

kisimul

EDLN13 | Lincs School

Relationships, Health and Sex

Education (RHSE)

Policy and Procedure

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Equality, Diversity & Inclusion Statement

No person or group should suffer oppression or lack of opportunity because of a protected characteristic. Kisimul Group opposes all forms of unlawful discrimination, and we are committed to encouraging equality, diversity, fairness and inclusion in the application of our policies so that everyone has equal access and feels welcome and at ease. To achieve this aim, the application and accessibility of our policies, and the decisions and outcomes arising from our policies, may be monitored to ensure their use is fair, equal and consistent irrespective of any characteristic as may be defined by the Equality Act 2010. This is to ensure that we are listening to people and appropriately understanding their needs, and are tailoring the way we interact and publish or act on our policies to ensure we are promoting equal access and opportunity at all times.

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1. Introduction

Kisimul Group believes that Relationships, Health and Sex Education (RHSE) and is part of the educational entitlement of all children/young people. We recognise that RHSE development is an integral part of personal development, and that some learners may require additional support and resources to develop an appropriate understanding.

The nature of learning difficulties and autism means that our learners at Lincs School may be more vulnerable to abuse and exploitation than their peers. Their social understanding and interactional difficulties can lead to very specific difficulties around relationships and sexuality. Some learners may be confused about what is acceptable public behaviour, or they may need to be taught the skills that other young people acquire incidentally. They may need additional help and guidance around making and maintaining relationships, and in understanding what is socially acceptable or unacceptable behaviour.

The Department for Education (DfE) has outlined statutory guidance on RHSE. Kisimul will teach aspects of relationships and sex education as part of the school's broader curriculum (see ***EDLN11 Lincs School Curriculum Policy and Procedure***), although will consider individual input and support should specific issues arise. Therapeutic input, such as speech and language support will be used to support understanding alongside appropriate resources to support pupils' understanding and communication.

At Lincs School we aim to provide a personalised learning programme that take account of learners' SEN profile and individual needs. We aim to provide an environment where each member of the school community is treated with respect and where dignity is paramount. We aim to present facts in an objective, balanced and sensitive manner, respecting the values of the school population, with awareness of the law on sexual behaviour.

2. Scope

This policy applies to all staff at Lincs School, and affects all learners.

3. Roles and Responsibilities

3.1 The Chief Executive Officer

Has overall responsibility for ensuring compliance with national and local standards that are reflected in the organisation's policies.

3.2 The Headteacher

Is responsible for effectively implementing this policy at Lincs School, and for informing parents of this policy, as well as the other elements of the curriculum (see ***EDLN11 Lincs School Curriculum Policy and Procedure*** and ***EDLN12 Lincs School Careers Education Policy and Procedure***).

3.3 Teaching Staff

Are responsible for supporting learners' understanding of the RHSE curriculum, and for providing a safe and secure environment where students feel able to seek support on issues around relationships and sex.

3.4 Parents and Carers

Will work in close partnership with the school to address key issues of RHSE and maintain effective communication in respect of progress and any emerging issues that may prove a barrier to further progress.

4. Aims

4.1.1 All children/young people will learn about relationships and sex as part of RHSE. At Lincs School, content and teaching is tailored to meet the specific needs of pupils at different developmental stages. This is to ensure the teaching of RHSE is sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law.

4.1.2 The aim of RHSE is to teach the fundamental building blocks and characteristics of positive respectful relationships, friendships, family relationships, and relationships with other children/young people and adults. It will give learners information, help them acquire the skills and offer them the support they will need to meet the challenges and demands of life in the community, including:

- Improving self-esteem – learners who are learning disabled, adolescents or autistic often have low self-esteem, so we consider this element of RHSE education vital if young people are to develop caring relationships and not exploit or be exploited by others.
- Supporting all learners to extend their skills in communicating about RHSE issues and to help them access information and to enable them to express themselves appropriately.
- Improve learners' awareness of their own body, how it changes at different times of life and how these changes can best be dealt with.
- Support learners to identify and understand their emotions and help them develop the skills to manage them.
- Develop a respect for diversity and the need to avoid prejudice and discrimination.
- Enable learners to develop an understanding of potential danger signals and an understanding of how to stay safe in relationships.

4.1.3 RHSE will be covered, in an age-appropriate manner, and with due regard to the learner's individual needs, through learning about:

4.2 Families and people who care for me

For example, that families are important for children growing up because they give love, security and stability. That families, either in school or in the wider world, sometimes look different from

their family, but that they should respect those differences and know that other children's families are also characterised by love and care. That there are different types of committed, stable relationships.

4.3 Caring friendships

For example, how important friendships are in making us feel happy and secure, and how people choose and make friends.

4.4 Respectful relationships

For example, the conventions of courtesy and manners, and the practical steps they can take in a range of contexts to improve or support respectful relationships. The characteristics of positive and healthy friendships, including trust, respect, honesty, friendship, generosity, boundaries, privacy and consent.

4.5 Online relationships

For example, that people sometimes behave differently online, including by pretending to be someone they are not. And, the rules and principles for keeping safe online. Not to provide material to others that they would not want shared further.

4.6 Being safe

For example, what sort of boundaries are appropriate in friendships with peers and others. And, what sorts of boundaries are appropriate in friendships with peers.

4.7 Intimate and sexual relationships, including sexual health

For example, how to recognise the characteristics and positive aspects of healthy relationships including mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.

5. Organisation of RHSE

5.1 Outline

5.1.1 The objective of Relationships, Health and Sex Education (RHSE) is to help and support young people through their physical, emotional and moral development and should also teach young people to understand human sexuality and to respect themselves and others.

5.1.2 The content of the curriculum will be linked to the wider personal and social development input. The physical health and mental well-being aspect of the curriculum will also provide specific scope to support pupils' understanding of emotional regulation and healthy lifestyle choices. Outcomes and learning intentions related to concepts of tolerance and respect,

will be part of pupils' individual learning outcomes where appropriate, and a key part of the culture and community strand.

5.1.3 This will often be decided on a personalised basis and should reflect the needs and abilities of each individual. Teachers will make sure that all themes being covered are relevant and appropriate for each individual in their class according to their level of awareness, development, needs and understanding of the subject.

5.2 Groupings

5.2.1 Certain issues, such as personal hygiene, will be discussed in single-sex groups if appropriate. Learners of both genders generally need to be taught the same material to encourage greater understanding, appreciation and respect for each other, as well as to ensure that important information is provided for all. Work within smaller groups or individual work may be required for students' specific needs or learning styles. Staff will judge when students are ready to move on to more specific work on sexuality and sexual relationships. Some of these areas may be dealt with on a 1:1 basis. These may include:

- Masturbation and the related feelings.
- Public and private behaviour.
- Sexual intimacy and relationships.
- Sexual preference.
- Pregnancy and birth.
- Safer sex and contraception.

5.2.2 We further modify and adapt to learner needs by:

- Breaking down the learning outcomes into smaller steps so that they form the basis of a lesson or series of lessons.
- Re-visiting, re-enforcing, consolidating and generalising previous learning, as well as introducing new concepts, knowledge and skills.
- Focusing on one aspect or a limited number of aspects within each stage.
- Re-visiting content through cross-curricular learning or through other activities in school.
- Offering both explicit and implicit learning opportunities and experiences which reflect pupils' increasing independence (where applicable).
- Incorporating school assessment procedures, so that learners progress can be monitored both within lessons as well as over a period of time.

- Using some of the baseline assessment to identify pupils' starting points. The learning outcomes could then be used to give meaningful feedback as well as next steps for pupils.
- Including different sensory experiences at the “encountering” level tailored to individual pupils, in addition to responding to adult prompting.
- Providing opportunities both in and out of school to promote physical, social and emotional understanding as learners progress through their education.

6. Impact

6.1.1 Our curriculum offer will be planned according to learner's individual needs. We continuously assess our RHSE curriculum's implementation and impact on achieving the highest outcomes possible across all year groups. We ensure that we provide the necessary support for all learners to understand the complexities of relationships and sexual matters and a secure knowledge and skills base to navigate their way through these, now and in the future.

6.1.2 We believe we can enhance learners' education through our RHSE curriculum and help them become confident individuals, with positive body awareness, in-depth knowledge of keeping themselves safe and healthy and who will, through respect, tolerance and understanding, forge and maintain positive relationships with a diverse range of family and friendship groups.

6.1.3 The learning outcomes for each topic area are further broken down into smaller steps in the form of “I can” statements. These can be used as a way to evidence pupils' progress. There is a series of these statements for the semi-formal curriculum.

7. Sensitive Topics

7.1.1 Lincs School will always place fundamental British values at the heart of the curriculum; this includes mutual respect, tolerance and the rule of law. The latter is informed by the *Equalities Act 2010* which outlines the nine protected characteristics of: age, gender reassignment, disability, race, religion or belief, sex, sexual orientation, pregnancy/maternity and marriage/civil partnership.

7.1.2 We feel it is important that all children gain an understanding of the world they grow up in, and learn to live alongside and show respect for a diverse range of people. We take note of the guidance and key points outlined in Ofsted's August 2023 guidance 'Inspecting teaching of the protected characteristics in school'.

7.1.3 Issues are discussed in a sensitive non-judgemental way against the backdrop outlined above. Any RHSE lesson may consider questions or issues that some students will find sensitive. We know that some learners may have suffered at least one form of significant abuse. Therefore, before embarking on these lessons, we will write home to parents and carers for permission to be given to deliver the curriculum. Details of the content will be shared, and ground rules will be established, prohibiting inappropriate personal information from being requested or disclosed by those taking part in the lesson.

7.1.4 When learners ask questions, we aim to answer them honestly, within the ground rules established. When it is felt that answering a specific question would involve information at a level inappropriate to the rest of the students' development, the issues may be dealt with individually at another time. Any concern regarding discussions about sexual activity or abuse will be referred to the **Designated Safeguarding Lead**.

8. Safeguarding, Reports of Abuse and Confidentiality

8.1.1 Staff delivering or supporting RHSE will be vigilant, and safeguarding procedures as outlined in ***EDLN02 Lincs School Safeguarding and Child Protection Policy and Procedure*** will be invoked if students make disclosures of possible abuse.

8.1.2 In a case where a teacher learns from a student under 16-years-old that they are having or contemplating sexual intercourse:

- The young person will be persuaded, if appropriate, to talk to parent/carer and if necessary, to seek medical advice.
- Child protection issues will be considered, and referred if necessary, to the **DSL**.

8.1.3 Teachers cannot offer unconditional confidentiality, but teachers are not legally bound to inform parents/carers of any disclosure unless the Headteacher has specifically requested them to do so.

9. Right to Withdraw

Parents/carers have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RHSE. Parents must contact the **headteacher** to exercise this right. **Headteachers** will be expected to discuss parents' concerns and clarify the nature and purpose of the RHSE curriculum.

10. Complaints

Any complaint about RHSE teaching and learning should be made to the **Headteacher** in line with ***EDLN15 Lincs School Complaints Policy***.

11. Monitoring Compliance

The **Headteacher** is responsible for monitoring compliance with this policy, and the impact on teaching and learning.

12. Linked Documents

12.1 Kisimul Policies

12.1.1 EDLN02 Lincs School Safeguarding and Child Protection Policy and Procedure

12.1.2 EDLN11 Lincs School Curriculum Policy and Procedure

12.1.3 EDLN15 Lincs School Complaints Policy and Procedure

12.2 Legislation

12.2.1 Equality Act 2010

12.3 Statutory and Best Practice Guidance

12.3.1 Inspecting teaching of the protected characteristics in schools (Ofsted 2023)

<https://www.gov.uk/government/publications/inspecting-teaching-of-the-protected-characteristics-in-schools/inspecting-teaching-of-the-protected-characteristics-in-schools>

The Change Log is a register of all authorised changes made to this document.

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