

# Policy and Procedure on Relationships and Sex Education - Rights and Responsibilities

Bletchley Park School

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## 1. Monitoring and Review

The Proprietor will undertake a formal review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, or if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

The local content of this document will be subject to continuous monitoring, refinement and audit by the Head of Service.



Andrew Sutherland  
Representative - Proprietor, Cambian Group  
September 2023



Laura Sharman  
Headteacher  
September 2023

## 2. Terminology

Our aim is to use consistent terminology throughout this policy and all supporting documentation as follows:

'Establishment' or 'Location'	this is a generic term which means the Children's school. Bletchley Park School is a school
Individual	means any child or young person under the age of 18 or young adult between the ages of 18 and 25. At Bletchley Park School we have children attending and/or residing between the ages of 7-19.
Service Head / Head of Service	This is the senior person with overall responsibility for the Location. At Bletchley Park School this is the Head Teacher who is Laura Sharman.
Key Worker	Members of staff that have special responsibility for Individuals residing at or attending the Establishment.
Parent, Carer, Guardian	means parent or person with Parental Responsibility
Regulatory Authority	Regulatory Authority is the generic term used in this policy to describe the independent regulatory body responsible for inspecting and regulating services. At Bletchley Park School this is Ofsted.
Social Worker	This means the worker allocated to the child/family. If there is no allocated worker, the Duty Social Worker or Team Manager is responsible.
Placing Authority	Placing Authority means the local authority/agency responsible for placing the child or commissioning the service
Staff	Means full or part-time employees of Cambian, agency workers, bank workers, contract workers and volunteers.

## 3. Introduction

Individuals in our care with learning disabilities and other special educational needs (SEN) have the same rights and responsibilities as everyone else as with regard to their personal and social relationships, including sexual relationships. In many cases, however, they are likely to require support in relation to various aspects of such relationships and protection against the risks of abuse and/or exploitation. This policy is intended to ensure

such support and protection, whilst safeguarding the rights of the individuals themselves and of the staff who work with them.

It affects all staff.

Make sure that you are familiar with the detail and what is expected of you under the policy.

## 4. Purpose

To ensure that Cambian Group complies with all relevant current legislation and other National Standards which govern this area of our work.

To ensure that when considering the sexual, personal and social relationships of Cambian Group individuals the following conditions are met:

### Individuals' rights:

- Opportunities to have a healthy sexual, personal and social life according to their individual need.
- Protection from any form of abuse or exploitation when pursuing such relationships.
- Their rights (i.e. wishes and preferences) in relation to their personal and social relationships respected, taken into consideration and safeguarded.
- Appropriate guidance, support and advice from trained staff on their rights and responsibilities in all matters of a sexual and personal/social nature.

### Individuals' responsibilities:

- To not compromise the rights of others when enjoying their sexual, social and personal relationships.
- To not undertake any illegal action or activities in this area to pursue their relationships in appropriate places and at appropriate times and with consent.
- To take advantage of the guidance, support and advice from trained Cambian Group staff, their parents/carers and appropriate others.

### Staff responsibilities and rights:

- To provide appropriate guidance, support and advice to individuals so that their rights and responsibilities on these matters are understood as far as possible for each individual and to ensure that these rights and responsibilities are considered at all times by all involved.
- To ensure that the rights and responsibilities of parents/carers and others professionally involved with the individual are appropriately acknowledged and respected.
- To ensure that decisions are taken on behalf of individuals only after careful consultation with all appropriate persons.
- To ensure that all staff involved receive adequate and appropriate training and follow the Group's guidelines in these matters.
- To ensure that staff know that they have a duty to refuse to undertake or participate in, or to support or encourage others to undertake or participate in, activities which are against the law.
- To ensure that staff will be aware, as far as possible, of the possible outcomes of any particular course of action/activity by an individual, and of their own decisions and/or guidance to individuals.
- To ensure that effective systems are devised, introduced and properly operated and reviewed to effectively meet the requirements of this policy.
- To ensure that careful records are maintained of all matters relating to the implementation of these policies and procedures.
- To ensure that the rules of confidentiality and personal privacy are always respected.
- To ensure that the rights of staff in dealing with these matters, and their personal integrities, are both respected and, as far as possible, safeguarded.

## 5. Policy introduction

This Relationship and Sex Education (RSE) Policy is based on the statutory guidance from DfE issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996. The Relationships Education, Relationships and Sex Education, and Health Education regulations 2019 are made under sections 34 and 35 of the Children and Social Work Act 2017

Under the Education Act 2002/Academies Act 2010, all schools must provide a balanced and broadly-based curriculum which promotes the spiritual, moral, cultural, mental and physical development of students at the school and of society, and prepares students at the school for the opportunities, responsibilities and experiences of later life.

Since September 2020, Relationships Education in primary schools and Relationships and Sex Education (RSE) in secondary schools is compulsory in England. The statutory Government guidance 'Relationships education, relationships and sex education (RSE) and health education' (2019) frames considerations for disabled pupils and pupils with special educational needs (SEN) within the Equality Act 2010 and the Children and Families Act 2014.

## 6. Definition

- RSE is lifelong learning about sex, sexuality, emotions, relationships and sexual health. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes (Sex Education Forum 1999).
- 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.

## 7. Relationships and sex education at Bletchley Park School

In line with government guidance, the RSE curriculum at Bletchley Park School prepares students for lifelong learning about their own and others' physical, moral and emotional development through education about relationships, sex, sexual health and sexuality. We place the emphasis upon relationships, supporting students' understanding and skills in developing positive and healthy relationships.

RSE in our school is part of the personal, social and health education curriculum (PSHE). It is our belief that RSE is the responsibility of all staff. It should be an integral part of teaching and learning processes and is the taught component of 'Keeping Children Safe in Education'. Education for personal growth and self-esteem, including sex and health education complements and overlaps with the personal, social and emotional development of the child and the general life of the school, relationships with one another, including staff and parents, socialisation, values and attitudes.

Government guidance acknowledges that there may be a need for schools to tailor content and teaching to meet the specific needs of pupils at different developmental stages. Our curriculum and topics covered are similar to RSE with mainstream pupils however, the pace and detail of topics may be different and the students will need significant support to generalise their learning outside of RSE lessons. Planning reflects age appropriate topics, delivered with methods aligned to individual pupils' communication levels, emotional maturity and understanding. We will revisit topics more frequently to support 'overlearning'.

We recognise that our students are at a greater vulnerability to bullying, exploitation and other issues for pupils with SEND. For example, older pupils at an earlier level of development are more vulnerable and therefore have greater need to be informed and supported in RSE.

Although many of our students may understand the concrete information, work about relationships, consent and understanding risk and coercion can be very challenging for some young people on the spectrum. There is likely to be a higher incidence of 'social masking' and this should be taken in to consideration when evaluating

the effectiveness of teaching and whether pupils have understood the nuances of social and appropriate intimate relationships.

The use of offensive and sexualised language (swearing and slang terms, including homophobic language) and behaviour, will be addressed with students and as appropriate, parents and carers will be involved in accordance with our Behaviour Management Policy. We recognise that questions, issues and situations related to relationships, identity, risk, values and morals arise all the time as part of everyday school life and in a variety of lessons.

At Bletchley Park School the Quality of Life programme is implemented to help support students and their families. Each student is allocated a Keyworker who becomes the students advocate throughout their school journey and can support with strategies around behaviour, their understanding about social relationships and their ability to develop their sense of self.

Students are encouraged to ask questions and seek advice and support from reliable and confidential sources of support, including their quality of life key worker, their parents/carers, family members and the school pastoral team. The pastoral team can help identify and access both internal support and external services to support students.

Students' questions will be responded to by teaching and non-teaching staff as they arise, in a straightforward manner. Information will be provided, using correct terminology for body parts and functions, appropriate to the age and maturity of the student.

At Bletchley Park School, the Relationships and Sex Education curriculum has three main elements:

- Personal and Social Skills
- Attitudes and Values
- Knowledge and understanding

The aims of relationship and sex education at our school are:

#### **Personal and Social Skills**

- Help students develop feelings of self-respect, confidence and empathy
- Increase students' self-esteem
- To understand that people with different religions, cultural differences and ethnicity may have different views, and how these should be discussed in an atmosphere of tolerance and acceptance
- Develop respect and care for others
- To help young people to understand stable and loving relationships, respect, love and care
- Provide a framework in which sensitive discussions can take place

#### **Attitudes and values**

- Create a positive culture around issues of sexuality and relationships
- Explore a range of attitudes towards RSE issues and to help students to reach their own informed views and choices for a healthier lifestyle
- Develop skills relevant to effective management of relationships and sexual situations. Examples include communication with and empathy towards others, risk assessment, assertiveness, conflict management, decision making, seeking help and helping others

#### **Knowledge and understanding**

- Teach students about sex, sexuality and sexual health
- Prepare students for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Teach students the correct vocabulary to describe themselves and their bodies
- Provide accurate information about, and understanding of, RSE issues

- Dispel myths
- Develop an understanding of the risks of teenage pregnancy and sexually transmitted infections
- Be aware of sources of help and acquire the skills and confidence to access confidential health advice, support and treatment
- Know how the law applies to sexual relationships
- To enable students to recognise the physical, emotional and social implications of sexual behaviour and recognise that the responsibilities in relationships are shared by every individual

Students who have been identified as particularly vulnerable (for example due to previous experiences or trauma), will have their RSE needs addressed accordingly and on an individual basis.

The aims above are in line with our whole school curriculum intent. These will ensure that our students have a future where they are able to develop positive relationships, express their wants, needs and emotions and acquire the social skills to live as independently as they can.

## 8. Equal Opportunities

We value equality of opportunity. The RSE curriculum offers children the opportunity to discuss attitudes and values relating to equality issues and the protected characteristics of age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation.

As part of our whole school approach our RSE programme fosters gender and LGBT+ equality, challenging all forms of discrimination and bullying. We are respectful of how students choose to identify themselves, understanding that their sexual orientation and gender identity may be emerging and fluid.

## 9. Delivery of RSE

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

### **Responsibilities**

#### **Staff**

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Responding to the needs of individual students
- Responding appropriately to students whose parents wish them to be withdrawn from the non-statutory components of RSE

#### **Students**

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

Any RSE lesson may consider questions or issues that some students will find sensitive. Before embarking on these lessons, ground rules are established within the class which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson.

When students ask questions, we aim to answer them honestly, within the ground rules established at the start of the sessions. When it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the students, the question may be dealt with individually at another time.

#### **Partnership with Parents**

Working in partnership with our parents and carers is a very important strand of effective RSE. Parents of pupils with SEND may face challenging issues at home that are relevant to RSE. Working in partnership with parents

also helps to achieve consistency across home and school and can contribute to parents positively supporting their child's independence and successful journey to adulthood.

## 10. Parents' right to withdraw

The Relationships Education, Relationships and Sex Education, and Health Education regulations 2019 (made under sections 34 and 35 of the Children and Social Work Act 2017) confirms the 1996 Education Act, that parents have the right to withdraw their child from part, or all of the sex education programme that does not form part of the national science or health education curriculum. There is no parental right of withdrawal from the science, relationship or health education curriculum, which includes understanding the adolescent body.

Parental withdrawal applies up to three terms before a pupil is sixteen, at this point the pupil can decide for themselves. If a parent wishes to discuss withdrawal, they should discuss this with the Head of Student Learning. We would encourage parents to discuss any concerns at the earliest opportunity.

The Head of Student Learning will help parents identify and discuss the impact and implications of withdrawal for their child, including the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was said directly by the teacher.

Parents should make it clear which aspect of the programme they do not wish their child to participate in, this will be documented and they may be asked to put their request in writing. Resources and information regarding further support and help will be made available