

Relationships and Sex Education (RSE)

The Forum School

Policy Author	Adrian Gyles
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Staff Groups Affected	All staff

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1. Monitoring and Review

This policy will be subject to continuous monitoring, refinement and audit by the Principal.

Signed:



Mel McCarthy
Principal, The Forum School

2. Terminology

2.1. 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 Home/school/college. The Forum School is a school and children's home
Individual	means any child or young person under the age of 18 or young adult between the ages of 18 and 25. At The Forum School we have children and young people attending and/or residing between the ages of 7 and 19 years
Service Head	This is the senior person with overall responsibility for the school and children's home At The Forum School this is the Mel McCarthy (Interim Principal) and Kerry Byron (Care Services Manager)
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 The Forum 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.

The Forum School is committed to supporting students' personal and social development by helping them to develop the skills and understanding they need to live confident, safe, healthy and independent lives. Underpinning the PSHE/RSE curriculum is the school's ethos which gives a high priority to positive relationships between all members of the community. Whilst our policy is to raise standards and expectations for all, the school treats all students as individuals, recognising and respecting individual needs, interests and abilities.

3. Legal Status/ Statutory Requirements

From September 2020 there has been a statutory obligation for schools to deliver Relationships and Sex Education.

DFE policy statement: Relationships Education, Relationships and Sex education, and Personal, Social, Health and Economic education March 2017

“Given the increasing concerns around child sexual abuse and exploitation and the growing risks associated with growing up in a digital world, there is a particularly compelling case to act in relation to student safety. That is why the amendment places a duty now on the Secretary of State to make Relationships Education and RSE statutory through regulations.”

In addition, our PSHE/RSE curriculum;

- Complies with Part 2, paragraph 5 of the Education (Independent School Standards Compliance Record) (England) (Amendment) Regulations.
- section 34 of the Children and Social work act 2017.

3.1. Applies to

- The whole school inclusive of activities outside of the normal school hours;
- All staff (teaching and support staff), the proprietor and volunteers working in the school.

3.2. Related Documents

- The Teaching and Learning Policies, the Safe Guarding Policies; Child Protection, E-Safety and Anti-Bullying
- Spiritual Moral Social and Cultural Policy, Personal Social Health and Economic Education and Citizenship Programme
- Equality and Diversity Policy, Inclusion Policy, Special Educational Needs and Disability (SEND) Policy

3.3. Availability

This policy is made available online to parents, carers, staff, students and all stakeholders.

4. Background Information

The Forum is an 7-19 co-educational Independent School. This policy and curriculum approach have evolved through consultation involving students, parents, staff, and appropriate external stakeholders. All views were considered when developing this policy and any associated curricular input.

The students in our school are more likely to have disrupted educational experiences and to have missed out on key aspects of the curriculum including relationship and sex education. This could mean that their access to sources of information may be limited through lack of knowledge. They may:

- Have missed out on school relationships and sex education due to frequent changes in educational placements;
- have limited guidance and support on relationships and sex from parents or family;
- have been exposed to sexual/physical abuse leading to low self-esteem or inappropriate behaviour;
- lack the necessary skills and confidence to negotiate and sustain positive relationships;
- have difficulty with communicating their thoughts and feelings about sex and relationship issues.

5. What is Relationships and Sex education?

RSE is defined as the emotional, social and cultural development of students, and involves learning about relationships including sex education, sexual health, sexuality, healthy lifestyles, issues relating to Child on Child harm, diversity and personal identity. It involves a combination of sharing information, and exploring issues and values. At The Forum School, RSE is not about the promotion of sexual activity but a greater understanding of the ways to stay safe in this area. It is taught as part of the broader PSHE curriculum. RSE is part of lifelong learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. Relationships and Sex, within the PSHE curriculum, aims to give students essential skills for building positive, enjoyable, respectful and non-exploitive relationships and the skills to stay safe both in the physical and online world. It enables the students to explore their own and others attitudes and values and builds their self-esteem and confidence to view their own and others relationships and sexuality positively. The RSE curriculum is intended to promote the students voice so they feel able to communicate positively about relationships and to be able to understand and express their feelings regarding issues around child on child harm.

RSE does involve teaching about sex, sexuality, and sexual health. It is not about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching. Effective RSE is crucial to developing and maintaining emotional and physical health and is essential if students are to make

responsible and well-informed decisions about their lives as they move from childhood through adolescence into adulthood.

6. Aims of the PSHE/RSE curriculum;

- To develop knowledge and understanding of positive and healthy relationships
- To promote the students voice so they feel able to communicate positively about relationships and to be able to understand and express their feelings regarding issues around child on child harm.
- Make students aware of their rights especially in relation to their bodies
- Enable the development of social and relationship skills and protective behaviours
- Prepare the students for the physical and emotional changes of puberty
- Develop understanding of reproduction and birth within the context of loving and caring relationships
- Explore a range of attitudes, values and faith perspectives around aspects of relationships and sex
- Support the students to use the internet safely and to recognise the benefits and risks that it brings
- Develop students' skills around assessing risk and keeping safe
- Enable the students to gain the skills and understanding to support the development of healthy bodies and minds
- Enable students to recognise and manage their emotions and to provide a toolkit for understanding and managing their emotions.
- Provide students with the knowledge and skills to access appropriate support
- Prepare students for the opportunities, responsibilities and experiences of later life
- Allow students to acknowledge and appreciate difference and diversity
- Create a positive culture around issues of sexuality and relationships
- Teach students the correct vocabulary to describe themselves and their bodies
- Promote the spiritual, moral, cultural, mental and physical development of all students.

7. Organisation

RSE is delivered as part of the wider PSHE curriculum but elements of RSE are embedded across curriculum areas, including Science topics. We recognise that some students will require further input and these will be delivered through smaller cross class/college groups. The school also recognise the

individual levels both cognitively and developmentally and will address this individually and where appropriate individual students may have their own Relationship and Sex Education "RSE" plan.

8. Content

Students will learn at the appropriate level how good relationships can promote mental well-being, how to manage their feelings positively and how to manage changing relationships. They will learn about growing up and the benefits and challenges this life process presents. They will learn about their bodies and the changes that may take place and also how to deal with feelings and emotions relating to these changes. The students will learn about keeping safe both in the physical and online world. Importantly students will learn about and develop the skills to make more informed choices as part of their wider learning in preparation for adulthood.

Students will explore a wide range of topics relating to relationships and sex education through the PSHE curriculum and this will include;

- Knowing my body
- Knowing me
- Private and public
- Touching and allowing others to touch me
- Forming relationships
- Sexual intimacy with another person

9. Use of Materials

We will ensure that students are protected from teaching and materials, which are inappropriate, having regard to the age, emotional development, abilities and cultural background of the students concerned. We will also ensure that students are protected from accessing unsuitable materials on the Internet.

10. Specific Issues within RSE

The teaching of more specific areas such as ‘masturbation’, “menstruation” and ‘sex’ will be addressed on an individual need basis. A RSE referral will be made to the Senior Team in the first instance and this referral will be discussed in an MDT meeting. A individual programme will be decided upon and drawn up in this meeting with parental and social worker input and agreement. The programme will include how the issue will be addressed, what teaching and learning is needed and how this will be implemented and reviewed.

11. Withdrawal

Parents/Carers do not have the right to withdraw their children from relationships education provided at The Forum School except for those parts included in the non-statutory components of sex education within RSE.

Those parents/carers wishing to exercise this right are invited to contact the School to explore any concerns and discuss the impact that withdrawal from aspects of the PSHE/RSE curriculum may have on the student.

12. Confidentiality and Child Protection

Teachers need to be aware that effective RSE education, which brings an understanding of what is and is not acceptable in a relationship, can lead to disclosure of a child protection issue.

If a member of the school's staff (teaching or non-teaching) suspects that a student is a victim of abuse or they have reason to believe that he/she is at risk of abuse, they must follow the Safeguarding Policy.

RSE lessons would encourage open dialogues at times and students should know, as far as possible, that staff cannot offer unconditional confidentiality if there is a suspected child protection issue.

When a member of staff who receives information where they believe there may be a child protection issue to be addressed, they should refer the case to the Designated Safeguarding Lead. They should also make clear to the student that they cannot guarantee confidentiality. The member of staff should ensure that the student understands that if confidentiality has to be broken they will be informed first.

13. Sexual Identity and Sexual Orientation

The Forum School believes that RSE should meet the needs of all students regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support.

14. Child on child abuse and Harm

The RSE curriculum is intended to promote the students' voice so they feel able to communicate positively about relationships and to be able to understand and express their feelings regarding issues around child on child harm.

15. Dissemination

This policy will be displayed on the School's website and training will be regularly delivered to staff on the policy content. The Principal facilitates the gathering of policy feedback from parents, staff and students on a regular basis.