

Relationship and sex education policy

The Outdoors School



THE OUTDOORS SCHOOL

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1. Aims

The aims of relationships and sex education (RSE) at our school are to:

- › Provide a framework in which sensitive discussions can take place
- › Prepare learners for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- › Help learners develop feelings of self-respect, confidence and empathy
- › Create a positive culture around issues of sexuality and relationships
- › Teach pupils the correct vocabulary to describe themselves and their bodies

2. Statutory requirements

As a Independent Special School, we must provide relationships education to all learners under section 34 of the [Children and Social Work Act 2017](#).

We are not required to provide sex education, but we do need to teach the elements of sex education contained in the curriculum.

In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state, as outlined in section 403 of the [Education Act 1996](#).

We must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At The Outdoors School we teach RSE as set out in this policy.

3. Policy development

This policy will be reviewed as part of a consultation with staff, learners and parents. The consultation and the policy development process will involve the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff will be given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties will be invited to attend a meeting about the policy
4. Learner consultation – we will investigate what exactly learners want from their RSE
5. Ratification – once amendments are made, the policy will be shared with the directors and ratified

4. Definition

RSE is about the emotional, social and cultural development of learners, 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.

5. Curriculum

Our RSE curriculum is set out as per Appendix 1, but we may need to adapt it as and when necessary.

We have developed the curriculum and will review it in consultation with parents, learners and staff, and take into account the age, developmental stage, needs and feelings of our learners. If learners ask questions outside the scope of this policy, staff will respond in an appropriate manner so that learners are fully informed and don't seek answers online.

Our sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

For more information about our curriculum, see our curriculum map in Appendix 1.

6. Delivery of RSE

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

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships, including friendships
- Online and media
- Being safe

For more information about our RSE curriculum, see Appendices 1 and 2.

These areas of learning are taught within the context of family life, taking care to make sure 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 and 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).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

6.1 Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of learners will relate to them
- Is sensitive to all learners' experiences
- During our sessions, makes learners feel:
 - Safe and supported
 - Able to engage with the key messages

We will also:

- Make sure that learners learn about these topics in an environment that's appropriate for them, for example in:
 - A whole-class setting
 - Small groups or targeted sessions
 - 1-to-1 discussions
 - Digital formats
- Give careful consideration to the level of differentiation needed

6.2 Use of resources

We **will** consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our learners
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to learners' experiences and won't provoke distress

7. Use of external organisations and materials

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to learners. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
 - Are age-appropriate
 - Are in line with learners' developmental stage
 - Comply with:
 - This policy
 - The [Teachers' Standards](#)
 - The [Equality Act 2010](#)
 - The [Human Rights Act 1998](#)
 - The [Education Act 1996](#)
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:
 - What they're going to say
 - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers

- › Check the agency’s protocol for taking pictures or using any personal data they might get from a session
- › Remind staff that they can say “no” or, in extreme cases, stop a session
- › Make sure that the staff are around during any sessions with external speakers

We **won’t**, under any circumstances:

- › Work with external agencies that take or promote extreme political positions
- › Use materials produced by such agencies, even if the material itself is not extreme

8. Roles and responsibilities

8.1 The Directors

The directors will approve the RSE policy, and hold the headteacher to account for its implementation. The directors will hold the headteacher to account for the implementation of this policy.

8.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw learners from non-statutory components of RSE (see section 9).

8.3 Staff

Staff are responsible for:

- › Delivering RSE in a sensitive way
- › Modelling positive attitudes to RSE
- › Monitoring progress
- › Responding to the needs of individual learners
- › Responding appropriately to learners 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.

All our staff are responsible for teaching RSE in our school.

8.4 Learners

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

9. Parents’ right to withdraw

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

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

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 using the form found in Appendix 3 of this policy and addressed to the headteacher.

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

10. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

11. Monitoring arrangements

The delivery of RSE is monitored by The HoP & The HoT&L through:

Monitoring arrangements, such as planning scrutinies, & learning walks.

Learners' development in RSE is monitored by staff as part of our internal assessment systems.

This policy will be reviewed by The HoP & The HoT&L, annually. At every review, the policy will be approved by the Directors and the Headteacher.

Appendix 1:



Our Learning Journey: PSHE & Relationships Education

Enjoy Believe Achieve

PSHE & Relationships Education

At The Outdoors School, we endeavour to provide children with the fundamental understanding of how to be healthy, along with opportunities to develop the skills needed to be a good citizen who is proud to be part of a respectful and multicultural community that extends into the wider world.

At The Outdoors School, we strive to embed acceptance and tolerance throughout our curriculum, but especially within PSHE & Relationships Education where our teaching focuses on building healthy and respectful relationships with family and friends, including in the online world. Throughout school, our teaching will be under eight themes: Relationships, My body and My Health, Life Cycles, Keeping Safe and Looking After Myself, People Who Help Me, Feelings & Attitudes, Mental Well-being and Living in our World.

	Phase 1				Phase 2	
Our Learning Journey						

Relationships	Friendships and feelings	Changing relationships and the importance of friends and family	Characteristics of a good friendship and why friendships change	Friendship issues and the characteristics of a healthy family life	Love and how it can be demonstrated Protected characteristics and relationship boundaries	Relationships changes in adolescence Protected characteristics and acceptable behaviour
My body and My health	Names for different body parts Keeping healthy Calling for help in an emergency	Changing bodies Components of a healthy lifestyle Diseases and the dangers of medications	Different growth rates Benefits of an active lifestyle and sleep Prescription and nonprescription medication	Differences between the growth rates of girls and boys Celebrating people's differences Balanced diet	Puberty and the changes it brings Good/bad drugs, immunisation and vaccination Nutritional content in food	Puberty and how hormones can affect us differently Signs of illness and basic first aid
Life Cycles	Changes from babyhood to childhood	Where do animal babies come from? Identify bodily changes from babyhood to childhood	How animal babies are looked after from birth Different ways of having babies in different species of animals	Animal reproduction Think about what happens when people get older	The basic needs of a new baby and how they develop	The elements of reproduction
Keeping safe and looking after myself	Know which people can help me with worries Food hygiene	Identify private body parts and know rules about keeping them safe	Looking after growing bodies Dealing with uncomfortable situations Road safety, online safety and personal responsibility	Good/bad secrets Managing own risks	Looking after my body in puberty The difference between risk, hazard and danger Peer pressure and how to deal with it	Choices and consequences What is a balanced lifestyle? Drugs/alcohol and how they affect decision making

People who help me	Knowing who I can ask questions or share my worries with	Knowing who I can ask question or share my worries with	Knowing who I can talk to if I feel anxious or unhappy What does trust mean?	Knowing where I can find information about growing up	Knowing who I can talk to for help and advice, including if I'm worried about somebody's mental health. What does trustworthy mean?	Knowing who I can talk to for help and advice, including if I'm worried about somebody's mental health Can I trust somebody with everything?
Feelings & Attitudes	Knowing how I can show I'm a good person	Knowing what makes me feel good and bad Good and bad changes and why some changes can worry us	Reading other's emotions What is respect?	Identifying changing feelings Understanding stereotypes	Understanding the feelings that come with puberty How do different cultures view growing up? Media portrayal of bodies and relationships	What is meant by protected characteristics? Discrimination and the law
Mental well-being	Ways to keep minds and bodies healthy Different emotions	Different emotions and why that is important	How emotions affect behaviour	Mental well-being as an important part of daily life How exercise can positively affect mental health	The importance of talking about our emotions Isolation and loneliness	Understand that mental health problems are common and know some coping strategies Become secondary ready
Living in Our World	Knowing what harms our local area	Money – spending, saving and keeping it safe	The richness of diversity Democracy	Earnings and the importance of money Community and the importance of charity	Interest, debt, loan and tax Not all countries are democracies. Why?	Reasons for borrowing money False reality and what is portrayed in the media The reasons for rules and laws and how we can take part in changes to them

Appendix 2: By the end of Phase 2 Learners should know

By the end of Phase 2 learner should know:

Families and people who care for me

- that families are important for children growing up because they can give love, security and stability.
- the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- that others' 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 stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- that marriage¹³ represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring friendships

- how important friendships are in making us feel happy and secure, and how people choose and make friends.
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- how important friendships are in making us feel happy and secure, and how people choose and make friends.
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

Respectful relationships

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
- practical steps they can take in a range of different contexts to improve or support respectful relationships.
- the conventions of courtesy and manners.

- the importance of self-respect and how this links to their own happiness.
- 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 those in positions of authority.
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
- what a stereotype is, and how stereotypes can be unfair, negative or destructive.
- the importance of permission-seeking and giving in relationships with friends, peers and adults.

Online relationships

- that people sometimes behave differently online, including by pretending to be someone they are not.
- that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- how information and data is shared and used online.

Being safe

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- how to recognise and report feelings of being unsafe or feeling bad about any adult.
- how to ask for advice or help for themselves or others, and to keep trying until they are heard.
- how to report concerns or abuse, and the vocabulary and confidence needed to do so.
- where to get advice e.g. family, school and/or other sources.

¹³ Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.

Appendix 3: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	