



PSHCE Education Policy including Relationships and Sex Education

This policy has been written in line with the following guidance: -

- Equality Act 2010
- DfE (2021) 'Keeping children safe in education'
- DfE (2021) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2015) 'National curriculum in England: science programmes of study'
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Children and Social Work Act 2017

Policy written by:	Suzannah Diamantis	Deputy Head Teacher
Policy ratified by:	Ann Stewart	Head Teacher
Policy date:	September 2022	
Policy review date:	September 2023	

Document control

Title: RSE Policy

Applicable to: School staff and pupils

Ratified by: Ann Stewart, Head Teacher

Date: September 2022

Review date: September 2023

Contents page

	Page number
1. Statement of Intent	1
2. Roles and Responsibilities	4
3. Organisation of the RSE and Health Education Curriculum	6
4. Curriculum and Assessment	7
5. Safeguarding and Confidentiality	9
6. Staff Training	9
7. Monitoring the Quality of Teaching and Learning	10
8. Parents/carers right to withdraw	10
Appendices	
Appendix 1: RSE Curriculum Map	11
Appendix 2: Right to withdrawal form	14

1. Statement of Intent

At Sutherland House School, we understand the importance of educating pupils about sex, relationships, and their health, for them to make responsible and well-informed decisions in their lives.

The teaching of Personal, Social, Health, Citizenship, and Economic Education (PSHCE) and Relationships and Sex Education (RSE) can help to prepare pupils for the opportunities, responsibilities, and experiences of adult life. It allows us to promote the spiritual, moral, social, cultural, mental, and physical development of pupils at school and in the wider society.

We have an obligation to provide pupils with high-quality, evidence and age-appropriate teaching of these subjects. This policy outlines how the school's RSE and PSHCE education curriculum will be organised and delivered, to ensure it meets the needs of all pupils.

Sutherland House School is an education provision for pupils with a diagnosis of Autism Spectrum Condition (ASC). All pupils who attend Sutherland House School have an Education, Health, and Care Plan.

We understand the importance of teaching RSE to pupils with autism and the need to differentiate learning to make it accessible to a range of levels of ability and learning styles. We are, therefore, committed to providing the best possible opportunities for our pupils to learn about Relationships and Sex Education and Health Education in preparation for adulthood.

This policy is intended to be used in conjunction with the following school policies:

- Safeguarding Children and Young People and Child Protection Policy
- E-Safety Policy
- Privacy and Data Protection Policy

2. Roles and Responsibilities

The Head Teacher is responsible for:

- Ensuring all pupils make progress in achieving the expected educational outcomes.
- Ensuring the PSHCE and RSE curriculum is well-led, effectively managed, and well-planned.
- Evaluating the quality of provision through regular and effective self-evaluation.

- Ensuring that teaching is delivered in ways that are accessible to all pupils considering their SEND strengths and needs and in line with their Education, Health, and Care Plans (EHCPs).
- Providing clear information to parents on the subject content and the right to request that their child is withdrawn.
- Ensuring PSHCE and RSE education is resourced, staffed, and timetabled in a way that ensures the school can fulfil its legal obligations.

The Head Teacher is responsible for:

- The overall implementation of this policy.
- Ensuring all staff are suitably trained to deliver the subjects.
- Ensuring parent are fully informed of this policy.
- Reviewing all requests to withdraw pupils from non-statutory elements of the PSHCE and RSE education curriculum.
- Discussing withdrawal requests with parents, and the child if appropriate, to ensure their wishes are understood and to clarify the nature and purpose of the curriculum, including the benefits of receiving the education.
- Ensuring withdrawn pupils receive appropriate, purposeful education during the period of withdrawal.
- Encouraging parents to be involved in consultations regarding the school's PSHCE and RSE education curriculum.
- Reviewing this policy on an annual basis.
- Reporting to the governing body on the effectiveness of this policy and the curriculum.

The Deputy Head Teacher with responsibility for Quality of Education is responsible for:

- Overseeing the delivery of RSE and health education.

Working closely with colleagues in related curriculum areas to ensure the RSE and health education curriculum compliments, and does not duplicate, the content covered in national curriculum subjects.

- Ensuring the curriculum is age-appropriate, of high-quality and meets the needs of pupils considering their Autism Spectrum Condition (ASC) and SEND.
- Reviewing changes to the PSHCE and RSE education curriculum and advising on their implementation.
- Monitoring the learning and teaching of RSE and health education, providing support to staff where necessary.
- Ensuring the continuity and progression for each pupil taking into account their starting point.
- Helping to develop colleagues' expertise in the subject.

- Ensuring teachers are provided with adequate resources to support teaching of the curriculum.
- Ensuring the school meets its statutory requirements in relation to RSE and health education.
- Leading staff meetings and ensuring all members of staff involved in the curriculum have received the appropriate training.
- Organising, providing and monitoring CPD opportunities in the subject.
- Ensuring the correct standards are met for recording and assessing pupil performance.
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the Head Teacher.

Teachers are responsible for:

- Acting in accordance with, and promoting, this policy
- Delivering PSHCE and RSE education in a sensitive way and that is of a high quality and appropriate for each year group.
- Ensuring they do not express personal views or beliefs when delivering the curriculum.
- Planning lessons effectively, ensuring a range of appropriate teaching methods and resources are used to cover the content.
- Modelling positive attitudes to RSE and health education.
- Liaising with the Deputy Head Teacher with responsibility for Quality of Education and the Clinical Team about identifying and responding to the individual needs of pupils considering their Autism Spectrum Condition (ASC) and SEND.
- Monitoring pupil progress in PSHCE and RSE education from their starting points.
- Reporting any concerns regarding the teaching of RSE or PSHCE education to the Deputy Head Teacher with responsibility for Quality of Education or any other member of the Senior Leadership Team.
- Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the Designated Safeguarding Lead.
- Responding appropriately to pupils whose parents have requested to withdraw them from the non-statutory components of RSE, by providing them with alternative education opportunities.

3. Organisation of the RSE and Health Education Curriculum

All schools providing secondary education are required to deliver statutory RSE and all state-funded schools are required to deliver health education.

For the purpose of this policy, “**relationships and sex education**” is defined as teaching pupils about developing healthy, nurturing relationships of all kinds, and helping them to understand human sexuality and to respect themselves and others.

For the purpose of this policy, “**health education**” is defined as teaching pupils about how they can make good decisions about their own health and wellbeing, and how physical health and mental wellbeing are interlinked.

Sutherland House School is a non-maintained school offering education for pupils aged 3 to 19 years. In line with the statutory guidance, all pupils in secondary education receive “**relationships and sex education**”. Most aspects of “**relationships and sex education**” and “**health education**” are covered through the **PSHCE Curriculum**.

The school seeks opportunities to draw links between RSE and health education and other curriculum subjects wherever possible to enhance pupils' learning.

RSE and health education are be linked to the following subjects:

- **PSHE** – pupils learn about respect and difference, values, and characteristics of individuals.
- **Citizenship** – pupils are provided with the knowledge, skills and understanding to help prepare them to play a full and active part in society, including an understanding of how laws are made and upheld and how to make sensible decisions.
- **Science** – pupils are taught about the main external parts of the body and changes to the human body as it grows, including puberty.
- **ICT and Computing** – pupils are taught about how they can keep themselves safe online and the different risks that they may face online as they get older.
- **PE** – pupils can develop competence to excel in a broad range of physical activities, are physically active for sustained periods of time, engage in competitive sport and lead healthy, active lives.

Teachers work closely together to ensure that the different subject areas complement each other and do not duplicate content.

The RSE and health education curriculum is developed in consultation with teachers, pupils and parents, and in accordance with DfE recommendations.

Parents receive a letter informing about the RSE and Health Education curriculum and are consulted regarding requests of withdrawal from some or all of sex education delivered as part of statutory RSE.

Where applicable and relevant, pupils will be involved in giving their views about the RSE and Health Education curriculum at their level of ability.

Teachers, teaching staff, therapists and other relevant professionals will contribute with their views during training opportunities and other relevant means.

The curriculum has been developed in line with the DfE's 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' guidance.

The school considers the context and views of the wider local community when developing the curriculum to ensure it is reflective of issues in the local area.

The school considers the religious background of all pupils when planning teaching, to ensure all topics included are appropriately handled.

The RSE and health education curriculum is informed by topical issues in the school and wider community, to ensure it is tailored to pupils' needs.

4. Curriculum and Assessment

The majority of the RSE and Health Education Curriculum will be delivered through the PSHE Curriculum.

Through effective organisation and delivery of the subject:

- Core knowledge is sectioned into units of a manageable size.
- The required content is communicated to pupils clearly, in a carefully sequenced way, within a planned scheme of work.
- The required content is appropriate and relevant to each pupil's specific needs taking into account their ASC and SEND.
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge so that this can be used confidently in real-life situations.

RSE and Health Education complement several national curriculum subjects. Where appropriate, the school will look for opportunities to make links between the subjects and integrate teaching.

The RSE and Health Education Curriculum will be delivered by appropriately trained members of staff.

The curriculum proactively addresses issues in a timely way in line with current evidence on pupil's physical, emotional and sexual development.

RSE and Health Education are delivered in a non-judgemental, age-appropriate, developmentally appropriate factual and inclusive way that allows pupils to ask questions in a safe environment.

Teaching of the curriculum reflects requirements set out in law, particularly in the Equality Act 2010, so that pupils understand what the law does and does not allow, and the wider legal implications of the decisions they make.

The school integrates LGBTQ+ content into the RSE Curriculum where appropriate and relevant to each pupil. This content is taught as part of the overall curriculum, rather

than a standalone topic or lesson. LGBTQ+ content will be approached in a sensitive, age-appropriate, developmentally appropriate, and factual way that allows pupils to explore the features of stable and healthy same-sex relationships.

All teaching and resources are appropriate for the age and maturity of pupils, are sensitive to their religious backgrounds and meet their ASC and SEND needs.

Classes may be taught in gender-segregated groups dependent on the nature of the topic being delivered at the time, and the cultural background of pupils where it is only appropriate to discuss the body in single gender groups.

Throughout every year group, appropriate diagrams, videos, books, games, discussion and practical activities are used to assist learning.

Inappropriate images, videos, etc. are not used, and resources will be selected with sensitivity given to the age, level of ability and understanding and cultural background of pupils.

Pupils are prevented from accessing inappropriate materials on the internet when using such to assist with their learning. The prevention measures taken to ensure this are outlined in the school's E-safety Policy.

Teachers establish what is appropriate for one-to-one and whole class settings and alter their teaching of the programmes accordingly.

Teachers ensure that pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers answer questions sensitively and honestly.

The curriculum is designed to focus on boys as much as girls and activities are planned to ensure both are actively involved, matching their different level of ability, and understanding and learning styles.

Teachers focus on the importance of marriage and healthy relationships when teaching RSE, though sensitivity will always be given as to not stigmatise pupils based on their home circumstances.

Teachers ensure lesson plans focus on challenging perceived views of pupils based on protected characteristics, through exploration of, and developing mutual respect for, those different to themselves.

In teaching the curriculum, teachers are aware that pupils may raise topics such as self-harm and suicide. When talking about these topics in lessons, teachers are aware of the risks of encouraging these behaviours and will avoid any resources or material that appear as instructive rather than preventative.

At all points of delivery of the curriculum, parents are consulted, and their views are valued. What will be taught and how, will be planned in conjunction with parents and other relevant stakeholders as part of the yearly review of EHCP outcomes.

Assessment plays an important part in helping the school to recognise each pupil's progress, understand their needs, plan activities, and assess the need for support.

Parents are kept up to date with their child's progress and development and play an important part in contributing to the yearly Education, Health, and Care Plan reviews.

The Deputy Head Teacher with responsibility for Quality of Education will discuss any cause for concern in pupils' progress from their starting point and in relation to the specific RSE and Health Education learning programme they are undertaking.

Formative assessments are used to assess how pupils are responding to the RSE and Health Education content. Staff members will observe pupils to understand their level of progress and learning styles. This in turn will inform further planning.

This information is then used at summative assessment points to review progress towards Education, Health, and Care Plan (EHCP) outcomes which inform the setting of Individual Education Plan (IEP) targets and to shape learning experiences for each pupil.

The school has the same high expectations of the quality of pupils' work in RSE and health education as for other curriculum areas.

Lessons are planned to provide suitable challenge to pupils of all abilities.

Assessments are used to identify where pupils need extra support or intervention.

There are no formal examinations for RSE and health education; however, to assess pupil outcomes, the school will capture progress through specific assessment frameworks as part of PSHE.

5. Safeguarding and Confidentiality

All pupils are taught about keeping themselves safe, including online, as part of a broad and balanced curriculum.

Confidentiality within the classroom is an important component of RSE and Health Education, and teachers are expected to respect the confidentiality of pupils as far as possible, providing that the information does not create a Safeguarding Concern.

Teachers must follow the Safeguarding Procedures if any information causes concern or, when in doubt, liaise with the Safeguarding Team for advice on how to proceed.

Teachers, however, understand that some aspects of RSE may lead to a pupil raising a specific safeguarding concern and that if a disclosure is made the Designated Safeguarding Lead (DSL) must be alerted immediately.

Pupils are made aware of how to raise their concerns or make a complaint, and how their complaint will be handled. This includes the process for when they have a concern about a peer. Pupils might need support and guidance through trained staff in how to raise their concerns. This might involve support from Speech and Language and/or Psychology.

6. Staff Training

Training is provided to the relevant members of staff on a regular basis to ensure they are up to date with the RSE and health education curriculum.

Training is also scheduled around any updated guidance on the curriculum and any new developments which may need to be addressed in relation to the curriculum.

Where relevant, training on the Social Exclusion Report on Teenage Pregnancy, and the role of an effective RSE curriculum in reducing the number of teenage conceptions.

Where relevant, appropriately trained staff will be able to give pupils information on where and how to obtain confidential advice, counselling, and treatment, as well as guidance on emergency contraception and their effectiveness.

7. Monitoring the Quality of Teaching and Learning

The Deputy Head Teacher with responsibility for Quality of Education is responsible for monitoring the quality of teaching and learning for the subject.

The Deputy Head Teacher with responsibility for Quality of Education will conduct subject assessments on a termly basis, which will include a mixture of the following:

- Observations of Teaching and Learning
- Learning walks
- Teacher's self-Evaluation
- Moderation through teachers' workshops
- Review of planning and resources
- Review of evidence of progress (formative and summative)
- Supervision documents specifying areas of strength and areas for development with well-defined and time-bound actions.

The Deputy Head Teacher with responsibility for Quality of Education will provide agreed reports to the Head Teacher and the governing body on the quality of teaching and learning for RSE and Health Education.

8. Parents/carers 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 the statutory RSE. There is no right to withdraw from Relationships Education or Health Education.

Primary aged pupils:

- Parents/carers have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE.
- Parents/carers do not have the right to withdraw their children from relationships education.
- Requests for withdrawal should be put in writing using the form in **Appendix 2** of this policy and addressed to the Headteacher.
- Alternative work will be provided for pupils who are withdraw from sex education.

Secondary aged pupils:

- Parents/carers have the right to withdraw their children from the non-statutory/non-science 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 should make arrangements to provide the child with sex education during one of those terms.
- Requests for withdrawal should be put in writing using the form in **Appendix 2** of this policy and addressed to the Headteacher.
- Alternative work will be given to pupils who are withdrawn from sex education.

Appendix 1 – RSE Curriculum Map

KS Cycle	Purple			Orange			Blue		
	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer
	Citizenship Developing Confidence & Responsibility & Making the Most of Their Abilities	Physical Health & Mental	Relationships Education	Citizenship Developing Confidence & Responsibility & Making the Most of Their Abilities	Physical Health & Mental	Relationships Education	Citizenship Developing Confidence & Responsibility & Making the Most of Their Abilities	Physical Health & Mental	Relationships Education
KS1	1	Internet Safety & Harms	Families & People Who Care for Me	Preparing to Play an Active Role as Citizens	Internet Safety & Harms	Families & People Who Care for Me	Preparing to Play an Active Role as Citizens	Internet Safety & Harms	Families & People Who Care for Me
	2	Physical Health & Mental	Relationships Education	Physical Health & Mental	Physical Health & Mental	Relationships Education	Physical Health & Mental	Physical Health & Mental	Relationships Education
	3	Physical Health & Mental	Relationships Education	Physical Health & Mental	Physical Health & Mental	Relationships Education	Physical Health & Mental	Physical Health & Mental	Relationships Education
KS2	1	Health & Prevention Basic First Aid	Online Relationships	Health & Prevention Basic First Aid	Health & Prevention Basic First Aid	Online Relationships	Health & Prevention Basic First Aid	Health & Prevention Basic First Aid	Online Relationships
	2	Physical Health & Mental	Relationships Education	Physical Health & Mental	Physical Health & Mental	Relationships Education	Physical Health & Mental	Physical Health & Mental	Relationships Education
	3	Physical Health & Mental	Relationships Education	Physical Health & Mental	Physical Health & Mental	Relationships Education	Physical Health & Mental	Physical Health & Mental	Relationships Education

KS3	1	Citizenship	Critical Thinking and debate	Relationships & Sex Education	Physical Health & Mental	Physical Health & Mental	Citizenship	Physical Health & Mental	Relationships & Sex Education	
		Democratic Citizens and the UK Political System	Internet Safety & Harms	Families	Mental Wellbeing	Mental Wellbeing	Democratic Citizens and the UK Political System	Internet Safety & Harms	Families	Respectful Relationships, Including Friendships
		Physical Health & Mental	Physical Health & Mental	Physical Health & Mental	Physical Health & Mental	Physical Health & Mental	Physical Health & Mental	Physical Health & Mental	Physical Health & Mental	Physical Health & Mental
KS3	2	Citizenship	Role of Law and Justice System	Relationships & Sex Education	Physical Health & Mental	Physical Health & Mental	Citizenship	Physical Health & Mental	Relationships & Sex Education	
		Role of Law and Justice System	Internet Safety & Harms	Online & Media	Physical Health & Mental	Physical Health & Mental	Role of Law and Justice System	Internet Safety & Harms	Online & Media	Online & Media
		Managing Money a& Planning for the Future	Drugs, Alcohol & Tobacco	Intimate & Sexual Relationships, Including Sexual Health	Drugs, Alcohol & Tobacco	Drugs, Alcohol & Tobacco	Managing Money a& Planning for the Future	Drugs, Alcohol & Tobacco	Intimate & Sexual Relationships, Including Sexual Health	Intimate & Sexual Relationships, Including Sexual Health
KS4	1	Citizenship	Volunteering & Responsible Activity	Relationships & Sex Education	Physical Health & Mental	Physical Health & Mental	Citizenship	Physical Health & Mental	Relationships & Sex Education	
		Volunteering & Responsible Activity	Health & Prevention Basic First Aid	Being Safe	Health & Prevention Basic First Aid	Health & Prevention Basic First Aid	Volunteering & Responsible Activity	Health & Prevention Basic First Aid	Being Safe	Being Safe
		Physical Health & Mental	Physical Health & Mental	Physical Health & Mental	Physical Health & Mental	Physical Health & Mental	Physical Health & Mental	Physical Health & Mental	Physical Health & Mental	Physical Health & Mental
KS4	2	Citizenship	Role of Law and Justice System	Relationships & Sex Education	Physical Health & Mental	Physical Health & Mental	Citizenship	Physical Health & Mental	Relationships & Sex Education	
		Role of Law and Justice System	Internet Safety & Harms	Online & Media	Physical Health & Mental	Physical Health & Mental	Role of Law and Justice System	Internet Safety & Harms	Online & Media	Online & Media
		Managing Money a& Planning for the Future	Drugs, Alcohol & Tobacco	Intimate & Sexual Relationships, Including Sexual Health	Drugs, Alcohol & Tobacco	Drugs, Alcohol & Tobacco	Managing Money a& Planning for the Future	Drugs, Alcohol & Tobacco	Intimate & Sexual Relationships, Including Sexual Health	Intimate & Sexual Relationships, Including Sexual Health
KS5	3	Citizenship	Volunteering & Responsible Activity	Relationships & Sex Education	Physical Health & Mental	Physical Health & Mental	Citizenship	Physical Health & Mental	Relationships & Sex Education	
		Volunteering & Responsible Activity	Health & Prevention Basic First Aid	Being Safe	Health & Prevention Basic First Aid	Health & Prevention Basic First Aid	Volunteering & Responsible Activity	Health & Prevention Basic First Aid	Being Safe	Being Safe
		Physical Health & Mental	Physical Health & Mental	Physical Health & Mental	Physical Health & Mental	Physical Health & Mental	Physical Health & Mental	Physical Health & Mental	Physical Health & Mental	Physical Health & Mental
KS5	1	Unit Award Scheme	Asdam/AGA Entry Level Award	Asdam/AGA Entry Level Award	Asdam/AGA Entry Level Award	Asdam/AGA Entry Level Award	Asdam/AGA Entry Level Award	Asdam/AGA Entry Level Award	Asdam/AGA Entry Level Award	
		2	Unit Award Scheme	Asdam/AGA Entry Level Award	Asdam/AGA Entry Level Award	Asdam/AGA Entry Level Award	Asdam/AGA Entry Level Award	Asdam/AGA Entry Level Award	Asdam/AGA Entry Level Award	Asdam/AGA Entry Level Award

Appendix 2 – Right to Withdrawal Form

Withdrawal from Sex Education Form			
Name of Child:		Class:	
Name of Parent/carer:		Date:	
Reason for withdrawing from 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/carers: