, non- statutory components of sex education will be taught if a specific intervention is identified as being needed regarding an individual or group of students. Staff will be expected to refer the student to SLT and then it will be discussed within a MDT meeting as to whether a SRE IP intervention is suitable. If it is felt this is the case then parents will be contacted to discuss this referral and the best way to approach this and will have the option to withdraw from sessions delivered by the SRE IP if they wish to.

8. Training

Staff will be trained annually, and will receive updates of training opportunities within PSHE and RSE throughout the year from the PSHE lead. There will also be targeted Teachers' meetings where PSHE is the focus and any updates regarding curriculum or policy will be shared. Staff will also be provided with updates by email regarding RSE Policy and Government guidance by the RSE Lead.

Staff will be expected to take ownership of the RSE Policy and of their own Pathway and how RSE is taught within it. All staff should follow the guidance set out by the school of how the PSHE/ RSE Framework links to their Pathway Curriculum. Staff will be provided with resources that are felt relevant to delivery of the curriculum by the PSHE Lead throughout the year.

Staff will be encouraged to discuss any issues they have regarding RSE or any further training they wish to attend with the PSHE Lead.

Staff will also be signposted to any online resources or training by the Assistant Head – PSHE Lead and outside speakers will be encouraged where applicable.

9. Monitoring arrangements

The PSHE/RSE Framework is regularly monitored and evaluated. The views of pupils, parents/carers and teachers are used to make changes and improvements to the framework on an ongoing basis. The policy will be formally reviewed every two years for the following purposes:

- To review and plan the content and delivery of the Framework
- To review resources and renew as appropriate
- To update training in line with current guidance and staff identified needs

To ensure consistency and continuity throughout the school, the Assistant Head overseeing RSE will monitor RSE education. There will be opportunities for discussion with the staff who are delivering the curriculum, lesson observations, samples of pupils work, evaluations from external agencies and the pupils themselves, who will be given the opportunity to share their feelings and opinions in class,

10. Glossary of Terms

Appendix One provides a glossary of terms used throughout this policy and curriculum framework to support the understanding of the documentation.

Appendix One - Glossary of terms:

Pathway – these are the Learning Pathways that have been created by the school based on students learning style. Please see the School website for further information (www.priorycroydon.org.uk)

Strands – Each Pathway is broken down into Strands, which cover the broad curriculum areas.

Behaviour Support Plans – Many students at school have a behaviour support plan that is there to support and manage student's anxieties and triggers and enable them to learn and develop skills in self-regulation through a consistent, understanding approach from the staff around them. Our two Behaviour Support Practitioners oversee these.

So Safe – The SoSAFE! Tools (together with SoSAFE! User Training) provide teachers, trainers and counsellors with skills and simple visual tools to enhance the social, social-sexual and social safety training of people with moderate to severe intellectual disability. SoSAFE! use a standardised framework of symbols, visual teaching tools and concepts to teach strategies for moving into intimate relationships in a safe and measured manner, and provides visual communication tools for reporting physical or sexual abuse. <https://sosafeprogram.com/>

Zones of Regulation – The Zones is a systematic, cognitive behavioural approach used to teach self-regulation by categorizing all the different ways we feel and states of alertness we experience into four concrete coloured zones. The Zones framework provides strategies to teach students to become more aware of and independent in controlling their emotions and to improve their ability to problem solve conflicts. By addressing underlying deficits in emotional and sensory regulation, executive functioning, and social cognition, the framework is designed to help move students toward independent regulation. The Zones of Regulation incorporates Social Thinking® (www.socialthinking.com) concepts and numerous visuals to teach students. <https://www.zonesofregulation.com/learn-more-about-the-zones.html>

ELSA - We are lucky enough to have qualified Emotional Literacy Support Assistants at Priory. They have been trained by Educational Psychologists to plan and deliver programmes of support to pupils who are experiencing temporary or longer-term additional emotional needs.

Student Voice - All our students at Priory school are given a chance to have an opinion and make choices throughout their day as well as each class having a nominated student from their class to represent them on the Student Council. For students with more severe complex needs, the Student Council is adapted so that they can access it in a way that is appropriate for their needs.

Appendix Two: Parent form: withdrawal from Sex Education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	