



**Strawberry Lane
School**

PSHE and RSE Policy

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Implementation:

Strawberry Lane School Relationship and Sex Education Policy should be read in conjunction with

- Curriculum Policy
- Vision and Aims of the school;
- Safeguarding Policy

Compliance: This policy complies with all relevant regulations and other legislation as detailed in the *Compliance with Regulations & Legislation Statement*.

1.0 INTRODUCTION AND CONTEXT

This Policy is written in accordance with Part 1 – paragraphs 2(2)(d), 2(2)(d)(i), 2(2)(d)(ii) and Part 2, of The Education (Independent School Standards Compliance Record) (England) (Amendment) Regulations (2015).

Strawberry Lane School is a specialist, independent day school offering places to students aged 11 to 19. Places are offered to students who have complex needs including ASC, ADHD. A high number of our students may also have experienced early childhood trauma and may present with attachment difficulties.

The school operates at 1 site based in Bowburn, County Durham and has an occupancy of up to 60 students. Strawberry Lane school will teach the full national curriculum throughout KS3 – KS4, adapted to meet the individual needs of students.

Post -16 students can access a wide range of purposeful qualifications that will help them with life skills, money management, cooking skills giving them cultural capital and preparing them for life after their education and journey at Strawberry Lane School

Students may complete all of their learning on one site or attend additional learning offsite such as enrichment learning opportunities that will complement the curriculum they are studying

All of our children have experienced disruption to formal education. For some students, this has resulted in long periods of absence which has impacted on their self-esteem and self-confidence. In some cases students have not attended formal education for up to four years.

2.0 STRAWBERRY LANE CORE VALUES

Our policy and school ethos and values is underpinned by fundamental British values:

- o Everyone should be listened to (DEMOCRACY)
- o Keep everyone safe by following the rules and making the right choices (RULE OF LAW)
- o Be Proud of who you are (INDIVIDUAL LIBERTY)
- o Value each other and your surroundings (MUTUAL RESPECT)
- o Be Patient, kind and understanding to everyone (TOLERANCE)

We focus on development of self-esteem, self-confidence and self-knowledge to prepare students with the skills and values they need to participate fully in life in modern Britain when they transition from school.

“The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all students receiving primary education... They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools.”
DfE Guidance p.8

3.0 STATUTORY REQUIREMENTS

In Key Stage 3 and 4, we teach Relationships and Sex education (RSE), with both Key Stages being taught Health Education, thus following the statutory guidance as set out by the Department of Education and the Independent School Standards.

While RSE is not mandatory for Post-16 learners, we recognise the vulnerability of our students and the importance of the content. For this reason, we continue to support this aspect of learning in key stage 5. Students receive one to one targeted support where needed as well as weekly sessions to consolidate previous learning with a focus on their transition into adulthood.

In addition at Strawberry Lane School:

- Teaching reflects the law and teaches about applicable laws so that students are clear on rights and responsibilities
- Teaching is sensitive, inclusive, and age-appropriate teaching
- Teaching is inclusive to meet the needs of all students so that they are able to understand the importance of quality and respect
- Work closely with parents and are respectful of students' and parents' backgrounds and beliefs
- Communicate the right to request withdrawal from some or all of the sex education
- Will take into account the age and religious background of all students
- Make sure that RSHE is accessible to all students, including those with SEND
- Teach about LGBT+ content at integrated and timely point
- Staff team and wider community model positive relationships

Strawberry Lane School complies with the Equality Act 2010:

- We will not treat students with protected characteristics (age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation less favourably.
- We will make reasonable adjustments and take positive action to alleviate disadvantage, being mindful of the SEND Code of Practice.
- We will regularly review our Accessibility Plan to ensure we are taking positive action towards inclusivity.

4.0 POLICY DEVELOPMENT

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

- o Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
- o Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
- o Parent/stakeholder consultation – we wrote to parents to outline our plans for what is going to be taught and how. Parents and stakeholder views are considered. This policy will be shared with parents. Parents will be invited to share their views.
- o Student consultation – we investigated what exactly students want from their RSE
- o Ratification – once amendments were made, the policy was shared with governors and ratified

5.0 DEFINITION

RSE is about the emotional, social and cultural development of students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

6.0 CURRICULUM DELIVERY

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

We have developed the curriculum in consultation with parents, students and staff, taking into account the age, needs and feelings of students. If students ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

Secondary Curriculum

Relationships and Sex Education for Key Stage 3, 4 and 5 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 care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, 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).

Students' development in RSE is monitored by class teachers as part of our internal assessment systems. Student progress is tracked and monitored using our online assessment system EFL.

Special Educational Needs and/or disabilities

All students at Strawberry Lane School have additional learning needs and all have an Education Health Care (EHC) Plan. In order to make sure students are able to access the learning in the classroom resources will be differentiated as appropriate to address the learning needs of children in order for them to have full access to the contents of the PSHE and RSE curriculum.

In most cases, class teachers will be able to determine if any additional support is required for an individual child to access the curriculum. In some cases, the SENCo and parents/carers may wish to work in partnership with the class teacher to tailor the curriculum for individual students.

Equality

The DfE Guidance 2019 (p. 15) states, "Schools should ensure that the needs of all students are appropriately met, and that all students understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics..."

LGBT content is integrated fully into our curriculum. It is not specifically taught as stand-alone lessons within units. All students will be taught LGBT+ content in an age appropriate manner at a timely point in the curriculum.

At Strawberry Lane School we promote respect for all and value every individual child. However, we also respect the rights of our children, families and our staff to hold beliefs, religious or otherwise.

Should any content within our curriculum cause parents or carers any concern then we would invite them in to discuss these concerns with the school.

For information on what is taught, how it is taught and when it is taught, please refer to Appendix 1.

7.0 ROLES AND RESPONSIBILITIES

The Headteacher

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw students from the non-statutory components of RSE.

Staff

Staff are responsible for:

- o Delivering RSE in a sensitive way
- o Modelling positive attitudes to RSE
- o Monitoring progress
- o Responding to the needs of individual students

- o Responding appropriately to students whose parents wish them to be withdrawn from the non-statutory components of RSE

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 Headteacher.

Students

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

8.0 PARENTS RIGHT TO WITHDRAW

“Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory Relationships and Sex Education” DfE Guidance p.17

All staff at Strawberry Lane School strongly believe that all children should have access to our sex education programme as outlined above.

If a parent/carer wishes to withdraw their child from Sex Education lessons then they must inform the school in writing a week prior to the lesson taking place in order that alternative arrangements can be made for the child's education.

Key Stage 3, 4 and 5

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 and addressed to the Headteacher.

A copy of withdrawal requests will be placed in the student's educational record. The Headteacher will discuss the request with parents and take appropriate action.

Alternative work will be given to students who are withdrawn from sex education.

9.0 POLICY MONITORING AND REVIEW

The senior leadership team monitor this policy on an annual basis.

Any changes to the PSHE/RSE curriculum would be communicated with the parents/guardians of students.

APPENDIX 1 – WHAT IS TAUGHT IN SECONDARY PHASES

Relationships Education

By the end of Secondary School, students should know:

Families

RE 1 • that there are different types of committed, stable relationships.

2 • how these relationships might contribute to human happiness and their importance for bringing up children.

3 • what marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.

4 • why marriage is an important relationship choice for many couples and why it must be freely entered into.

5 • the characteristics and legal status of other types of long-term relationships.

6 • the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.

7 • how to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.

Respectful relationships, including friendships

RE 8 • the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.

9 • practical steps they can take in a range of different contexts to improve or support respectful relationships.

10 • how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).

11 • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.

12 • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.

13 • that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.

14 • what constitutes sexual harassment and sexual violence and why these are always unacceptable.

15 • the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.

Online and media

RE 16 • their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.

17 • about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.

18 • not to provide material to others that they would not want shared further and not to share personal material which is sent to them.

19 • what to do and where to get support to report material or manage issues online.

20 • the impact of viewing harmful content.

21 • that specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.

22 • that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.

23 • how information and data is generated, collected, shared and used online.

Being safe

RE 24 • the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.

25 • how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).

Intimate and sexual relationships, including sexual health

RE 26 • how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.

27 • that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.

28 • the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.

29 • that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.

30 • that they have a choice to delay sex or to enjoy intimacy without sex.

31 • the facts about the full range of contraceptive choices, efficacy and options available.

32 • the facts around pregnancy including miscarriage.

33 • that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help).

34 • how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing.

35 • about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.

36 • how the use of alcohol and drugs can lead to risky sexual behaviour.

37 • how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment

Physical health and mental wellbeing:

By the end of Secondary School, students should know:

Mental wellbeing

PM 1 • how to talk about their emotions accurately and sensitively, using appropriate vocabulary.

2 • that happiness is linked to being connected to others.

3 • how to recognise the early signs of mental wellbeing concerns.

4 • common types of mental ill health (e.g. anxiety and depression).

5 • how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.

6 • the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.

Internet safety and harms

PM 7 • the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt,

how advertising and information is targeted at them and how to be a discerning consumer of information online.

8 • how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.

Physical health and fitness

PM 9 • the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.

10 • the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health.

11 • about the science relating to blood, organ and stem cell donation.

Healthy eating

PM 12 • how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.

Drugs, alcohol and tobacco

PM 13 • the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions.

14 • the law relating to the supply and possession of illegal substances.

15 • the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.

16 • the physical and psychological consequences of addiction, including alcohol dependency.

17 • awareness of the dangers of drugs which are prescribed but still present serious health risks.

18 • the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.

Health and prevention

PM 19 • about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.

20 • about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.

21 • (late secondary) the benefits of regular self-examination and screening.

22 • the facts and science relating to immunisation and vaccination.

23 • the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.

Basic first aid

PM 24 • basic treatment for common injuries.

25 • life-saving skills, including how to administer CPR.

26 • the purpose of defibrillators and when one might be needed.

Changing adolescent body

PM 27 • key facts about puberty, the changing adolescent body and menstrual wellbeing.

28 • the main changes which take place in males and females, and the implications for emotional and physical health.

APPENDIX 2 – HOW THE CONTENT IS TAUGHT AT STRAWBERRY LANE SCHOOL

At Strawberry Lane School RSE curriculum is:

- Appropriate for children's ages and development stage
- Sensitive to the needs and religious backgrounds of the children in the school
- Delivered discretely as part of our comprehensive PSHE curriculum
- Taught in small group settings or one to one if appropriate
- Through additional targeted workshops if a need is identified
- Responsive to the needs and context of the school, if trends, patterns and misconceptions are identified, the content is adapted and sessions may be brought forward if a need rises within a group or from an individual