



Peak School

Relationships and Sex Education (RSE) Policy

Approved by:

Local Governing Board

Date: January 2024

Last reviewed on:

October 2023

Next review due by:

October 2024

Context

Peak School is a special school in Derbyshire, providing a high quality education for pupils from the age of two until nineteen years. Pupils who attend our school experience a wide range of needs including severe learning difficulties, profound and multiple learning difficulties and Autism.

The Relationships and Sex Education (RSE) scheme of work and resources encompass the variety of special educational needs and age phases. The National Curriculum states, **“All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice. Schools are also free to include other subjects or topics of their choice in planning and designing their own programme of education.”** In Peak School, all pupils are streamed by stage not age, to ensure all individuals receive appropriate and suitable PSHE and RSE education.

Schemes of Work have been created following guidance from the [PSHE Association](#), focusing on the three core themes: Health and Wellbeing, Relationships and Living in the Wider World.

In this document the term Relationships and Sex Education (RSE) rather than sex education is used. This is to stress that sex education needs to go beyond biological information, focussing on clarifying attitudes and values, developing self-esteem and the skills to manage relationships.

The Policy Aims for RSE

- To provide knowledge and information to which all students are entitled.
- To clarify or reinforce knowledge that students may have already acquired, from previous teaching or from their environment.
- To raise students’ self-esteem and confidence.
- To help students understand and prepare for the changes in their development, feelings and emotions and behaviour.
- To develop skills in communication, decision making and assertiveness.
- To promote acceptable and appropriate behaviour both in public and private situations.
- To give pupils the knowledge and understanding of situations that may arise and to make pupils aware of strategies that may reduce the risk of misunderstanding and abuse.
- To be aware of other support agencies’ facilities and information and to make these available to parents and pupils when appropriate.
- To give pupils the confidence to be an active member of society

The 2019 RSE Guidance has made Relationships Education compulsory in all primary schools in England and Relationships and Sex Education compulsory in all secondary schools, as well as making Health Education compulsory in all state-funded schools. As a result, we have carefully considered the importance of RSE and have worked alongside the PSHE Association framework for SEN pupils to decipher the age and stage that the elements of RSE are taught. The government request that all of the compulsory subject content must be age appropriate and developmentally appropriate. As a result, schemes of work have been developed to ensure students are gaining as much information and skill at the correct times in their lives in order to make informed choices, develop skills for life and become independent functioning members of society.

Both RSE and PSHE must be taught sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and parents while always with the aim of providing pupils with the knowledge they need of the law. As a result, our RSE teaching is framed and modelled from the relevant and appropriate RSE training and guidance to ensure the content is being taught as inclusively and thoroughly as possible. Government guidance states **'In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy. At secondary, teaching will build on the knowledge acquired at primary and develop further pupils' understanding of health, with an increased focus on risk areas such as drugs and alcohol, as well as introducing knowledge about intimate relationships and sex.'** With this in mind, our PSHE and RSE curricula develop students mental, physical, and social wellbeing.

All Peak School curriculum pathways include a broad Social Skills, PHSE and RSE curriculum. Human reproduction, puberty and sexual relationships are addressed at secondary ensuring all students have access to accurate and realistic information to support them in developing safer independent lives. Resources and materials from ['Puberty & Sexuality for Children and Young People with a Learning Disability'](#) are used as or adapted for specific RSE work alongside those provided by the SoSAFE programme.

Partnership with Parents

Should parents wish their child to be withdrawn from the sex education programme they should in the first instance contact the Head teacher. An individual programme for a pupil will be discussed with the parents as part of the IEP process. The parents are then actively involved in the planning process and have a chance to influence the content of any work done with the pupil.

As staff, we are aware of the need to build and maintain good working relationships with parents. We need to be able to communicate effectively with parents in order to be able to discuss attitudes and opinions on Relationships and Sex Education. We understand that parents may have fears about inappropriate behaviour and doubts about their child's ability to cope with complex emotions and decisions necessary in leading a full life. By working together and respecting cultural and religious differences, we hope to avoid the situation whereby parents feel the need to withdraw pupils from the programme.

Parents also may provide a vital role in supporting and informing each other particularly when their children are approaching adulthood. Staff can act as facilitators in bringing parents together.

RSE is firmly rooted within all interventions and is not delivered in isolation. RSE is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage, partnerships, family life, stable and loving relationships, respect, love and care.

It is also about the teaching of sex, sexuality and sexual health. It is not about the promotion of sexual orientation or sexual activity. It has three main elements:

- Attitudes and values
- Personal and social skills and emotional literacy
- Knowledge and understanding

There will be ongoing evaluation and monitoring of the programme for RSE. Co-ordinators have developed schemes of work to meet the needs of all students. Examples of evidence of work are to

be collected for future reference and to aid others in levelling; this may take the form of either written, teacher assessment or photographic/video evidence.

Staff Training

Staff will be supported in delivering the curriculum via appropriate training and team teaching.

There are guidelines for school staff on confidentiality and handling sensitive and controversial issues and supporting young people. Other professionals involved in working in school are bound by their own code of conduct regarding confidentiality.

Teachers and other adults involved in RSE will sometimes hear disclosures that suggest a child may have been or be at risk of abuse. It is essential that all are aware of the school's **child protection and safeguarding policies**. A copy of this is available from the school website.

Where an adult believes a child may be at risk the designated member of staff must be consulted before any further action is taken. Where staff have cause for concern please contact they should contact a member of the Senior Leadership Team or Sarah Dunstan (Pastoral and Safeguarding Lead).