



RSE Curriculum Policy

RATIONALE & ETHOS

RSE is “learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. Some aspects are taught in Science, and others are taught as part of personal, social, health and economic education (PSHE). A comprehensive programme of RSE provides accurate information about the body, reproduction, sex and sexual health. It also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline”. (Brook, SEF, PSHE Association, 2014:3) Policy Aims and Objectives

This policy covers our schools’ approach to RSE which is taught within the PSHE curriculum and provides pupils with the skills knowledge and understanding to be able to lead confident and healthy lives as part of their journey into becoming informed active and responsible citizens while aiming to encourage our students to become kinder, more confident, more thoughtful and more responsible citizens in the communities in which they live and work. It also aims to foster the personal, moral, spiritual, social and cultural development of our students, as well as helping to enhance their ability to cope with life and its demands. We also aim for students to have the knowledge and understanding needed to manage conflict peaceably and learn how to recognise and avoid exploitation and abuse.

At Tpluscentres+ we believe that RSE is important for our pupils and our school because it is integral to keeping them safe and enabling them to recognise and develop skills for building positive and healthy relationships. Therefore, RSE is taught in the context of relationships and promotes self-esteem and emotional health and wellbeing to help children form healthy meaningful relationships, based on respect for themselves and for others.

We believe that RSE must include information about physical, moral and emotional development and the school will ensure that pupils are given information appropriate to their age and stage of development and understanding.

We ensure RSE fosters gender equality and LGBT+ equality by challenging all forms of discrimination and bullying, in line with the Equality Act 2010

Tpluscentres+ believes in working in partnership with parents and carers and understands the importance of sharing our RSE programme with families so that they are able to support their children's physical, moral, mental wellbeing and emotional development at home.

This policy is also available on our website www.tpluscentres.co.uk for parents to be able to access at any time.

Through this policy we work together to promote the following skills:

- To provide the knowledge and information to which all pupils are entitled and to clarify/reinforce existing knowledge
- To raise pupils' self-esteem and confidence, especially in their relationships with others
- To understand the importance of safe and stable relationships that promote respect, love and care
- To help pupils' develop skills (language, decision making, choice, assertiveness, resilience) and make the most of their abilities
- To provide the confidence to be participating members of society and to value themselves and others;
- To help gain access to information and support
- To develop skills for a healthier safer lifestyle
- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media
- To develop resilience and positivity when responding to influences that may affect body image
- To reinforce and develop pupils' understanding of how to stay safe online
- To respect and care for their bodies
- To be prepared for puberty and adulthood
- To respond to the needs of pupils and parents/carers by providing accurate knowledge of sexual matters at a level suitable to children's age and understanding and to dispel myths and rumour
 - To foster an understanding and acceptance that relationships can be formed in diverse and varied ways, for example; people of the same gender.
 - To develop acceptance of same sex unions as also offering stable, loving and committed relationships to nurture children
 - To Value family life within stable, loving and committed relationships
 - To develop respect for self and others
 - To develop respect for rights and responsibilities within relationships and gender equality and equality in relationships
 - To further understand diversity regarding religion, gender, culture and sexual orientation
 - To understand the importance of striving to reduce intolerance and discrimination based on sexual orientation, disability, ethnicity, religion and gender.
 - To be able to challenge gender stereotypes and inequality
 - To Develop spiritual, moral, social and cultural awareness in line with the 2010 Equality Act and the schools' safeguarding and child protection protocols.

ROLES & RESPONSIBILITIES

The PSHE subject leader and Head of Centre are responsible for the organisation of RSE at t+centres. RSE is delivered through a number of areas of the curriculum and is taught explicitly through the following subjects: Science & PSHE & Citizenship - including the Social and Emotional Aspects of Learning (SEAL) programme - and through assemblies and Enrichment activities.

Where RSE is taught within the curriculum, it will be delivered by the class teacher. Assemblies are delivered by teaching staff, SLT including the headteacher. Visiting speakers from the community, e.g. health promotion specialists, school/family planning nurses, community police and fire officers, make a valuable contribution to the RSE curriculum. Their input is carefully planned and monitored to fit into and complement the curriculum. Teachers are always present during sessions delivered by visiting speakers and the teachers remain responsible for the delivery of the RSE curriculum. Whilst many aspects of RSE are taught throughout the year, some specific age-related aspects are delivered at a pre-planned point during the year, in order that parents/carers are informed and can be involved in supporting their child.

LEGISLATION

We are required to teach relationships education/RSE as part of the Revised Department for Education statutory guidance (September 2020) which states that all schools must deliver relationships education (in primary schools) and relationships and sex education (in secondary education), The parental right to withdraw pupils from RSE remains in primary and secondary education for aspects of sex education which are not part of the science curriculum. The RSE policy compliments our PHSE policy and documents that inform the school's RSE policy include:

- Education Act (1996)
- Learning & Skills Act (2000)
- Education & Inspections Act (2006)
- Equality Act (2006)
- Supplementary Guidance SRE for the 21st Century (2014)
- Keeping children safe in education – statutory safeguarding guidance (2016)
- Children & Social Work (2017)

CURRICULUM DESIGN

The school uses the New National Curriculum and the PHSE associations Programme of study as the basis of its curriculum planning as this identifies the key concepts and skills to be taught through PSHE education and incorporates the range of topics to be covered within RSE.

Our curriculum planning is in three phases (long-term, medium-term and short-term). Our long-term planning gives a detailed outline of what we teach across each key stage. Our medium-term plans, which are adapted from the long-term planning, give details of the main learning objectives for each topic. They ensure an appropriate balance and distribution of work across each topic. These plans are kept and reviewed by the subject leader. Our short-term planning is completed via an individual lesson plan and gives details of the main learning objective and the learning activity for that lesson. These short-term plans will be matched to the ability of the pupil.

SAFE & EFFECTIVE PRACTISE

Teaching and learning approaches will be in line with the Teaching and Learning Policy.

The school uses a variety of teaching to accommodate learning styles in RSE. Our principal aim is to develop pupil's knowledge, skills and understanding. During our lessons we encourage pupils to ask as well as answer questions related to RSE.

They have the opportunity to use a wide range of resources, including: video clips, games and scenario cards to support their work. ICT is used in SE lessons to facilitate engagement and support where this serves to enhance their learning. Wherever possible, we encourage the pupils to apply their learning to everyday situations.

We recognise the fact that there may be pupils of widely different abilities in classes and barriers to learning. We provide suitable learning opportunities for all pupils by matching the challenge of the task to the ability of the pupil. We achieve this through a range of strategies – setting tasks which are open-ended and can have a variety of responses, setting tasks of increasing difficulty and providing resources of different complexity, according to the ability of the pupil.

Other resources and activities are used to enhance and engage the learners in a stimulating and sensory way using a variety of methods of delivery and resources including puppetry, role-play, sensory materials such as clay and paint encouraging freedom of expression and a safe way to explore feelings

We realise that not all children will begin each year at the expected starting point and when beginning a topic the first lesson will be to determine the students prior knowledge and adjustments made accordingly to ensure that the student does not feel disadvantaged by not understanding any issues that they are being presented with. We aim for our programme to be responsive at all times to students needs and to be reactive in a positive way to ensure that key messages are clearly understood by the student.

We use classroom assistants to support some pupils, and to ensure that work is matched to the needs of individuals.

The direct teaching of the RSE curriculum across all key stages takes place though specific allocated lesson times within the PSHE curriculum.

We will ensure a safe learning environment by ensuring that pupils are aware that RSE is taught in a safe non-judgemental environment where adults and children are confident that they are respected. Specific ground rules will also be established at the beginning of each lesson in addition to those normally in place within PSHE lessons.

All staff involved in the delivery of RSE are aware that views around RSE are varied. However, while personal views are respected, all RSE topics are taught without bias. Topics are presented using a variety of methods and beliefs so that pupils are able to form their own, informed opinions, but also respect others who may have a different opinion. Both formal and informal questions are answered according to the students age and maturity of the pupils concerned and the limits of the year groups topics. However, if any staff member has any reason to think that the student may be at risk then then concerns will be referred to a member of the Safeguarding team.

SAFEGUARDING

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. RSE discussions may prompt a pupil to disclose about related incidents; for example, FGM, Forced marriage, child exploitation or abuse. If the member of staff believes that the child is at risk or in danger or has concerns about any information disclosed, she/he talks to the named Designated Safeguarding Lead who takes action as laid down in the Child Protection Policy. All staff are familiar with the policy and know the identity of the member of staff with responsibility for Child Protection issues. The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by staff throughout the process.

ENGAGING STAKEHOLDERS

Tpluscentres+ is committed to working with parents and believes that it is important to have the support of parents for the PSHE and RSE programme. Parents are provided with the opportunity to find out about and discuss the school's programme through the school website and prospectus, displays and an open-door policy.

To promote effective communication and discussion between parents and their children we notify parents through termly curriculum letters and the school website about when particular aspects of RSE will be taught. We also encourage an open-door policy to help ensure that parents can discuss issues with the school staff in a positive, sensitive and proactive manner.

Parental rights to withdraw their children

Parents have the right to withdraw their children from all, or part of the RSE curriculum, except for those parts included within the National Curriculum for Science, which are statutory.

Effective methods to communicate Tpluscentres+ ' approach to RSE, including the parental right to withdraw their child, are through the year group RSE curriculum information letter sent home to parents. Parents will also receive a telephone call from the teacher/SLT before delivering aspects of RSE and this will include when external agencies such as Brooke are delivering the content. The letter also includes arrangements for a parent meeting with staff.

Parents are also informed that the RSE curriculum is an essential vehicle in supporting a school's statutory duty to:

- safeguard and promote the welfare of their children,
- advance the 2010 Equality Act,
- encourage the spiritual, moral, social and cultural development of pupils,
- foster British values, and
- prepare children and young people for the challenges, opportunities and responsibilities of adult life, along with the coverage of the National Curriculum for Science.

Those parents/carers wishing to exercise the right to withdraw their child from part or all of RSE are invited in to see the teacher who will explore any concerns and discuss any impact that withdrawal may have on the child.

Once a child has been withdrawn they cannot take part in the RSE programme until the request for withdrawal has been removed. It is then the responsibility of the parents/carers to deliver the content of the RSE to their child as they see fit. Information and support materials are available for parents/carers to use and are offered by the staff. Pupils who are withdrawn from RSE continue with individual learning tasks for other curriculum areas, which are carried out in another classroom or the library.

If a conversation arises about sexual health issues in a non-RSE lesson with pupils present who have been withdrawn from RSE lessons, the teacher must stop the conversation and ask that the issues be discussed at an appropriate time. The teacher must, as soon as possible, find an appropriate time to continue the conversation with pupils when the withdrawn child is not present.

We involve pupils in the development of the RSE curriculum through the Teaching and Learning approach, which promotes dialogue about feedback and learning, enabling teachers to monitor pupils' views.

MONITORING, REPORTING & EVALUATION

We ensure that all pupils have equal access to the RSE programme through a thorough process of monitoring, evaluation and assessment, which takes into consideration pupils' needs, maturity, age, ability and personal circumstances.

Class teachers assess pupils' understanding and progress through formative and summative processes. These include pre- and post-topic mind maps, drawings, task outcomes, questioning and observation. Written or verbal feedback is given to the pupil to help guide their progress in line with the school marking policy.

Staff are kept informed of developments in key aspects of RSE, including links with safeguarding, inclusion, equality, child protection and antibullying, through regular training provided at staff meetings and INSET days.

Tpluscentres+ are members of the PSHE Association which helps to inform their practice and provide up to date information and changes to practice while also being a source of high-quality teaching material and resources.

INCLUSION

The RSE policy reflects and is in line with the schools' equal opportunities policy and Tpluscentres+ ensures that the RSE teaching programme is an inclusive one and is appropriate and relevant to all pupils, including those with SEN and disabilities. Teachers ensure that the content, approach and use of inclusive language reflect the diversity of the school community, and help all pupils feel valued and included, regardless of their gender, ability, disability, experiences and family background.

RSE strives to meet the needs of all pupils regardless of their developing sexuality and deals honestly and sensitively with sexual orientation, answers appropriate questions and offer support. Homophobic and transphobic references and homophobic and transphobic actions and bullying are not tolerated and are challenged at Tpluscentres+

History and implementation of this Relationships & Sex Education (RSE) Policy:

Approved by SLT in this format: June 2020

Approved by t+centres Governors June 2020

Last Revised: June 2020

To be Reviewed: June 2021

SLT, all staff and governors have read. Discussed and contributed to this policy

The Head of Centre will be responsible for ensuring all staff are briefed on the regulations and practise outlined in this policy.